

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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by

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## CHAPTER I

### INTRODUCTION

Reading is the key that opens the door to all fields of learning. Studies, surveys, and researches have shown that grade schoolers, adolescents, and adults fulfill many life needs through it. "They need to read in order to meet the practical demands of everyday living, to carry on occupational activities, to satisfy intellectual curiosity, to understand current events, to gain information, and to satisfy emotional and spiritual needs."<sup>1</sup>

The primary purpose of reading in school is to extend the experience of boys and girls, to stimulate their thinking power, and to elevate their tastes. "The ultimate end of instruction in reading is to enable the reader, through comprehension, to participate intelligently in the enterprise of life in the world and to appreciate its recreational activities."<sup>2</sup>

Reading materials are of central importance in a reading program. "If wisely chosen, reading materials will

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<sup>1</sup>Maximo V. Valdez, "Can We Make Our People Literate?", The Modern Teacher, XXXII (January, 1973), pp. 216-218.

<sup>2</sup>Rodolfo V. Azanza, "The School As Agent of Rural Change", The Philippine Journal of Education, LII (November, 1973), pp. 330-337.

extend the experience of boys and girls, enlarge and correct their fund of information needed today by a well-informed person."<sup>3</sup> Most of all, reading materials are to be designed to provide for the development of fundamental reading skills, habits and attitudes, and to meet the communication as well as psychological needs of learners. "These fundamental reading skills include word recognition, vocabulary building, and comprehension skills covering three levels, namely: literal, interpretative, and creative."<sup>4</sup>

"Teachers of advance reading continuously develop a conscious awareness of the importance of these skills because they provide a foundation for independent and effective learning especially in the content subjects."<sup>5</sup> It is therefore imperative that materials for the development of reading skills to achieve academic success in all areas and level of educational field be provided abundantly and lavishly.

Considering the aforementioned statements, the reading teacher is faced with challenging tasks. Some of these teachers' gigantic tasks are to meet children's daily reading

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<sup>3</sup>Uldarico Viray, "Lack of Textbooks, Teaching Guides, Devices, Etc.", The Philippine Journal of Education, XLVIII (August, 1969), pp. 97-98.

<sup>4</sup>Walter B. Barbe, "Barbe Reading Skills Checklist, Sequential Skill Plan" (Honsdale, Pa. 1976).

<sup>5</sup>Minda C. Sutaria and J. D. Bowen (editors), Philippine Center for Language Study Monograph, Series No. 4. Manila: Phoenix Publishing, n.d., pp. 32-33.

needs and to help them develop the different reading skills according to their individual needs, abilities, and interests. Suitable reading materials for the development of children's different reading skills should be provided.

"The success of the reading instruction depends on the suitability of the reading materials to the learner's abilities, interests, and needs. When the books are dull and remote from their interest, they find no immediate reward in reading."<sup>6</sup> To this Russel adds:<sup>7</sup>

No teacher can give successful leadership in reading activities unless she knows the interest of the individual pupils, boys and girls in the group. One of the first tasks of the teacher accordingly is to get to know the common interest and the individual interest of the pupils in her class.

Furthermore, the learner's experience background, language efficiency, and purpose for reading greatly affect his success in the acquisition of reading skills. "The reading materials should contain concepts within the learners' sphere of understanding and should be written in a language not too far beyond the structure and vocabulary which they will find easy and familiar."<sup>8</sup> These factors should be considered by every reading teacher in providing varied and

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<sup>6</sup>Ruth Strang, Reading Diagnosis and Remediation (Newark, Delaware International Reading Association, 1968), p. 312.

<sup>7</sup>David H. Russel, Children Learn to Read (Boston: Ginn and Company, 1978), p. 249.

<sup>8</sup>Sutaria and Bowen, loc. cit.

suitable reading materials. It is further necessary to consider the child's level of reading ability in the development of reading interest. According to Guy and Wagner,<sup>9</sup>

A child who is not equipped to read a story will not enjoy it and will thereby lose his interest. There is no surer way of killing interest in reading than by encouraging a child to read materials too difficult for him to understand. The apparent lack of reading interest among many children is directly traced to the lack of ability to read well.

There is also a need to conduct reading instruction in ways that would enhance the pupils' sense of achievement and feeling of success. To help pupils acquire reading skills to provide further practice in skills developed in the basic readers, and to provide teachers with suitable and varied reading materials to help pupils acquire basic reading skills at their own rate or ability, this project has been undertaken.

The specific purpose of this project was to prepare and validate reading materials for grades II and III pupils in the district of Leganes, Iloilo. The project aimed to establish the validity, reliability, and usability of the prepared reading materials. In addition, a teacher's manual was prepared to help ensure the use of the materials as they are intended to be used.

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<sup>9</sup> Guy L. Bond and Guy W. Wagner, Teaching the Child to Read (New York: The Macmillan Company, 1960), p. 360-367.

### Statement of the Problem

The main objective of this project was to prepare reading materials to meet children's reading interests, to develop vocabulary, word attack, and comprehension skills in grades two and three pupils, which are specified in the Revised Elementary Learning Continuum and the Barbe Reading Skills Sequential Skill Plan.

Specifically, the project aimed to establish the validity, reliability and usability of the prepared reading materials and to prepare a teacher's manual for these materials.