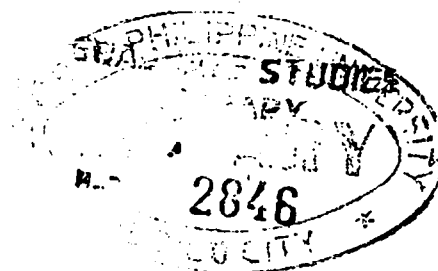


PREPARATION AND VALIDATION OF READING MATERIALS
FOR GRADES THREE AND FOUR



A Special Project in Lieu of a Thesis
Presented to
the Faculty of the School of Graduate Studies
Central Philippine University

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION

by

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February 1985

CHAPTER I

INTRODUCTION

Reading skills are important. They provide a foundation for independent and effective learning, especially in the content subjects. According to Lizardo,¹ skills in reading is a "fundamental, a must, a need which enables, helps, or inspires the child to succeed in school and later on in his daily life activities." These reading skills include vocabulary, word recognition, comprehension, study skills, and oral reading skills,²

The acquisition of these reading skills is developmental in nature. Gates³ describes the different stages of growth in reading abilities as the child goes through the elementary school as follows: (1) pre-reading stage, (2) beginning reading stage, (3) initial independent reading stage, (4) advanced primary reading stage, (5) intermediate

¹Fidela S. Lizardo, "Researches in Reading 2," The Modern Teacher, XXXII (June, 1983), p. 16.

²Walter B. Barbe, Barbe Reading Skills Checklist, Sequential Skill Plan, Honesdale, Pa., 1976.

³Arthur I. Gates, The Improvement of Reading (New York: The Macmillan Company, 1947), pp. 21-38.

reading stage, and (6) mature reading stage.

These stages are not specifically identified with grade level in the elementary grades. The grade levels themselves, however, denote a sequence: each level is supposed to be built upon those that come before it in a sequence.⁴ On the other hand, Betts⁵ states that a class or grade level is just an abstraction. It exists in the teacher's mind. Actually, a teacher teaching a class is teaching pupils who vary widely in capacities, achievements, needs, and interests.

The aforementioned statements have implications. First, the reading teacher is faced with challenging tasks. Some of these tasks are to meet the children's daily reading needs and to help them use different reading skills, according to their individual needs, abilities, and interests. These problems are compounded by others such as the big size of classes and inadequacy of reading materials, both in quantity and in quality.

⁴Robert B. Ruddell, D. L. Monson, and V. M. Reid, Majesty and Mystery (Teacher's edition; Boston: Allyn and Bacon, Inc., 1978), p. 12.

⁵Emmett Albert Betts, Foundations of Reading Instruction (New York: American Book Company, 1946), p. 3, cited by Shirley Roxanne Israel in "Construction and Validation of Comprehension Exercises for the Sophomore Collegiate Level (Reading for Understanding Series)" (unpublished Seminar paper, University of the Philippines, Quezon City, 1977), p. 3.

The teacher should provide materials suitable to each pupil's reading needs: stories that capture and hold pupils' interest, stories about things with which he is familiar, and stories which have meaning for him, so that he can develop confidence in his reading ability. Some experience of success in the acquisition of reading skills will enable him to gain immediate satisfaction from reading.⁶

The pupil's success in acquiring reading skills is dependent on factors which are, at least in part, educational. Among these are the experience background of the reader and his language efficiency. Others of importance are his purpose in reading and his interests. All these factors greatly affect the learner's acquisition of skills in reading.⁷ These factors should be considered by the teacher in providing varied and suitable reading materials for the children. According to Strang and Brachen,⁸ materials for developing basic reading skills must be of genuine

⁶Kathleen B. Hester, H. G. Shane, and B. T. Mason, Doorways to Life and Wonder. Teacher's edition (Illinois: Laidlaw Brothers, 1970), p. 17.

⁷John Deboer and M. Dallman, The Teaching of Reading (New York: Holt, Reinhart and Winston, Inc., 1974), p. 32.

⁸Ruth Strang and E. K. Brachen, Making Better Readers (Boston: D. C. Heath and Company, 1957), p. 42.

interest to the pupils. Being of immediate interest to the pupils, the content can be interpreted in the light of their previous experiences. Much of the reading materials should have the characteristics of children's classics.

In order to meet individual reading needs and abilities, the teacher should provide materials that the children are prepared to read. The materials should contain concepts within their sphere of understanding and should be written in a language not too far beyond the structure and vocabulary which they will find easy and familiar.⁹

To help children acquire reading skills and to provide teachers with suitable and varied materials to facilitate pupils' acquisition of these reading skills at their own rate or capacity, this project has been undertaken.

The main purpose of this project was to prepare and validate reading materials for pupils in Grades III and IV. Specifically, the project aimed to establish the validity, reliability, and usability of the prepared materials, and to prepare a manual to help teachers use these materials effectively.

⁹Minda C. Sutaria and J. D. Bowen (editors), PCLS Monograph, Series No. 4 (Quezon City: Phoenix Publishing House), p. 49.