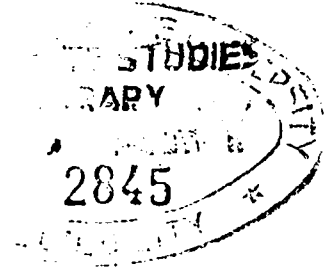


PREPARATION AND EVALUATION OF READING
MATERIALS FOR GRADES FIVE AND SIX PUPILS



A SPECIAL PROJECT IN LIEU OF A THESIS

Presented to
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CHAPTER I

INTRODUCTION

Reading has been generally recognized as the most important subject in school. It is both a subject and a tool for learning. "Failure to learn the other content subjects of the curriculum may be traced to poor reading ability."¹

It is the responsibility of the teachers in the elementary school to guide the pupils properly in acquiring this very important tool for learning. It is their task to develop in every pupil the fundamental reading skills. These basic reading skills include the ability to recognize and get the meaning of words and the ability to comprehend what one reads. According to Gray,

The child who does not learn to read in the elementary school runs the risk of becoming an adult handicapped in many phases of living.²

The ability to read serves as the foundation for effective and independent learning.

According to experts in reading, the success of

¹Purificacion Boller, "Let's Develop An Effective Reading Program in the Grades," The Modern Teacher, XXXV (September, 1977), pp. 182-186.

²Lilian Gray, Teaching Children to Read (New York: The Ronald Press Company, 1963), p. 3.

the program for the development of basic reading skills depends upon several factors. One of these is the use of varied types of instructional materials which are suited to the needs, interests, and abilities of the learners. The use of suitable and appropriate reading materials will enable pupils to experience success and learn effectively. This was stressed by McCollough when he said:

Children will learn to read more easily when the material is meaningful to them, if they are interested in the ideas and/or the way the ideas are expressed.³

Smith also said that interest is the touchstone to reading achievement, reading enjoyment and reading usefulness.⁴ Interests are powerful in directing the children's behavior. Children enjoy reading when they are interested in the reading materials. Since interest is essential to reading growth, children should be provided with varied reading materials which are interesting to them and will help develop their reading skills.

Reading is a complex process so it is a challenge to the teacher. It is not a general ability but a com-

³Constance McCollough, Preparation of Textbook in the Mother Tongue (Newark, Delaware: International Reading Association, 1974), p. 9.

⁴Nila Banton Smith, Reading Instruction for Today's Children (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), pp. 408-413.

posite of many specific abilities.⁵ It is not only a process of recognizing the printed symbols. It is also a thought-getting or meaning-getting process. The child who can recognize words but does not know their meaning is not reading.

The delicate task of making children recognize and attach meaning to the printed symbols is in the hands of the reading teacher. According to Lizardo:

A reading teacher should be dedicated and should strive for a 100 per cent effectivity in teaching the subject, for the success or failure of the child in Reading depends upon her attitude.⁶

It is also the duty of the teacher to help encourage pupils to develop desirable reading habits, and love and desire to read more. The teacher can do this by providing attractive reading selections and materials. The pupils will acquire good reading habits and interests when they are encouraged to read worthwhile materials which make them think, choose, compare, analyze, question and deduce to a certain degree. The acquisition of good reading habits will also promote motivation to do

⁵John Deboer and Martha Dallmann, The Teaching of Reading (New York: Holt, Rinehart and Winston, Inc., 1960), p. 9.

⁶Fidela Lizardo, "Curriculum Materials in Reading," The Modern Teacher, XXX, No. 10 (March, 1982), p. 510.

independent reading and learning throughout life.

It is sad to note, however, that teachers in the field, although eager and enthusiastic to help improve reading instruction, cannot perform their job well because of the dearth of instructional materials. Teachers lack materials to supplement the basic text. Ready-made materials are so expensive that most teachers cannot afford to buy them. Even a resourceful teacher has to spend much time in looking for suitable and appropriate materials to make the teaching of reading more effective.

Beset with the same problem and imbued with the desire to make the teaching of reading more effective, the investigator attempted to prepare reading materials intended for use with grades five and six pupils.

The Problem

The main purpose of this study was to prepare reading materials with exercises for the development of vocabulary, word attack skills, and comprehension skills listed in the Elementary Learning Continuum⁷ issued by

⁷Philippines (Republic). Ministry of Education and Culture, Department of Elementary Education, The Elementary Learning Continuum of Skills (Manila: 1980), pp. 42-45; 50-53.

the Ministry of Education, Culture and Sports and the Barbe Reading Skills Checklist⁸ for grades five and six pupils.

Specifically, this study aimed to establish the validity, reliability, and usability of the reading materials, on the basis of the results of silent reading tests and an oral reading inventory.

⁸Walter Barbe, "Barbe Reading Skills Checklist, Sequential Skill Plan" (Honsdale, Pennsylvania: 1976).