

PREPARATION AND VALIDATION OF READING MATERIALS  
FOR GRADES TWO AND THREE PUPILS

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A Special Project in Lieu of a Thesis  
Presented to  
the Faculty of the School of Graduate Studies  
CENTRAL PHILIPPINE UNIVERSITY

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In Partial Fulfillment  
of the Requirements for the Degree  
MASTER OF ARTS IN EDUCATION

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March 1986

## CHAPTER I

### INTRODUCTION

For at least two reasons, the Philippine educational system could justify its present preoccupation with reading. For one thing, reading is an indispensable tool which enables a child to gain knowledge in science, mathematics, social studies and other content subjects. Effective learning in these subject fields depends much on the pupil's ability to read because a large amount of the material to be learned is in printed form. Just as important as the first reason, proficiency in the reading skills enables the child to understand himself and others; on the other hand, inability to use these valuable skills brings him discouragement and frustrations.

Reading experts, supported by their research findings, point out that every reading skill needs to be exercised at every educational level so that the child's development in reading could be made balanced and sound.

Barbe listed the following as the fundamental skills: word recognition skills, vocabulary skills and comprehension skills.<sup>1</sup> The comprehension skills include the literal,

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<sup>1</sup>Walter B. Barbe, "Barbe Reading Skills Checklist, Sequential Skill Plant" (Honesdale, Pa., 1976).

interpretive/inferential, and the critical/creative skills.

Dacanay had the following elucidate on the reading skills:

Teachers should regard reading as more than sounding and giving meaning to the visual symbols on a page but as giving a truthful reaction to the facts, as, interpreting and applying the facts to one's personal and social life, and as acquiring new understanding, broader interests and deeper appreciations.<sup>2</sup>

Providing children with reading materials that are in keeping with their growing interests develop skills and abilities in reading. It is, therefore, imperative for teachers to capitalize upon these interests in order to motivate growth in reading. McCullough and Chacko confirm the need for considering the interests and nature of children in the development of materials for reading instruction. They wrote:

If they are very young, they can't normally endure long stories; they like to complete a certain number of stories for a sense of progress as well as for enjoyment--stories to hold the restless, stories with familiar ingredients of environment but including surprises, amusement or pleasure. . . .<sup>3</sup>

Children tend to lose interest in reading a material

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<sup>2</sup>Fe R. Dacanay, "Suggestions for the Reading Teachers," The Philippine Journal of Education, XLIII (February, 1965), pp. 528-531.

<sup>3</sup>Constance McCullough and Chinna Chacko, "Developing Materials for Instruction," The Teaching of Reading (Paris: UNESCO, Ginn and Company, 1973), pp. 167-168.

that is not well-graded in difficulty. Spache and Spache<sup>4</sup> stated that very large, uncontrolled vocabulary tend to force children toward continual word analysis and word-by-word reading.

As defined by Hildreth, a simple material is "characterized by concreteness, easy vocabulary and simplified sentence structure with few dependent clauses and small proportion of prepositional and adverbial clauses."<sup>5</sup>

The need for reading materials in which the child is not burdened by difficulties in word recognition deserves attention so that habits which are necessary to comprehension may be developed. Dacanay<sup>6</sup> suggested that easy and short materials should be used in the lower grades, and these should be progressed toward more difficult and longer selections for the higher grades.

The teacher's job in developing the foundation of the pupil for his effectiveness as a learner in school and as a citizen becomes a big responsibility. Educators agree that

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<sup>4</sup>George Spache and Evelyn B. Spache, Reading in the Elementary School (2nd edition; Boston: Allyn and Bacon, Inc., 1969), p. 99.

<sup>5</sup>Gertrude Hildreth, Teaching Reading (New York: Holt, Rinehart and Winston, 1961), p. 371.

<sup>6</sup>Dacanay, op. cit., p. 530.

the basic skills for reading should be well developed in the primary grades so that expansion of these skills would be the concern in the intermediate grades.

The need for guiding and directing the pupil in his development is posed as a challenge to the teachers by reading experts. Professor Roma Gans counsels:

If we want a child to grow into an avid, thinking reader who manages throughout his life . . . and who enriches not only his own life but the lives of those around him: if this is our aim, then we should guide the child in this direction from his earliest years.<sup>7</sup>

With this challenge in mind and aware of the felt need of supplementing the basic textbooks with materials which are appropriate to the interests and ability levels of the grades two and three pupils of the District of San Remigio, this writer embarked on this writing project. This project was to prepare and evaluate reading materials for grades two and three. Specifically, it sought (1) to determine the validity, reliability and usability of the reading materials prepared by the researcher, and (2) to prepare a teacher's manual to guide teachers who may want to use these materials.

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<sup>7</sup>Roma Gans, 1963, cited by Demetrio N. Espino, "Needed: Critical Readers" In the Grade School, XV (February 1967), p. 593.