Development of a team approach to the teaching of reading within seventh grade language arts

Robert G. Sadorf

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DEVELOPMENT OF A TEAM APPROACH TO
THE TEACHING OF READING WITHIN
SIXTH GRADE LANGUAGE ARTS

by
Robert G. Sadorf

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SUBMITTED IN PARTIAL FULFILLMENT OF THE
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This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

[Signature]
(Adviser)

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CHAPTER I

INTRODUCTION

The Problem

There seems to be a trend in our society to stress communication skills which do not require reading. Yet every thinking person must admit that reading is necessary to carry out many of life's pursuits and that the ability to read ranks high in the hierarchy of educational needs. The best reader feels that he needs to read even better; he may read adequately in one area but want to improve his reading skills in another.

Does reading instruction in our schools generally reflect this sentiment? In the elementary schools the development of reading is first and foremost; but do the teachers in the junior high feel that the teaching of reading skills continue to be their responsibility? In most cases, by the time a student reaches junior high, unless we have labeled him a "disabled reader", hardly anyone, including his language arts teacher, will spend any time with him in furthering the development of his reading skills.
Presently the seventh graders at Kosciuszko Junior High School have language arts class on a daily basis and a developmental reading class on alternating days. The students are not grouped according to ability so a typical class can have a range from non-reader to tenth grade reading level. Standardized tests are not administered in grade seven so the teachers rely on the scores of the [Iowa Test of Basic Skills](https://studenthandouts.com/iowa-test-of-basic-skills) given in the fall of sixth grade. Diagnostic testing is not done by the reading teacher because of the large numbers of students and the demands placed on his time. The language arts teachers get some notion of the ability of their pupils from the Iowa test just mentioned and from the personal observations made in the classroom.

Some of the students, those who show the potential to read well but are performing at a low level, are taken from the language arts class and sent to work with the reading center teacher. This teacher attempts to diagnose these students' needs and prepare a program of instruction designed to remedy the needs uncovered. In small group work the reading center teacher stresses such skills as phonetic and structural analysis and vocabulary work. He also works on the development of comprehension skills using exercise books and materials from kits and other prepared materials.
All seventh graders who do not go to the reading center work with a language arts teacher. Basal readers and co-basals are used to teach reading skills and supplementary materials are used to give additional practice in these skills. Attempts are made to meet individual differences by using multi-level materials, such as the Specific Skills Series (A-F) published by Barnell-Loft, Inc.

Parents and college students who volunteer to work as tutors meet with the non-readers and those reading at a very low level. Under the direction of a teacher they give the student additional practice in some skill previously taught by the teacher.

No provisions are made for the above average or gifted student. They need instruction in the advanced reading skills and they need a lot of encouragement not to sink into mediocrity. The gifted student needs the guidance necessary to develop the understanding that he is capable of higher achievement and that it is expected of him.

Reading is taught as a subject when it should be taught as a process. The program must not be taught in isolation but rather it should be integrated into the whole school program.

The Statement of the Problem

The purpose of this research paper is to present a plan for the teaching of reading within the language arts classes of the seventh grade. A team approach will be used.
The reading specialists in the junior high school can upgrade the reading in these language arts classes by their work with the teachers. Research indicates that reading must be taught by the content area teachers in secondary school. Because the job of planning a program for each content area in junior high would be too large, this writer will propose the plan for seventh grade language arts as a model which might be used in other content areas.

Justification for the Study

Many junior high students can read only in the literal sense. Others can hardly recognize what the word is. They cannot even read the most elementary materials and have never learned the skills necessary to begin reading. More and more of these students will attend school and we cannot ignore them. A reading center teacher can only work with a few students a day and even these students must attend classes for the balance of the day and use the regular materials required by the teacher in each class.

Recent test data released by the Milwaukee Public Schools indicates that many students are coming into our junior high schools deficient in reading skills. The plight of these young people must be a matter of concern to all teachers. We must recognize that the ability to read is not only important to success in school but also to success in living. We must recognize further that each
teacher in junior high shares in the responsibility to teach the reading skills needed in his content area. Therefore this writer feels that a total school program should be developed through the content teachers.

Limitations

There are many students who need help and all content teachers should be willing to do something about it. The task of setting up a total school program would be beyond the scope of this paper. One reading teacher cannot possibly work with sixty-five teachers. The writer will develop a model with one department and based on that model, he hopes that from the experience gained similar plans can be set up in the other departments. The writer will attempt to use a team approach with the language arts department in order to help more students in the development of reading skills.
CHAPTER II

REVIEW OF THE LITERATURE

The Role of the Reading Specialist

Teachers in all content areas are faced with the same task. It is to guide students to get meaning from the printed page. This writer does not know of a reading specialist who could really do this equally well in all content areas. Only the content teacher can accomplish it with real understanding. This points out the need for the teaching of reading in the content area classrooms in the secondary school.

The reading specialist can awaken in these content teachers interest in the problem and acquaint them with what they can do to help. They can help not only the poor reader but help every student in their class. Content teachers who find the time to teach the needed reading skills will find that they have not lowered their standards, as some might suggest, but rather that they have raised them. They will have the satisfaction of realizing that they are doing a better job of teaching the subject.
Communication with the staff in his school is the primary task of the reading specialist. It is possible that some teachers would not be informed of the reading program within their own school. A good beginning with teachers is to stimulate their interest in helping poor readers by acquainting them with the existing program, its scope and the limitations imposed by its isolation from the general curriculum.

In a diplomatic manner the teachers should be made aware that the purpose of education is to create independent learners. Good reading achievement is the primary tool of learning. Fostering good reading habits in his pupils is a basic part of every teacher's function. Those who are not should be made aware that as a pupil progresses in school, his reading tasks become more difficult, while maturity brings new insights and awareness, these may lie fallow because of reading disability.

The reading specialist should conduct workshops, seminars, and teacher conferences designed to equip the subject teachers with practical suggestions. He should attempt to guide the teachers in an understanding of reading problems, to inform them of materials they can use to help bring reading improvement, to help develop teachers' confidence in using reading techniques, and to indicate that no part of their teaching time will be sacrificed by giving attention to the reading problems of their students.
H. Alan Robinson lists these specific roles of the reading specialist:

(1.) Resource Person

Supplies materials on request.
Helps select and evaluate materials, including tests.
Suggests methods appropriate to individual needs.
Answers questions about reading asked by staff members and members of the community.

(2.) Adviser

Advises administrators, teachers, and other members of the staff about the teaching of reading within the school.
Keeps the school staff up to date on new developments in reading as reflected in research reports, experimentation in other school districts, and reports at professional meetings.
Confers with parents, in order to interpret the school reading program or discuss individual problems.

(3.) In-service leader

Arranges for and occasionally teaches in-service courses in reading.
Conducts demonstration lessons in the classrooms of individual teachers or before groups of teachers.
Directs or arranges for short-term informal sessions, or workshops, in which groups of teachers may give specific attention to certain problems that arise in carrying out the instructional program in reading.
Plans and helps to implement the total school in-service program, especially those aspects which are directed toward the training of new teachers.

(4.) Investigator

Encourages teachers to experiment with new materials and methods.
Designs research plans involving a group of teachers or the school.
Report the results of these research studies.
(5.) Diagnostician

Directs or conducts diagnoses of individual students who appear to be severely retarded in reading.
Helps teachers learn to diagnose more effectively. Interprets the results of diagnoses to staff members, to parents, and sometimes to the students themselves.
Attempts to help teachers, in regular classrooms or remedial situations, to make use of information from diagnoses in their teaching.

(6.) Instructor

Helps teachers, formally and informally, to learn about methods and materials that will be useful to them.
Helps specific students at times, especially those very retarded in reading.
May teach a group (remedial or developmental) in order to try out new ideas or demonstrate certain procedures as a part of teacher training.

(7.) Evaluator

Directs, supervises, or coordinates schoolwide testing programs involving reading achievement and capacity testing.
Interprets test results to the staff and community.
Investigates the curriculum and teaching procedures to ascertain ways of correcting faults demonstrated by test results.
Conducts, with the help of the total staff, complete periodical evaluations of the reading program.
Assists in the selection of new tests to be used in a school program.¹

Involvement of the Content Teachers

There is a difference in the roles of the content teacher and the teacher of reading. Every teacher is not a teacher of reading as we so glibly have said in the past.

Every teacher of science teaches science. Every reading teacher teaches reading skills. The science teacher with the help of the reading specialist will give the instruction and practice in the skills necessary to learn science. Herber tells us that we need to adapt what we know about the teaching of reading to the content area:

The cliché 'Every teacher a teacher of reading' has been interpreted by content teachers in light of the reading teacher's role and responsibility for teaching reading. Content teachers have rejected that role, and rightly so. Moreover, there has been a concerted effort to force on all content teachers the direct reading instruction properly engaged in by the reading teacher. This is unfortunate. There is no place for reading instruction, as reading teachers generally employ it, in content areas. There is a need for a whole new strategy in teaching reading through content areas, a strategy that uses what we know about the direct teaching of reading but adapts that knowledge to fit the structure of and responsibilities for the total curriculum in each content area.

Regular curriculum materials—basic and supplementary texts—can be used as vehicles for reading instruction in each content area with teachers showing students how to become successful readers of the required materials. There is no wasted time, no separate emphasis, no risk to the curriculum. The strategy does require modification in teaching behavior, changes in the role of both teacher and learner; but the modifications and changes are realistic and practical.

Proper Use of Media in the Content Areas

Although information is available to students in a variety of ways, the textbook continues to be their primary source of information. The concerned teacher will

provide for proper guidance in how to read a textbook. Likewise the supplemental materials must be presented and taught adequately. The content teacher can never assume that because the student is in ninth grade, for example, that he can handle the ninth grade textbook.

Karlin has stated that:

Many students who have no real trouble reading narrative materials do have difficulty understanding expository material of comparable complexity. This difference in ease of reading may be explained by the nature of the content and the elements of which it is composed. Each subject area has a vocabulary of its own, and the extent to which this is mastered influences the student's ability to draw meaning from the content.

Dozens of abstract concepts fill the pages in each textbook chapter, and the students' lack of familiarity with such concepts interferes with their comprehension of the material. Purpose in reading (or its absence) is another factor that affects outcomes in reading.

Each teacher of content can help students overcome many of the difficulties associated with the reading of textbooks. He can introduce the developmental lesson to assure readiness for reading, help students with reading difficulties, discuss and clarify complex ideas obtained through reading, and assist students to use the newly acquired information in constructive ways. He can teach students to establish their own purposes for reading by using such typographical features such as headings and illustrations to convert the ideas conveyed into questions. He can provide process guides which show students how to apply reading skills to solve content difficulties, and content guides which direct the student's attention to important and relevant information. Teachers do not need specialized training in teaching reading to help students read textbooks with some degree of success.3

Strang further states that content teachers may wish to follow the five stages of the developmental reading lesson when presenting their particular material. They are:

1. Readiness for reading - background
   A. Relate experiences of readers to content.
   B. What do they already know?
   C. Presentation of unfamiliar vocabulary.
   D. Clarification of difficult concepts.
   E. Set major purpose for reading.

2. Silent reading
   Gives teacher time to confer with students needing help with vocabulary or concepts.

3. Discussion of material.

4. Rereading (silent or oral)
   A. Reread silently or orally portions that need clarification.
   B. Additional questions raised during discussion may require skimming for answer.
   C. Contradictory answers to a question may require oral reading to see which is correct.

5. Application
   A. Depends on nature of content or aim of lesson.
   B. Comparing the material with previous assignments, debates prepared, charts drawn, models made, etc.

When reading is taught through separate materials, reading becomes a separate activity, only indirectly related to the subject. Reading instruction in the content areas should be provided through materials required in the course. To use the regular subject text as a vehicle for

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4Ruth Strang, Experienced Teacher Fellowship Program, University of Arizona, 1968.
learning and practicing skills, as well as for sources of information seems not only practical but also logical.

The Role of the Language Arts Teachers

Gunn states that even though all content teachers are responsible for reading improvement, the teacher of language arts has a particular role to play in building reading skills:

The science and art of teaching English include the laying of a sound foundation and the building of a superstructure which makes possible power and delight in literature. To lose sight of these main goals would be something like getting stuck with finger exercises in playing the guitar instead of making real music or to mix in another metaphor, like making white sauce in learning to cook—you're not a cook unless you can do it but also you're not a cook if that's all you can do. The name of the game here is 'use'.

What skills comprise the reading component? Research has not yet isolated all the skills involved in the complex act of reading; but certain ones are known to be basic. If the secondary school teacher could presume that pupils entering junior high school had mastered the primary decoding skills and could use context and other comprehension skills to unlock meaning, the reading component in the secondary school would still have to include provision for developing more sophisticated vocabulary and for further refinement of the skills needed for reading factual material and for reading literature. Also because many students sit in a secondary school but perform at an elementary school level the reading component for some time may need to include the more primary skills. 

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Any listing of reading skills to be taught by teachers of language arts is arbitrary but this list by Gunn is representative:

1. Vocabulary Skills

   Ability to use context clues.
   To use phonetic and structural analysis.
   To use the glossary and dictionary.
   To use wide reading.
   To develop an extent word meaning.

2. Comprehension Skills

   Extension of ability to find and to understand details and main ideas.
   Relate supporting details to main ideas.
   To understand the sequence of ideas and events.

3. Skills for studying factual materials

   Ability to define a specific purpose for reading.
   To adjust the method of reading to one's purpose and to the nature of the material.
   To locate information.
   To evaluate, organize and use information and to remember what is read.

4. Creative Reading Skills

   (Skills of a higher order than literal comprehension)

   The ability to draw conclusions.
   To make inferences.
   To anticipate events and to predict outcomes.
   To use in a new situation the ideas gained through reading.
   To select and use several sources of information in solving a problem.
   To judge the validity of information in solving a problem.
   To identify the writer's purpose.
   To distinguish between the relevant and the irrelevant, the important and the unimportant.
   To distinguish between cause and effect and between fact and opinion.
5. Skills Needed for Understanding Literature

Understanding and appreciating how literature can develop living through insights into the ways others live, think and feel.

How literature can develop aesthetic values.

How literary situations can be used to understand one's self and one's life.

How an author develops plot, how he reveals character, how he reveals time and place.

How setting influences plot and character.

How characteristics of different literary forms effect the writing and reading of literature.

How the reading of literature is expanded by visualizing characters and setting.

How it is expanded by "hearing" character's voices and conversation.

The effects of telling a story from different points of view.

The use of flashbacks and other time patterns.

The importance of foreshadowing clues.

The use of descriptive and affective language.

The use of symbols and figures of speech and the uses of humor, satire, and irony.

The uses of mood, tone, the speaking voice and how the author creates them.

The effects of rhythm and rhythm in poetry.

The types of poetic form.

The effectiveness of word sounds in poetry.

The enchantment of literature through oral reading and the enjoyment of literature through appreciative listening.6

Ruth Strang tells us that these skills do not just happen when the assignment is given:

The teacher of English cannot simply assign the poem, the essay, the drama, the letter, the story, for this is to court disaster. He must make himself a bridge between the author's intentions and the reader's qualifications.7

Many junior high schools have so-called Developmental Reading Classes in addition to their regular language arts

6Ibid., pp. 373-374.

class. Margaret Early expresses an opinion shared by many when she says:

The case for and against developmental reading class is frequently debated. Those taking the affirmative point, point out that such classes insure continuity of reading instruction beyond the sixth grade. Continuous development of skills is chancey when left to the untrained if not unwilling subject matter teacher. Those taking the negative in this debate are alarmed by the very real possibility that the special class will abort attempts to promote school wide attention to reading. They point out the artificiality of learning skills out of the context of the subject matter courses where their need can be most easily discerned. On the other hand an argument for the special class is that intensive practice is desirable and that it needs a laboratory setting and the skills of a trained teacher. There is no reason why the advantages of the extra class cannot be retained while the effort continues to train subject teachers in the teaching of the application of skills. 8

No one reads in a vacuum, as students read literature, science, math or history. Granted there are skills common to these areas but there are also skills that vary from subject to subject. Their vocabularies are different and so are their kinds of content. All this continues to prove that the teaching of reading must not be separated from the content.

Marksheffel has indicated that:

The content area teacher is, first of all, an expert in his own field. He has developed a vast background of experiences and knowledge over a period of years. He knows the language, the vocabulary, and the concepts of his chosen field better than any reading teacher.

8 Margaret Early, "What Does Research in Reading Reveal about Successful Reading Programs?" English Journal, Vol. 58 (April, 1969), 538.
He can best make these experiences and this knowledge meaningful to his students. As long as he uses written materials as aids in teaching subject matter, he has an obligation to teach his students how to read that subject matter. 9

**Need for Continuing Education of Teachers**

Content teachers are reluctant to accept this responsibility for teaching reading, and understandably so. Few secondary teachers have had even so much as one course in how to teach reading. Teacher education institutions seem to be doing something about it now; but the thousands of teachers who are already in the classroom must be willing to do something about this deficiency. Whether they are trained or not, content teachers are faced with the problem of how to fuse these skills into their own areas.

Marksheffel offers these suggestions to teachers with the promise that if followed they will produce an agreeable surprise. Change will take place.

- Obtain a reasonably accurate idea of each student's reading level.
- Provide each student with reading materials at his own instructional level.
- Prepare students to read the assigned materials.

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Give additional help to those students who need it while they are studying.

Ask questions that are based on vocabulary, facts and inferences.\textsuperscript{10}

Content teachers may ask why the school cannot have a reading improvement program to take care of those who have reading problems. These teachers must be reminded that reading programs deal only with the teaching of the basic skills and that these skills are only prerequisite to reading subject matter efficiently. His efficiency requires an adequate background of experiences in the area he hopes to read. He should have an interest in the material. He should be able to read the material, that is, it should not be too difficult and he needs to know the purpose(s) for reading the material. It has been stated over and over again that this can happen only in the content classroom as a part of the curriculum.

Research indicates that the reading specialist in the secondary school can upgrade the reading in all classes by his work with the subject area teachers. Content area teachers make the critical difference in the improvement of the school's reading program. The regular materials, basic and supplementary, of the content being taught are the best materials for the teaching of reading in secondary school. Language arts teachers continue to develop basic reading skills in their students

\textsuperscript{10} Ibid.
and they are responsible for the teaching of the more sophisticated skills of reading, especially in the reading of literature. All teachers must continue to upgrade their own teaching ability by attending advanced classes and becoming involved in the in-service programs offered by their schools.
CHAPTER III

THE PROGRAM FOR THE TEACHING OF READING IN THE LANGUAGE ARTS CLASS IN GRADE SEVEN USING THE TEAM APPROACH

The Description of the Team

Six language arts teachers, including the department chairman, and one reading specialist (formerly the reading center teacher), plus the writer, who is presently the reading resource teacher, will work together as the language arts team. There is no team leader as such so the planning and instruction will be worked out by all members of the team. The team accepts the concept of "we" rather than "I" in all decision making. Because the present curriculum framework is flexible, the team can custom tailor a program to meet the needs of the various groups. The matter of coordination and communication with the staff and the administration rests with the department chairman and the reading resource teacher.

The Role of the Reading Specialists

The reading specialists will present themselves as helping persons working with the team and responding to
the teachers' individual and group requests. They will
direct the diagnosis of all pupils and will assist in the
preparing of the instructional plans. They will become
involved in small group instruction also. The specialists
have flexible schedules to permit maximum efficiency in
working with all the team members.

As the reading specialists realize success in
coordinating the team's direction, they will find that the
demands on their time will change. Team members will become
self-directing and will see the coordinators more as con­
sultants.

Selection and Structuring of Groups

The number of students in a group will depend on its
purpose. For example, discussion groups cannot exceed
sixteen pupils. Interest-centered committees working on
a project will be most effective if they are made up from
two to four students. When the team plans a presentation
that is perhaps audiovisual-centered all sixty pupils will
make up the group. The team will devise a variety of sub­
grouping methods so that they may easily sub-group students
in order to provide the best instruction.

The plan for determining group composition involves
more than ability grouping. The team will also consider
interests, special competencies, vocational preference and
emotional maturity. This composition must be flexible.
For example, a number of students who lack a particular study skill might be temporarily taken from the large group where the instruction might be inappropriate for them. Provisions will also be made for the gifted students so that they are not subjected to instruction in areas already mastered. Their potential abilities should be exploited and they should be lifted to new levels not attainable by their own efforts.

The great range of reading abilities typically found in the seventh grade points up the need for the team to differentiate teaching at the various levels. The procedures for assisting the retarded reader must sharply differ from those used with the better readers. The poor reader needs help in overcoming the difficulties that have kept him from normal progress. He can be helped to master the skills which are lacking in his development.

There is limited provision in the plan to provide flexibility in planning time allotments. Since all pupils will spend seven and one-half hours a week in the program, the team has some voice in determining the length of time spent by a particular individual or group in the various activities.

Planning of the Scope and Sequence

Publishers of various reading materials supply scope and sequence charts. These charts are similar in that they usually cover the following six areas:
1. Work Attack
2. Comprehension
3. Study Skills
4. Self-Directed Reading
5. Interpretive Skills
6. Creative Skills

Since scope and sequence outlines are easily available, they can serve as a framework for the instructional plan in reading. A particular outline need not be adopted by the team, rather it should be adapted in order to meet the needs of the local school. The scope and sequence finally adopted should represent consensus of the team, in harmony with the school philosophy and that of the community. No outline will become permanent because it will undergo constant change as the team puts new ideas into practice.

Hopefully, the scope and sequence statement of the team will be so familiar to them that they will enjoy flexibility and creativity in their instructional planning. The team will constantly check to see that the essential skills are being taught. In doing so they will be able to determine the appropriateness of the plans for each pupil and adjustments can be made where necessary. The existence of this dynamic plan implies special communication among team members.

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Language Arts Goals to be Developed by the Team

The team will attempt to bring each student to his own level of competency in the language arts skills. These levels will vary depending on the background of the student, his ability and his motivation. One major stress of the program will be on the development of competence and confidence in written expression. Pupils need to write an answer to an essay, to write a letter or to paraphrase something in an assignment. They need to be articulate to the degree that they can be. Students in the seventh grade have a lot to learn about the study of literature. (Point of view, style, types of literature, etc.) For our population, however, it would be wrong to go into this area before we are satisfied that they are well grounded in skills. As a second major stress, the team will attempt to prepare the student for appreciation of literature in high school by the development of the basic reading skills and to foster a love for reading.

Areas of Concentration

I. Reading

A. Comprehension skills necessary for adequate reading.

B. Word Study
   1. Vocabulary Development
   2. Analysis of Structure
   3. Dictionary
C. Study skills and practice in the rates of reading.

D. Knowledge and use of the school library and local public library.

E. Experience increasing pleasure from reading.

II. Writing

A. Sentence Recognition
   1. When reading
   2. When writing

B. Paragraph Structure (Outlining)
   1. Main idea - topic sentence
   2. Supporting details

C. Mechanics
   1. Penmanship
   2. Spelling
   3. Punctuation

III. Oral Communication

A. Awareness of correct usage within a formal English situation.

B. Enjoyment of listening to prose and poetry as a standard part of the language arts curriculum.

Methods

When possible reading should be made a part of a unit or project integrated in a field within language arts. Reading must not become an isolated experience. It can help language arts just as language arts can help reading. (This can happen when the teacher has an awareness of the
nature of reading and its purposes.) The content employed in teaching reading must not be limited to fiction or other forms of literature. It should take into account the wide variety of reading material used in school and in life.

The methods adopted by the team must not rely too heavily on materials. Materials do have value if they are used as a supplement to more specific reading procedures, that is those procedures which offer direct instruction in reading.

The curriculum Bulletin of the City of New York warns teachers about some popular methods.

Reliance on extensive reading to develop power.
Books alone cannot replace good teaching. Pupils may often continue to read at the same, easy, effortless level, and even tend to fixate, by constant repetition, their poor reading habits.

Practice with workbooks.
A number of workbooks contain excellent practice material. However, most of them are drill books, not teaching instruments. They are not always presented in helpful sequence, both easy and difficult exercises may be offered in a confused order, and the questions often encourage guessing. They cannot take the place of teaching, and they should never be used as busy work or as silent, written tests.

Assignment for a report based on several given sources.
Reading reference material and selecting only the appropriate ideas is a difficult and advanced skill. Reorganizing those separate ideas into a coherent outline that keeps to the topic is a task far beyond the capacity of the average pupil, except after a series of preparatory lessons, or at least a few such lessons.

Required reading for a unit or project.
Teachers may make the error of assuming, when independent reading is done in such a situation, that
all the necessary reading skills are learned through the reader's own efforts.

Assignment of a section of a book for study.
Like reading to make a report, study is a combination of a number of reading skills. The mere assignment does not accomplish the learning of the technique required, nor does it obviate the need for teaching the skills needed.

Making comprehension the aim of a lesson.
This is equivalent to making arithmetic ability the aim of a lesson in arithmetic. Only one skill of reading or only one aspect of an ability may be effectively taught in one lesson.

Reading a whole selection silently, followed by questions.
Such questions tend to have the effect of oral testing, rather than of teaching. Besides, they are not likely to present learning in a developmental fashion, particularly if they are the teacher's spontaneous questions. Even the printed questions of the selection may have little relation to the sequence of learning that would be most effective.12

It summarizes by stating these basic considerations:
The specific teaching of reading skills deserves primary emphasis. We cannot rely upon the "magic" of the book alone to improve the pupil's level of ability.

The English teacher has the main responsibility for teaching those reading skills that are common to all subjects. These skills, however, should be supplemented, reinforced, and emphasized by other subject teachers. Those skills that are unique to any specific subject area should be the responsibility of the teacher of that subject.

Integration among the language arts may be employed without the sacrifice of the developmental teaching of reading. Integration is most effective when instruction in one technique of language ability is consciously and deliberately used to promote growth in a similar technique in another field.13


13 Ibid., p. 18.
Conversion of the Reading Center to the High Intensity Learning System

The reading center will be eliminated and the High Intensity Learning System will take its place as a supplement to the language arts program. Formerly fifty students in grade seven received systematic instruction in reading. In this plan all seventh graders will be included. These pupils will be involved in continuous diagnosis and prescription throughout the year. Each student will work on the mastery of his own set of instructional objectives. The pupil can move independently or in pupil learning teams under the direction of the language arts teacher.

The system includes a catalog of over 500 behaviorally defined objectives and prescriptions. It has been developed by Dr. S. Alan Cohen of Yeshiva University. High Intensity is based on these assumptions:

1. Motivation is essential for progress.
2. Individualized instruction maximizes learning.
3. Performance objectives and criterion referenced assessment techniques are essential to adequate planning and evaluation.

Involvement of Staff

The team needs the encouragement and inspiration of the administration. The commitment of the team to this approach implies change in reaching behavior. Any change involves risk. Perhaps risk of failure. The team needs to
to feel free to operate in an atmosphere where mistakes can be made, questions asked, and new attempts made. We look to the administration for support in scheduling of teachers and pupils, in providing the time for working, planning and thinking together and in making available the facilities necessary to insure the success of the program.

A particularly important role in this program is played by the school librarian, the media specialist. She can publicize books in various ways; through book talks in the classroom, book exhibits and book reviews to the school by printed bulletins. She will give instruction and practice in the use of the library to groups of students.

The librarian can offer another contribution by classifying books according to their difficulty. She can also suggest books for different purposes. As she becomes acquainted with individuals and their special interests, she is able to guide their reading and help them to select the right book. She may also call their attention to recordings and visual aids.

The guidance counselor has information about conditions causing reading problems and can bring them to the attention of the team. The counselor may find that reading difficulties are a basic cause of behavior problems.
There should be close cooperation between the language arts team and the guidance department.

Team teaching makes considerable demands on the teachers. Especially in initiating a program when members of the team need planning time. Teacher aids and volunteers can help the teachers with non-professional tasks. They perform a valuable service when they free team members to teach. They do this in a variety of ways depending on needs. Some of the tasks they can perform include:

1. Clerical work, such as correcting papers and taking attendance.
2. Giving makeup tests.
3. Typing and preparation of materials.

Students who need special attention can be helped by the aides and volunteers, too. Once a teacher has made a presentation some students will need additional drill and practice. Under the direction of the teacher, the volunteer or aide can spend time with the pupil giving the needed attention. All these teacher helpers can free the teacher to do his task of teaching better.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

Research tells us over and over that one reading teacher cannot solve all the reading problems in one school. Each teacher is responsible for teaching his particular content. If there are obstacles in the way of the student's learning, then the content teacher should attempt to remove those obstacles. The teacher of content may not have been trained in the teaching of reading so he needs guidance. The reading specialist can provide this guidance. Content teachers do not teach reading as the reading teacher ordinarily does; rather, they have to consider the content and teach the skills necessary to read this particular subject matter.

The best materials to use in the teaching of reading in the content areas are the materials that the teacher expects the student to master. Often the teacher will provide supplementary multi-level materials but they will be the materials required in the subject.
The language arts teacher has a special task in the continuing development of reading skills. The pupils, especially in seventh grade, have been used to reading lessons from a basal reader. These reading assignments have been narrative and many students find no trouble in reading them. In junior high the material is more of an expository nature and the same students who had no problem before may find the change overwhelming. The language arts teacher will continue to use literature in teaching reading skills but he will also begin to teach the study skills that the pupils will need in the secondary school. Since many content teachers cannot teach the skills needed in their area, the language arts teacher can attempt to teach some of them to the students.

Reading is a language process and belongs in the language arts curriculum together with writing, speaking, and listening. The student's development in speaking, listening, and writing skills has a direct bearing on his reading ability. Instruction in one of the language arts benefits the other language arts, reading may be retarded by the lack of development in other language arts.

Wayne Otto states that:

Many of the skill development activities in the several areas of reading, writing, speaking, and listening are mutually reinforcing. Teachers need only to be consciously aware of the overlaps to begin to maximize the efficiency of their teaching by insuring
that their pupils, too, develop such an awareness. Many of us have too long tended to think in terms of rather discrete lists of skills for each area, while in fact all the lists turn out to look remarkably alike. 14

Conclusions

The purpose of this paper has been to present a plan for the team teaching of reading in the language arts class of the seventh grade. The writer believes that more students will be helped by this program and that their progress will be more carefully directed. The flexible grouping will benefit both the gifted and less able readers. Teachers will have a voice in planning the instruction for the groups and in determining the grouping. Through team planning a dynamic and creative curriculum will emerge. The teachers will be relieved of non-teaching duties by the use of aides and volunteers. The team will be able to devote more time to the students as a result. The teachers have the time to plan properly and the close relationship with each other and the reading specialists on the team will result in a plan that will bring about change and improvement.

Topics for Further Study

The writer admits that it would be beyond the scope of one research paper to design a total school reading program. This goal is most desirable, however. In presenting a model for one department it is the writer's hope that in the years to come similar plans can be worked out for other departments. The reading specialists in the secondary schools can work with teams in the various departments and after serving as team members for a period of time can emerge as reading consultants to the teams. There is much to be done yet in the area of reading in the secondary schools and with determination we can resolve the problem.
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Books


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