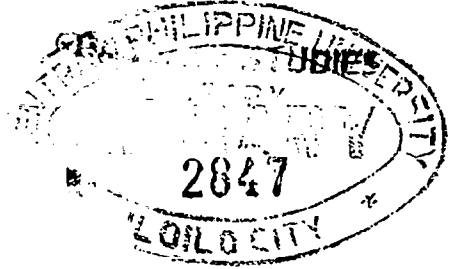


PREPARATION AND EVALUATION OF READING MATERIALS
FOR ELEMENTARY SCHOOL PUPILS IN GRADES IV AND V



A SPECIAL PROJECT IN LIEU OF A THESIS

Presented to
the Faculty of the School of Graduate Studies
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by
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CHAPTER I

INTRODUCTION

The place of reading in the curriculum is undeniably important. The success/achievement of pupils in the content subjects depends largely on reading. Academic problems met by pupils in schools are attributable to their difficulties in reading. Educators, parentss and teachers seem to agree that the root cause of many an academic setback is the pupils reading difficulties. A pupil may be very good in numbers, but he may not be able to solve problems presented in words.

According to Knight and Traxler,¹ "a great majority of elementary school pupils are too seriously handicapped in reading to do efficient school work." This is indeed most unfortunate, for reading is the main tool in the learning process. A great lag exists between the actual reading level of today's children and what is expected of them. They may be able to read words, but most of them can hardly understand what they read.

What is true elsewhere is also true of the Philippine educational system. It has become the focus of public attention, not because of its accomplishments but because of its

¹Fearle Knight and Arthur E. Traxler, Read and Comprehend. (revised; Boston: D. C. Heath and Company, 1949), p. 215.

shortcomings, especially in the teaching of reading. The lack of textbooks and other instructional materials is one of the causes of the deterioration of instruction.² As a consequence, the children's interest in and desire for reading are stifled and undeveloped. This may be one of the reasons why up to now teachers have not developed the desire to read³ among a great number of public school pupils. It is a problem that must be solved immediately if we are sincerely interested in effecting satisfactory education.

Everyone agrees that methods must be found; curricula, developed; and more reading materials, produced in order that all children can be taught to read effectively.⁴

A goal in many countries of the modern world is that all children learn to read. Traditionally, the school has been charged with the duty to attain this goal; however, it is not enough for schools merely to teach children how to read. What is more important is to provide children with

²Maximo Valdes, "On the Proper Use and Care of Textbooks," The Philippine Journal of Education, (October, 1966), p. 286.

³Uldarico Viray, "The Textbook Problem in the Elementary Schools," The Philippine Journal of Education, LI:5 (November, 1972), p. 277.

⁴Kenneth S. Goodman, "Behind the Eye: What Happens in Reading," Theoretical Models and Process in Reading (eds.) Harry Singer and Robert B. Ruddell, (2d ed; Newark, Del.: International Reading Association, 1976), p. 496.

something to read, something that will develop their reading skills.⁵ These reading skills are to include vocabulary development, word recognition, comprehension, study habits, and oral reading.

It is not enough merely to acquire reading skills; one should use them. Reading skills are of little value, and may actually deteriorate, if they are not used. There are many children who learn to read but who never learn to like reading. It is in developing the desire to read and the habit of reading that the school can make a definite contribution. Children often need reading materials that they can read.⁶

When the books given to children are too difficult, their impression of the futility or drudgery of reading and of themselves as failures may be confirmed. When the books are dull and remote from their interests, they find no immediate reward in reading.⁷ To this Hart adds:

When the books they are given to read are dull and boring, when the teachers make them do reading drills they do not need, and when they have to sit and wait

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Emilda A. Farayno, "The Clamor for Children's Books," The Modern Teacher, XVI:5 (November, 1967), p. 338.

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Estoy Reddin, "Community Involvement in Developing Readers," Journal of Reading, XX: (May, 1977), p. 656.

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Ruth Strang, Constance M. McCullough, and Arthur E. Traxler, Problem in the Improvement of Reading (2d. ed; New York: McGraw Hill Book Co., 1955), p. 312.

while other children stumble through a story, gifted children lose their initial enthusiasm for reading and turn their active minds to mischiefs or other unworthy acts.⁸

Larrick, who is also of the same opinion, notes that "when each child reads on a comfortable level, about a subject dear to his heart, reading becomes a pleasure instead of a punishment."⁹ But this can only happen when there are many books from which to choose.

Suitable reading materials, therefore, is of central importance in the reading programs. At all age levels, the availability of appropriate reading materials helps children and young people achieve their developmental tasks. On the other hand, unsuitable materials may cause or intensify reading problems. If a pupil cannot read and comprehend well, the poor grade school teacher suffers the blame although there are many factors contributing to such conditions. One of them is lack of reading materials.

To fill the need for appropriate reading materials, the researcher, being a Grade IV teacher, attempted to prepare reading materials herself. The reading materials were intended (1) to develop vocabulary, word recognition, and comprehension skills among Grades IV and V pupils and (2) to help the Grades

⁸C. D. Hart, "What Magazines Do Children Really Like?" Wilson Library Bulletin, XXVI: (October, 1950), p. 160.

⁹Nancy A. Larrick, A Parents Guide to Children's Reading as cited by Estoy Reddin in "Community Involvement in Developing Reading," Journal of Reading, XX (May, 1977), p. 656.

IV and V teachers accomplish their job better.

Statement of the Problem

This project is an attempt to construct and validate reading materials which may help develop vocabulary, word attack and comprehension skills in Grades IV and V pupils. These skills were specified in the Revised Elementary Learning Continuum and the Barbe Reading Skills Sequential Skill Plan.

The primary aim of this project was to establish the validity, reliability and usability of the proposed reading materials and to prepare a teacher's manual for these materials.

The proposed reading materials would be an answer to the long-felt need for reading materials for Grades IV and V. The need for this material to be constructed was inferred from the following observations:

1. The success of the reading instruction depends on the suitability of the reading materials to the learner's abilities, interests, and needs.

2. There are some readers who may be able to encode and decode but fail to understand, to reason, to infer, to interpret and get the meaning.

3. The reading performance of the pupil is indicative of the individual's rate as he advances. Self-correction is an important part of the learning process and a pupil should be given freedom to find out why his answer is wrong or correct.