Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. The third packet provides teachers with information and instructional guidelines for assisting students to read for specific facts, literal comprehension being the first level of gaining meaning from the printed page. Techniques are suggested for instructing students in reading for specific facts and details, determining key words, recalling information, identifying and organizing information, recognizing cause-effect relationships, and following directions. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)
Literal Comprehension in the Content Areas

Individualized Inservice Packet Number III

TEACHING TEEN READING SERIES
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Virginia L. Kunkle
Director, Division of Educational
Redesign and Renewal
The American dream of opportunity through education has been
an inspiration and a reality to millions and millions. Equipping
students with the skills of reading is fundamental to this essential
contribution of our schools. It is well recognized that the ability
to read and the active use of reading are cornerstones supporting
the foundation of lifetime learning. Personal fulfillment, positive
self-concept, participating citizenship, and meeting the demands
of job and society are dependent upon effective reading.

All teachers are teachers of reading, individualizing and person-
alizing learning of all students on the ability spectrum. Without
the acquisition of reading skills, the content of any subject area
remains untapped and inaccessible between the covers of books.
The students presently enrolled in our schools will live part of
their lives in the 21st century. The need is to assure them of read-
ing skills with which to cope with the rapid and ever-expanding
stockpile of information and book-stored knowledge.

The Department of Education is the agency through which the
Ohio General Assembly expresses its response to the will of the
citizenry on matters of education. Reflective of this, legislation
was enacted which made provision for the department to make
available inservice materials and services for elementary and
secondary school teachers. Hence, the Division of Educational
Redesign and Renewal is responsible for the development of
stand-free inservice education materials which may be used indi-
vidually by teachers or by teacher leaders working together with
small groups of colleagues. The materials are designed to give
condensed professional information which will meet an instruc-
tional need or interest.

Because reading incorporates the principles of accountability for
all teachers, The Teaching Teen Reading Series was prepared
as a helpful resource for the teachers of upper elementary, middle
and secondary schools. The content fuses with the use of any
print materials supplied within the schools.

The post-Vietnam period offers an opportunity—and an impera-
tive—to strive for excellence surpassing all prior achievements in
our nation’s scholastic history. It is our hope that these and other
inservice materials will be beneficial to teacher endeavor toward
achieving that excellence.

Martin W. Essex
ACKNOWLEDGMENTS

The staff of the Division of Educational Redesign and Renewal expresses appreciation to the members of the teacher reaction panel for their critique of draft editions in terms of content, format, and practicality.

Rosemary Bonial—Bellaire Public Schools
Sr. Donna Capuano—St. Robert School, Euclid
Elizabeth Cisko—Peoples Junior High School, Cincinnati
Keith Clark—Admiral King High School, Lorain
Steven Fark—Kettlersville Elementary School, Kettlersville
Jerry Ledbetter—Hawthorne Boone Elementary School, Lorain
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To enable the teacher to instruct students to read for specific facts and details

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3. Recalling from memory information explicitly stated in the selection
4. Identifying a question on the literal level with learners
5. Organizing information into given categories with learners
6. Purpose setting by the student prior to reading as an aid to locating and recalling information explicitly stated in the selection
7. Matching and labeling
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9. Locating cause and effect
10. Recalling cause and effect relationships
11. Following directions
12. Developing literal skills through the use of puzzles

SELF-CORRECTIVE POST TEST

GLOSSARY

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INTRODUCTION

WHO? WHAT? WHEN? WHERE?

The purpose of this Individualized Inservice Packet is to give teachers information and instructional guidelines to assist students to read for specific facts. Literal comprehension is the first and less complex level of gaining meaning from the printed page. This reading skill is used to locate explicitly stated information. Interpretive comprehension follows in the developmental sequence (Packet IV).

This packet deals with a basic reading skill which applies to varied types of reading and to any subject area. The content does not refer to any particular print materials but may be used with the books, reference sets, periodicals and other resources already in use at the school.
OBJECTIVE

To enable the teacher to instruct students to read for specific facts and details.

INSTRUCTIONAL CONCEPT

Literal comprehension is the primary level of getting meaning from the printed page. It entails locating information for specific answers to factual questions. No interpretation of the facts is involved through the recognition of inherent relationships. Generally, word or sentence location is a simple endeavor and results in immediate rather than lasting recall.

Because some readers possess this level of functioning and the literal level is the foundation for the expansion of comprehension, it is one of the many uses of reading.

The literal level of comprehension focuses upon finding facts and detail in the content. It is a means to understanding.
SUGGESTED APPLICATION WITH LEARNERS

I.

LOCATING INFORMATION EXPLICITLY STATED IN THE SELECTION

The purpose is to teach the student to read for factual information. The learner needs knowledge obtained from facts through reading. Otherwise, his response will be based on chance.

Content Example—Mathematics

Excerpt Those Amazing Computers Uses of Modern Thinking Machines Melvin Berger (The John Day Company New York)

Suggested Teaching Tactic

- The learner's attention is directed to the facts and details of what he is reading. Through experience he comes to realize that literal information must be substantiated by explicit words or sentences. A key tactic for encouraging learner attention is purpose setting. He is directed to the specific cues necessary for discerning the facts and details.

  WHO? WHAT? WHEN? WHERE?

- Using the purpose setting formula, direct the student to make tally marks on a piece of paper under the appropriate question. These would repre-

- Draw from the student what he knows about computers. List his ideas on the chalkboard.

- Read silently to determine the answer.

  What does a computer do?

- The computer works very much the way you do when you solve problems.
sent the factual details in
the selection.

- Provide the key words used in
  the selection. Direct the stu-
dent to read to locate addi-
tional information.

- Give the student factual ques-
tions to which he is to find
specific answers. Initially,
teacher guidance could be
given through the provision of
page, column, and paragraph
where the answer can be lo-
cated. The teacher deter-
mines those who continue to
need this type of assistance.

- program
  input
  output
- central processor
  memory
  control unit

- 1. Locate the word which
   means the steps of the
   computer's work.
- 2. What part of the computer
   does the actual calcula-
tion?
- 3. What is the computer's
   answer called?

SUGGESTED APPLICATION WITH LEARNERS

2 DETERMINING KEY WORDS WHICH TRIGGER
COMPREHENSION ON THE LITERAL LEVEL

Content Example—Current Events

Given a short informative selection, the student locates the answers to factual
questions. In response he uses the specific words of the author.
The criterion for mastery is 80 percent. The material should be appropriate to
the reading ability of the student. If he is unable to read, the measurement may
be changed to a listening task.
Suggested Teaching Tactic

The teacher direction is for the student to circle the words which trigger the literal comprehension of the major points of a news article.

The teacher asks the student to reread and answer:

- WHO?
- WHAT?
- WHERE?
- WHEN?

Suggested Criterion

Given a selection, the student will identify those words or phrases which answer these key questions: WHO? WHAT? WHEN? WHERE?

SUGGESTED APPLICATION WITH LEARNERS

3 RECALLING FROM MEMORY INFORMATION

EXPLICITLY STATED IN THE SELECTION

Competence with the location of information precedes the development of recall skills.

Since recall is a memory task, the learner will remember best those things to which he is directed. The learner gains confidence through answering the key questions. Following his response he should be encouraged to return to the material to confirm his answer.
Content Example—Science

With traditional coal and oil reserves becoming more and more scarce, emphasis is being placed upon the development of new energy sources. supermarkets. Among these researchers is a team of physicists, engineers, and scientists. Testing mirror devices on a mountain in northern Arizona that will help solve the growing energy needs of many countries in most every part of the world.


Suggested Teaching Tactic

- Using the purpose-setting formula, direct the student to read the selection. Following completion of the assigned reading, instruct the learner to provide from memory all possible details in each of the appropriate categories.

- Prior to reading, give the student the key words used in the selection (Those words which answer the key questions. WHO? WHAT? WHEN? WHERE?) After reading, ask him to recall additional information related to the key words. Again, provide opportunities for self confirmation of responses.

- Give the student factual questions which are to be answered from memory following the reading assignment.

- Put the following questions on the board before the student reads the article:
  1. Who is drilling?
  2. What are they seeking?
  3. Does the article tell when the source of energy will be exhausted?
  4. Where is this extinct volcano?

- Who is testing mirror devices? Where are they working? What are the engineers using?

- physicists
  - scientists
  - engineers
  - drilling
  - testing
  - southern Rocky Mountains
  - northern Arizona
  - turbines
SUGGESTED APPLICATION WITH LEARNERS

4 IDENTIFYING A QUESTION ON THE LITERAL LEVEL

Content Example—Mathematics

Latitudes and Longitudes
Points on the earth's surface are located by ordered pairs of numbers. Since the earth is a sphere, a straight line cannot be drawn on its surface. A circle and a half circle are chosen as the axes. Do you know what these axes on the earth are called? The equator is the circle axis and it midway between the two poles, the half circle axis, called the prime meridian, extends from the North Pole through the city of Greenwich, England, to the South Pole. Latitude is a number in degrees north and south from the equator, and longitude is measured in degrees east and west from the prime meridian. The maximum number of degrees of latitude is 90 and the maximum number of degrees of longitude is 180. Any point on the earth can be located by specifying its latitude, north or south, and its longitude, east or west (two numbers and two directions).

The figure shown is a picture of a ship with solid lines marking off the total surface in two directions, the prime meridian, running from north to south and the equator, giving the globe east and west. The ship shown sailing the ocean would be at 30° west longitude, because it is 30° west of the prime meridian, and at 45° north latitude, because it is 45° north of the equator. If the captain of the ship reduced his position to latitude 45° north and longitude 30° west would that position be easier than the one shown in the illustration? Would the captain use an ordered pair (easy) to locate the ship on the equator by giving its longitude and latitude? Explain. Locate point A (just off the tip of Florida) by giving its approximate latitude and longitude.

Notice that if we did not use the degree symbol and if we used plus and minus signs instead of the words "east," "west," "north," and "south," these coordinates would be much the same as the first ones we discussed. The essential difference is that we thought of our coordinates as city blocks as being on a flat surface; our present coordinates are on a sphere, which is curved.

Suggested Teaching Tactic

Literal questions can be answered by specific words or sentences. The teacher sets the purpose prior to silent reading, directing attention to facts and details. The student will locate and recall best those points previously identified through purpose setting cues.

The teacher gives the purpose-setting formula before silent reading:

**WHO? WHAT? WHEN? WHERE?**

Set reading purpose by directing the silent reading through the presentation of key questions:

On page 175, what names are given to the circle and half circle chosen as the earth’s axes?

What is measured in degrees north and south from the equator?

What is measured in degrees east and west from the prime meridian?

Find the sentence on page 176 which tells how any point on the earth may be located. Copy it on your paper.

**SUGGESTED APPLICATION WITH LEARNERS**

**5 ORGANIZING INFORMATION INTO GIVEN CATEGORIES**

Content Example—Social Studies

<table>
<thead>
<tr>
<th>Ohio</th>
<th>Vice President Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td>War of 1812</td>
<td>Mexican War</td>
</tr>
<tr>
<td>Toledo region</td>
<td>Free Soilers</td>
</tr>
<tr>
<td>President Jackson</td>
<td>William Holmes McGuffey</td>
</tr>
<tr>
<td>Whig Party</td>
<td>1835</td>
</tr>
<tr>
<td>William Henry Harrison</td>
<td>average month</td>
</tr>
<tr>
<td>Log Cabin Campaign</td>
<td>State House</td>
</tr>
</tbody>
</table>
Suggested Teaching Tactic

Give the words from the content which answer key questions and represent the author's main point:

Ask students to place the key words in the proper categories.

<table>
<thead>
<tr>
<th>WHO?</th>
<th>WHAT?</th>
<th>WHEN?</th>
<th>WHERE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Content Example—Literature

On the Grasshopper and the Cricket

JOHN KEATS

The poetry of earth is never dead,
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead.
That is the Grasshopper's—he takes the lead.

In summer luxury—he has never done
With his delights, for when tired out with fun
He rests at ease beneath some pleasant weed;

The poetry of earth is ceasing never;

On a lone winter evening, when the frost
Has wrought a silence from the snow, there thrills

The Cricket's song, in warmth increasing ever,
And seems to one in drowsiness half lost

The Grasshopper's among some grassy hills.

Excerpt Counterpoint in Literature Pooley, Daniel Farrell; Gronmon and Niles (Scott Foresman and Co, 1967), 373

Suggested Teaching Tactic

With the student decide on categorical headings. Have the student give words which relate to the classifications. (The chalkboard is used for this introductory class participation activity.)

Following silent reading, discussion and enjoyment of the poem, have the student locate all the nouns in the poem and place them in categories of:

People

Places

or

Things
Identify the nouns, verbs, and adjectives in the poem. Place them in their respective categories.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Given a passage of indeterminate length, the student will organize those words from the passage under the appropriate category headings. The words may be either provided or located by the student, according to teacher direction.

**SUGGESTED APPLICATION WITH LEARNERS**

**PURPOSE SETTING BY THE STUDENT PRIOR TO READING AS AN AID TO LOCATING AND RECALLING INFORMATION EXPLICITLY STATED IN THE SELECTION**

Mastery of location and recall skills does not necessarily mean that the student is able to establish his own purposes before reading. The teacher provides guidance prior to silent reading by directing the student's attention to the WHO? WHAT? WHEN? and WHERE? in the content. This direction diminishes only when the student makes appropriate responses to the key questions independently.

The following activity may help students to realize the importance of key questions.

**Content Example**

A telegram is a good example of information conveyed through key points only:

```
ART DIRECTORS BOARD MEETING STOP
SATURDAY NOON 12PM-1:30PM LIVING ROOM STOP
```

**Suggested Teaching Tactic**

Ask the learner to set purposes for himself. He formulates his own questions prior to and while reading. Listing of these questions will help the student predict the factual input. After reading, he sees how many questions he is able to answer, how many facts were not stated, and how many facts he had not predicted.
Build literal questions using the key points provided in the telegram.

1. WHO?

2. WHAT?

3. WHEN?

4. WHERE?

Further development of this process involves building the information given into a paragraph which includes the key points.

Suggested Criterion Referenced Measurement

Given a selection, the student will survey and _construct_ questions reflecting his _prediction_ of the main points to be identified. Having read the material, the learner will then _answer_ the questions.

SUGGESTED APPLICATION WITH LEARNERS

7 MATCHING AND LABELING

Content Example—Science
Suggested Teaching Tactic

Following the teaching of the vocabulary both for decoding and meaning and directed silent reading, direct students to match the Central Nervous System Area with its related function. (Match the area number with the appropriate function.)

Ask the student to label the drawing by using the names of The Central Nervous System Area.

Suggested Criterion

Given a list of terms and a list of their definitions, the student will match each term with its definition.

Given a diagram and a list of terms, the student will label the area indicated with the appropriate term.

(These measurements may be done in conjunction with each other or separately.)
SUGGESTED APPLICATION WITH LEARNERS

8 UTILIZING MULTIPLE CHOICE

Content Example—Science

Excerpt from *Science—Experiment and Discovery* by Davis Burnett Gross and Prichard (Holt Rinehart and Winston 1969) 218-219

Suggested Teaching Tactic

Selection among multiples requires not only the location of key words but the understanding of meaning. Multiple choice is a learning activity which follows directed reading and thorough discussion of the content.

Direct the student to select one or more choices to complete the sentences.

1. To make glucose a plant must have
   - water, carbon dioxide, sand and sunlight
   - water, chlorophyll, soil and sunlight
   - water, carbon dioxide, chlorophyll and sunlight
   - water, carbon monoxide, chlorophyll and sunlight
   - water, sunlight, heat and soil

2. The food of green plants is made
   - in the leaves
   - in the root
   - under the bark
   - only in the buds

3. Photosynthesis is

Excerpt from *Science—Experiment and Discovery* by Davis Burnett Gross and Prichard (Holt Rinehart and Winston 1969) 218-219
Given a series of multiple choice items, the learner will make those selections which will complete the measurement activity.

SUGGESTED APPLICATION WITH LEARNERS

9 LOCATING CAUSE AND EFFECT

Content Example—Science

Scientists have actually watched a mountain being formed. It is a new volcanic mountain in Mexico. It is named Paricutin (par-ee-koo-teen). In 1943, lava started coming up from the ground in a level cornfield. There was an explosion as the lava burst through the ground. Rocks and fine ashes were hurled hundreds of feet into the air. The molten rock that flowed out cooled and hardened. More lava flowed out and hardened on top of the first rock layer. Then layer upon layer of lava built up. This process has continued, and Paricutin is now a mountain over 9,000 feet high.

Excerpt Science 2 Experiment and Discovery Davis, Burnett Gross and Prichard (Holt Rinehart and Winston 1969) 181

Suggested Teaching Tactic

Following preparatory class discussion of cause and effect with many examples, introduce the vocabulary of key content words which trigger meaning and set the purposes for silent reading.
After class discussion of the content, ask the student to match the causes with the effects:

**CAUSES**
- explosion
- layers of lava
- Paricutin formed

**EFFECTS**
- new mountain
- rocks hurled
- scientists watching

**SUGGESTED APPLICATION WITH LEARNERS**

**RECALLING CAUSE AND EFFECT RELATIONSHIPS**

**Content Example—History**

**GROWTH OF OHIO'S SCHOOLS**

A long time in school. A hundred years ago, Ohio had no law saying that children had to go to school. Free public schools were already in existence, as you read in Chapter 11. But a century ago it was left up to parents whether they would send their children to school, keep them at home doing farm chores; or send them into factories to work. And many families were so poor that they had great need of the scanty wages the children could earn in the factories. It was not until 1877 that the first school attendance law was passed. It said that children between eight and fourteen had to go to school for twelve weeks out of the year. But there were no truant officers then, nor was anyone punished for not obeying the law. So the law didn't do very much good.

For many years some factory owners fought compulsory education laws, because they counted on the cheap labor of school-age children. Nevertheless, in 1889 the legislature of Ohio passed a strict law on school attendance, providing for truant officers to see that the law was really carried out. Finally the Bing law of 1921 was passed, which provided that all children between six and eighteen had to be in school.

Not only must Ohio children go to school, but, as you know, the State must provide free tuition and free textbooks for all pupils in public schools.
Suggested Teaching Tactic

After vocabulary introduction and purposeful silent reading, ask for memory responses from the content. Teacher questions are directed toward securing recall of reasons stated in the narrative. Guidance is given by drawing attention to cause and effect clue words which may include because, due to, therefore, on account of, since, and the like.

Questions typical of cause and effect recall are:

1. Why didn't the school attendance law of 1877 do very much good?
2. Why did some factory owners fight compulsory education laws?

**SUGGESTED APPLICATION WITH LEARNERS**

II FOLLOWING DIRECTIONS

Content Example—Mathematics

**READING AND USING MAPS**

On the map of Puerto Rico you will notice the numerals 1, 2, 3, 4, and 5 across the top and the letters A and B along the side. Each of the indicated squares can be thought of as a separate and colored page, map, or area. Given the locations of the squares, the student needs to name the squares. We will also give the student a number. The number is the location of the square, e.g., square B-2. Other clues at the square, e.g., A-4, are given on the map.

Excerpt: Mathematics—An Integrated Series Book One Price, Peak, and Jones (Harcourt, Brace and World 1965)
Thoughtful teaching for using content to follow directions calls attention to relationships and to understanding the correspondence of their meaning.

Opportunities to learn this skill include demonstrating the use of an object, performing an experiment, drawing charts, classifying like and unlike substances, developing techniques for interviewing, making maps, and keeping records.

Teaching how to follow directions begins with one-step directions, and proceeds to those which will involve two steps. Then three or more steps may be introduced and finally directions for which the number of steps is not stated explicitly.

Teacher preparation includes selecting and formulating directions from the subject matter.

Extend the example of reading and using maps by giving directions similar to the following:

1. Locate the coordinates of each of these cities:
   - Ponce
   - Caguas
   - Ensenada
   - Humacao
   - Aguadilla
   - Playa de Ponce

2. Circle the city closest to:
   - Fajardo

3. Make an X on the city that is between:
   - Manati
   - Isabela

4. Draw a line from Isabela to the city that is the farthest from Isabela within the square A-8. Then continue that line to each of the cities in the B squares that is the closest to the A squares.

Given a series of directions, the learner will follow them. His accuracy to be judged from the end product of his efforts.
SUGGESTED APPLICATION WITH LEARNERS

DEVELOPING LITERAL SKILLS THROUGH THE USE OF PUZZLES

Content Example—Music

Suggested Teaching Tactic

Puzzles relate directly to the meaning of literal comprehension for they call for locating specific answers to factual questions by finding contextual facts and detail. Construct various word games which may apply to the content of any subject area.

The student both enjoys and learns from building word games, as well.

An example for the teacher given below follows literal skills.

Direct the student to use the selection content to complete the puzzle by

1. filling in the blank, quoting directly from the text.

2. locating the correct term, having been given the description.

Excerpt: Discovering Music Together by Leonard Krone Wolfe Fullerton (Follett Educational Corporation 1970) 112
Across:
1. Female voice type—middle range
2. Human voices are capable of making a wide variety of
   and tone color
3. Male voice type—middle range
4. “The human was the first musical instrument.”

Down:
3. Male voice type—low range
5. “written for vocal solo or vocal
6. “mixed (SATB)”
7. Male voice type—high range
8. The singing voices extends almost six octaves.
9. Female voice type—low range
10. Female voice type—high range
SELF-CORRECTIVE POST TEST

1. Can you name four key questions which trigger literal comprehension?
   Yes ____________________________ Partially ____________________________ No __________

2. Do you know how to identify questions on the literal level?
   Yes ____________________________ Partially ____________________________ No __________

3. Are you able to construct meaningful questions on the literal level of comprehension?
   Yes ____________________________ Partially ____________________________ No __________

4. Can you name six forms of literal comprehension?
   Yes ____________________________ Partially ____________________________ No __________

5. Can you construct exercises using these different forms?
   Yes ____________________________ Partially ____________________________ No __________

6. How many of these forms have you utilized in the teaching of your last content unit?
   ____________________________

Increased competence with the meaningful use of literal comprehension can best be demonstrated through immediate application to your content area. Therefore, as you think in terms of your long range plans, select a unit of content yet to be taught. Utilize this opportunity for self-study and construct literal comprehension activities. Remember that these will be especially useful with those students whose current achievement is adequate only for this level. However, for all students, literal comprehension is the foundation for learning at higher levels.
<table>
<thead>
<tr>
<th><strong>GLOSSARY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause and effect clue words</strong></td>
</tr>
<tr>
<td><strong>Cause and effect</strong></td>
</tr>
<tr>
<td><strong>Contextual facts</strong></td>
</tr>
<tr>
<td><strong>Criterion referenced measurement</strong></td>
</tr>
<tr>
<td><strong>Decoding</strong></td>
</tr>
<tr>
<td><strong>Directed silent reading</strong></td>
</tr>
<tr>
<td><strong>Factual questions</strong></td>
</tr>
<tr>
<td><strong>Literal comprehension</strong></td>
</tr>
<tr>
<td><strong>Multiple choice</strong></td>
</tr>
<tr>
<td><strong>Purpose setting formula</strong></td>
</tr>
<tr>
<td><strong>Recall</strong></td>
</tr>
</tbody>
</table>
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COMPETENCY CRITERIA

The following characteristics of effective content-related teaching instruction may serve as self-appraisal guidelines:

Students are enabled to gain information, knowledge, wisdom and enjoyment from reading, for my teaching procedures include:

Planning and tailoring my teaching to accommodate the wide range of reading strengths and weaknesses represented within the class.

Fusing reading with other components of language (listening, speaking, and writing) to reinforce meaning.

Relating the content to the varied experiential background of the students.

Encouraging students to react to the meaning of print content by thinking critically about it.

Utilizing many types of reading sources comprising multi-readability levels.

Teaching vocabulary and comprehension skills on various levels to assure that all students experience success.

Guiding silent reading through pre-reading preparation, vocabulary assistance, and skillful questioning.

Providing for varied uses of reading in problem solving, gaining information, and enjoyment.

Modeling positive attitudes for students by being a high interest reader myself.

Being committed to improve reading abilities and book interest within the class and school.