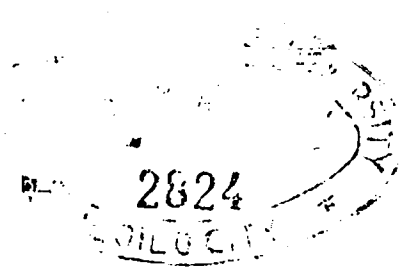


PREPARATION AND EVALUATION OF READING MATERIALS  
FOR GRADES THREE AND FOUR PUPILS



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A Special Project in Lieu of a Thesis  
Presented to  
the Faculty of the School of Graduate Studies  
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## CHAPTER I

### INTRODUCTION

Modern life demands that an individual knows how to read. The tremendous bulk of reading materials that surround him require considerable ability in reading. According to Austin, Bush and Huebner,<sup>1</sup> success in school as well as in life depends heavily upon reading ability. It is a tool for learning. Fitzgerald and Fitzgerald<sup>2</sup> further pointed out that reading is a guide to achievement and progress "on the job" and the avenue and enrichment "off the job."

Reading is a complex process. It is not a general ability but a composite of many specific abilities."<sup>3</sup> It is not only a process of recognizing the printed symbols. It is also a thought-getting or meaning process. The child who can recognize words but does not know their meaning is not reading. The task of making the child read and comprehend what he reads is a challenge to every reading teacher in the elementary grades. It is their responsibility to guide

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<sup>1</sup>Mary C. Austin; et. al., Reading Evaluation (New York, Ronald Press Co., 1961) ; p.39.

<sup>2</sup>James E. Fitzgerald and Patricia G. Fitzgerald, Fundamentals of Reading Instruction (Milwaukee: Bruce Publishing Co., 1975), p, 18.

<sup>3</sup>John Deboer and Martha Dallman, The Teaching of Reading (New York: Holt Rinehart and Winston, Inc., 1960) p.9.

pupils' learning in order for them to acquire basic skills of word recognition and comprehension of words, sentences, paragraphs and stories. Austin, Bush and Huebner<sup>4</sup> stated that not only these basic skills should be developed among children but also a genuine love for and interest in reading so that they can operate effectively in content areas as well as in leisure-time reading.

Interest is a potent motivational factor in learning to read. A child who wants to read will try to read, but a child who is not interested in reading must be made ready to want to read. The teacher should know both the child and the reading materials well enough to be able to provide the right books for each child according to his needs.

McCollough<sup>5</sup> is of the opinion that children learn to read more easily if the material is meaningful and if they are interested in the ideas and/or the way ideas are expressed. Therefore, books with ideas familiar and interesting to children will be more successful tools than books which deal with ideas unfamiliar and uninteresting from the children's point of view. Ideas or stories which are meaningful to the children can be interpreted by them in the light of their own experience.

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<sup>4</sup>Austin, et. al. op. cit. p. 41.

<sup>5</sup>Constance M. McCollough, Preparation of Textbooks in the Mother Tongue (Newark, Delaware: International Reading Association, Barkdale Road, 1974), p. 9.

A teacher must ask, "What are this child's interest?" Fitzgerald and Fitzgerald<sup>6</sup> say that by means of interviews, discussions, and questioning, the child's interest can be determined. Some of the dominant interests of children include home and community, children and their activities, animals and flowers, building and constructing, and work and recreation.

The wide span of interest in the classroom necessitates the availability of supplementary materials to give special and challenging activities to the gifted readers and give some self-satisfaction to the poorest reader. Richover,<sup>7</sup> as cited by Casareno in a magazine article, says, "Talented children whose minds are not challenged become frustrated and often turn into poor pupils from sheer boredom. Mental muscles become flabby if the child's mind is not constantly used to the utmost."

Teachers will find it useful to have a file of these materials to improve skills in getting vocabulary meaning, in phonetic and structural analysis, and in comprehending the written discourse at various levels. Modern classrooms have

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<sup>6</sup>Fitzgerald and Fitzgerald, op. cit. , p. 50.

<sup>7</sup>H.G. Richover, "The Education of Our Talented Children" (New York: Harper and Row Publishers, 1967) as cited by Alejandra R. Casareno, "Developing the Gifted Child", The Filipino Teacher, 37:183, September, 1982.

multi-level kits, such as the SRA Reading Laboratories, programmed materials which have more than a single level of reading materials to meet individual needs. However, these materials are not found in the public schools. If ever they are, copies are not enough to meet individual needs.

One of the causes of poor reading instruction in the field is the insufficiency of reading materials. Poor reading achievement is likewise attributed to the same reason. This was revealed by one of the findings of the Soutele and was confirmed by the former Minister of Education and Culture, Juan L. Manuel, at the Superintendents' convention in Baguio City, when he said that forty-five per cent of grade six pupils in the public elementary schools can hardly read with understanding.<sup>8</sup>

Books in school are limited. Workbooks and other ready-made materials are too expensive. Most of the pupils and teachers cannot afford to buy them.

This problem of lack of textbooks and other reading materials has affected our educational program very much. Without textbooks and other reading materials, much of the teacher's effort to make pupils learn will be of little value. Hence, the reading materials which are presented here have been prepared out of the researcher's desire to make reading

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<sup>8</sup> Emmanuel Mangubat, "Who Is Accountable for Pupils Who Cannot Read?" The Filipino Teacher, 37:296 November, 1982, p. 291.

instruction more effective, to help develop children's basic reading skills, and to improve their reading performance.

### Statement of the Problem

The main objective of this project was to prepare reading materials to develop vocabulary, word attack, and comprehension skills in grades three and four pupils, which skills are specified in the Revised Elementary Learning Continuum and the Barbe Reading Skills Sequential Skill Plan. The types of selections to prepare was to be based on the interests of children for whom they are intended.

In addition, it was sought to establish the validity and usability of the reading materials, and the reliability of the items in the exercises that accompany the reading selections.