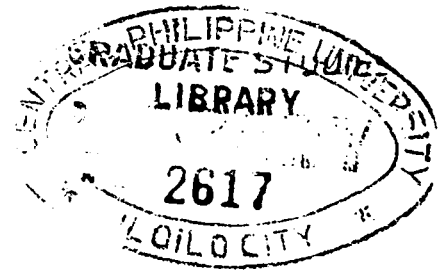


PREPARATION OF SPEED AND COMPREHENSION

READING MATERIALS FOR GRADE V



A Special Project in Lieu of a Thesis
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CHAPTER I

INTRODUCTION

Background of the Study

Reading is an indispensable factor in modern life, interwoven with work, recreation, and other activities of young people and adults. It offers values to every human being and serves just like a telescope, through which one can see distant stars and speculate about life upon them; a microscope, through which one can see the minutest chromosomes which the naked eye cannot see; a never-ending widescreen film, wherein one can see the human pageant which passes in review incessantly.

Reading, then, is not just a process of simple word-calling or recognition of printed symbols. It is a very complex mental process which involves a variety of activities that differ in significant aspects. As Strang and Bracken puts it:

Reading must be seen as more than saying the word, more than seeing the sentences and paragraphs. Good reading is the way a person brings his whole life to bear on the new ideas which he finds on the printed page. It is reading the line, reading between the lines, and reading beyond the lines.

¹Readers Ruth Strang and Dorothy Bracken, Making Better (Boston: D.C. Heath and Company, 1967), p.48.

Using ideas gained from reading is essential to learning. If reading skills are to become functional, they must be applied to learning in all areas of the curriculum which demand reading of any type of material. Children need good general reading ability when learning in other content areas. Their reading skills should be refined, broadened, and adapted in order to facilitate learning in these other areas of the curriculum. They must be made aware that each subject field tends to have its distinctive mode of thinking, which in turn, is often reflected in the style of writing. There is always a necessity of suiting the reading material to the reading level of the children in every content field, then.

"The right material for the right child at the right time," is frequently quoted by educators. Gilbert² maintains that the selection of good books or reading materials for a child requires a knowledge of a child's interests, his reading ability and maturity level, and a knowledge of the best books and materials to meet his interests.

It is, likewise, the responsibility of the teacher to provide materials suitable to each pupil's reading needs and abilities. The materials should contain concepts within

²Miles Tinker & Constance M. Mc Collough, Teaching Elementary Reading (4th edition. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975), p. 293.

their spheres of understanding, should be written in a language not too far beyond the structure and vocabulary which they will find easy and familiar, should capture and hold their interests, and should be meaningful for them to read.

In addition, the teacher should also realize that different reading materials make different kinds of demands upon the reader. A child's reading rate varies according to his interests, skills, and purposes in reading the particular material. The teacher's task is to assist the child in fitting appropriate rates to materials by giving them various types of materials and purposes and allowing them to try different rates, without leaving to chance the development of comprehension skill. Reading rate should not be considered separate from comprehension.³

To help children acquire reading skills in reading different materials at different rates 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 writer hopes that the materials she prepared will help improve the quality of reading instruction in Region VI and, consequently, improve the pupil's achievement in reading.

³Paul C. Burns and Betty D. Roe, Teaching Reading in Today's Elementary Schools(Chicago: Rand Mc Nally College Publishing Co., 1980), p. 239.