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PREPARATION AND EVALUATION OF READING MATERIALS
FOR GRADE FIVE AND SIX

A PROJECT IN LIEU OF THE THESIS

Presented to

the Faculty of the School of Graduate Studies

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MASTER OF ARTS IN EDUCATION

by

Adelaida Jordan Gonzaga

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CHAPTER I

INTRODUCTION

Importance of the Reading Skills

The aim of reading is to understand and evaluate what has been read. The teacher should keep in mind that the many devices suggested for increasing the efficiency of reading are only means to an end. Reading then, should foster an attitude of interest in, and an understanding of, the material and not merely develop word recognition and pronunciation.

In view of the dynamic nature of the concept of reading and the important educative values it contributes to the development of our youth, it should be the concern of the teacher to have his pupils read and read well. Teachers should look at reading as much more than sounding and giving meaning to visual symbol on a page. There is need to view reading as the development of skills and abilities to insure the continuous progress of the child in reading proficiency as he advances through the grades.

Reading is also a tool for learning the other subject areas of the curriculum. Effective reading contributes to the success of the pupil in any field of

study. It is therefore imperative that the grades five and six pupils be equipped with the tools or skills needed for effective learning. If the pupils have acquired the fundamental tools for learning they soon realize that reading is an enjoyable task rather than an ordeal. Pupils need a lot of reading skills in order to succeed in any kind of venture or endeavor.

Durrel points out that a great hope for improvement in classroom instruction is the development of better tools for learning. The demands for effective and efficient instruction can be met more fully through better educational facilities, one of which is the utilization of instructional materials. The materials developed in this project can help minimize the deficiencies in the grades five and six pupils in certain reading skills by providing the reading teachers with supplements to the prescribed basic readers as enrichment exercises for the advanced group of pupils in the grade level or in a lower level. These materials have the characteristics of children's classics: genuine emotion, true-to-life characters and plots, a fine style which is actually easier to read than a stilted, poorly simplified style.¹

¹Ruth Strange, et. al. Making Better Readers (New York: McGraw-Hill Book Company, 1967), p. 42.

Statement of the Problem

It is a fact that one of the many deterrents that prevent the teachers from helping the pupils progress is the lack of instructional materials. This lack seems to be keenly felt today more than ever.

This study was an attempt to produce interesting reading materials that are within the abilities of the grades five and six pupils to comprehend and enjoy.

Specifically, it aims to answer the following questions:

1. What kinds of stories are interesting to grades five and six pupils?
2. How readable are the reading materials produced for this study?
3. How suitable/usable are the reading materials produced to the grades for which they were intended?
4. How reliable are the exercises developed to test comprehension of the selection?