Review of the literature pertaining to current programs, materials and methods of reading instruction employed in the teaching of culturally disadvantaged children

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A REVIEW OF THE LITERATURE PERTAINING TO CURRENT
PROGRAMS, MATERIALS AND METHODS OF READING
INSTRUCTION EMPLOYED IN THE TEACHING OF
CULTURALLY DISADVANTAGED CHILDREN

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A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin
1973
This Research Paper has been
approved for the Graduate Committee
of the Cardinal Stritch College by

Sister Maria Cletti
(Adviser)

Date March 1, 1973
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CHAPTER I

INTRODUCTION TO THE PROBLEM

As the late James E. Allen, Jr., Commissioner of Education pointed out in his address entitled "Target for the 70's: The Right to Read."

From the beginning of our Nation, the importance of education has come to mean many things and to encompass a wide range of information and experiences, but certainly it must still include as it did in the beginning, the ability to read. 1

Commissioner Allen goes on further to state that:

Continuing toleration of the failure to give everyone the ability to read breaks faith with the commitment to equality of opportunity which is the foundation of our public education system. 2

It is known that in all large cities, and in some smaller cities as well as rural counties, educators today are trying to find better ways of teaching that segment of children who are called by various names culturally disadvantaged, socially deprived and intellectually deprived.

There are many definitions given to the term disadvantaged child. The writer of this paper felt it necessary to include only a few definitions for clarity.

1 James E. Allen, Jr., "Target for the 70's: The Right to Read" The Reading Teacher, XXV (March, 1972), 593.

2 Ibid., p. 594.
According to Hittleman a disadvantaged child is
disadvantaged. A child who comes from a home environment which does not provide him with experiences that transmit the cultural patterns needed for learning and success in a larger society or its agents. Under no circumstances is cultural disadvantagedness equated with ethnic or racial group membership. Any child whose early experiences in the home, whose motivation for learning and whose personal goals handicap him for completing school tasks is disadvantaged.

Fearn would suggest the use of the term "denied"

A denied learner is so as the result of being denied the specific verbal stimulation necessary to cope with a school system which tends to respond to specifically defined verbal competence; he is denied of the extra school experiences necessary to cope with a school system based upon a broad repertory of experiences in relatively specific areas.

The child who is designated as deprived or disadvantaged according to Loretan and Umans

differs from the "undeprived" or "advantaged" in language development, self-concept, and social skills, as well as in attitude toward schooling and society. He has fewer interests than the middle class child. He does not feel the need to communicate through language. In fact, language, like schooling is not for him.

Problem and Limitations

The purpose of this study was to present in a concise form a review of the literature concerning the current

1J. Allen Figurel, ed., Reading and Realism (Newark, Delaware: International Reading Association, 1969)

2Leif Fearn, "Reading and the Denied Learner," The Reading Teacher, XLVII (January, 1971), 110.

methods of reading instruction employed in the teaching of culturally disadvantaged elementary grade children, that is, those children in kindergarten through grade six.

A real concern for educating the disadvantaged began some twelve or thirteen years ago. Therefore, the writer of this paper tried to confine herself to literature most recently published. Much emphasis in that literature dealt with the very young child entering school. However, the writer attempted to show a general picture of the elementary grades.
CHAPTER II

REVIEW OF THE LITERATURE

Prevalence of Disadvantagedness

There seems to be general agreement among writers in the field that one out of every three children in America's largest cities must be regarded as culturally disadvantaged. If the present population growth and socioeconomic trends continue, this ratio will reach one out of two in large cities by the mid 70's.¹ "The rate of failure among children of disadvantaged backgrounds is indicated by findings that at third grade, about two-thirds of the children are one year behind."² As the child moves forward, very often this gap widens. Few would disagree that the situation of disadvantaged pupils is critical.

Characteristics of the Disadvantaged Learner

Before examining the reading instruction afforded the culturally disadvantaged, it is necessary to view the

¹Stanley Krippner, "Instructional Materials and Methods for the Disadvantaged Pupil Who is Retarded in Reading." Bethesda, Maryland: NCR/ERIC Micro Form, ED 015 830.

characteristics of this type of learner and the type of situation in which he bests learns.

He often lacks experiential background necessary to beginning success in school. This child's realm of contact is usually limited to the confines of his home. Many times he never leaves his own block or neighborhood.

Frequently the culturally disadvantaged child will come to school with so very few learning experiences that initial reading becomes a difficult task. Unlike the middle-class child whose family owns a variety of materials such as books and manipulative materials, the disadvantaged does not have this opportunity. "Children need a home where reading materials are available and where an example of reading is set by the parents. All too often, this example is not available to children who become poor readers in school."¹

His poor self-image causes him to feel an alienation and inadequacy from the start. The overall effect of poor environment, low achievement and resulting personality disorders make for a disoriented concept of self among disadvantaged children.

The disadvantaged child, often the victim of chronic colds, sometimes comes to school suffering from actual hunger. Therefore, his attendance at school is irregular

because of various illnesses.

The verbal ability of this child is often greater in a particular dialect than in standard English used in the school situation. His vocabulary is usually restricted because he comes from an environment that has isolated itself linguistically.

Coming from an overcrowded, noisy home, he has learned to block out that which he doesn't want to hear. Therefore, the disadvantaged child is likely to engage in marginal listening.

The disadvantaged child often finds it difficult to pay attention for prolonged periods of time, particularly if he is dealing with abstract materials. The loss of interest often creates a behavior problem.

He is not motivated by long range goals, but rather lives only in the present.

Often this type of learner quickly forgets sequential instructions and typically responds to the last instruction given.1

Sociologists seem to be in agreement that the characteristics of this type of learner must be the foundation on which to build an extremely meaningful curriculum. Reissman summarizes classroom procedures which ap-

pear to work effectively with the culturally disadvantaged.

These methods and materials include the winning over of the class's natural leaders, a highly structured classroom setting emphasizing routine and order, habitual use of role play (sociodrama), strong demands and firm rules from an authoritative teacher, the realization that the student wants respect more than love from the teacher, concentration on reading instruction, abandonment of usual techniques of teaching grammar, and organization of ungraded classes to permit flexible grouping to allow for individual attention.¹

Therefore, the reading program for this child must reflect an understanding of the learner's needs, it must be based on sound principles of child growth and development and it must begin with the teacher.

Lee indicates that, "Teachers and schools must at an early age discover and identify each child, and must comprehend his development, his individual capacities, and his needs."²

**Reading Instruction**

Listening and speaking, the two basic language skills, must be given special attention in beginning reading. The disadvantaged learner must be trained to hear and then reproduce the language which is to become a vital part of his life as a student. Along with the language training that takes place in the primary grades, the

¹Krippner, "Instructional Materials and Methods for the Disadvantaged," NCR/ERIC ED 015 830.

child's own language, whether it be Spanish or even a dialect of English, must not be overlooked by the teacher. Correct language models must be offered to the child who is struggling to gain facility in language. The child must be afforded the opportunity to interact verbally with his teacher and the children in his class. This practice can be provided both formally and informally in the classroom situation.

Because parents of the culturally disadvantaged use a restricted type of language with their children, this type of learner must be taught to see relationships, make comparisons, classify, contrast and the many other skills necessary to extend his understanding of language.

The teacher can help children to expand their knowledge by providing instructional experiences with words where alternate meanings for words are clarified. A vital task of the primary teacher is the expansion of vocabulary meaning.

The emphasis on listening, speaking and vocabulary development which are such an integral part of beginning reading are even more important at the intermediate level.

According to Harmer, there are three factors that create the need for this continued emphasis.

The greatly increased general, non-technical vocabulary used in most basal readers and in most commercially prepared companion or enrichment materials, which requires of pupils greater skill in word recognition and vocabulary usage. The use of materials with an ever increasing numbers of words whose greatest
pertinency is to a single subject matter area. A continued and pressing need to present reading not only as a necessity in reaching desired goals but as an intrinsically enjoyable activity.\(^1\)

In working with the intermediate grade child, the teacher must continue with the preparatory activities until she is sure that the prerequisites of reading skills, adequate oral language, vocabulary and concept development are acquired. Since these children are unable to deal with total abstractions, the teacher must be conscious of cognitive development and of relating new learning to that which is familiar to the child. The practice of trying to complete a course of study or of covering a certain amount of material must be forgotten. Attention to the individual child and what he is capable of doing must be the guide for the teacher. It is necessary that reading, speaking and listening activities be interrelated; they should reinforce one another as well as what has already been learned. For example, in reading, phonics as a tool for word recognition should directly relate to auditory discrimination skills in listening.

Another key factor in teaching the disadvantaged is providing the element of success in whatever tasks they perform. As the reading program broadens in the upper grades, the work for the child must be organized in such a manner that the pupil will successfully be able to ac-

\(^1\)Horn, Reading for the Disadvantaged, p. 191.
complish it. Therefore, the units must be small and simple in content. When this is done, a feeling of success will occur, thus creating an atmosphere which will foster a strong self-concept. Disadvantaged learners learn at a slower rate; therefore, the program must be geared to a slower pace for their benefit. The teacher must break into smaller component parts the various skills for them. Metfessel and Seng point out,

When disadvantaged children do know fact A they frequently do not know closely related fact B. Thus in remedying a lack of knowledge or experience, as well as providing a more minute breakdown and direct instruction of all reading skills, more time will be required for teaching and for reinforcement of the teaching.¹

While auditory discrimination remains a basic skill, the teacher must make use of the strengths of visual and kinesthetic procedures. Because of the child's inability to focus attention for any length of time, involving him through the visual and kinesthetic methods can be enhanced by the use of films, filmstrips, recordings and other audio-visual materials which will interest the child.

In summary, the teacher of the intermediate grades should retain the diagnostic, task-analysis approach of the primary grade teacher for use in the development of word recognition skills.²

¹Horn, Reading for the Disadvantaged, p. 196.
²Ibid., p. 234.
The Non Graded School

Since the culturally deprived child is generally below grade level because he is not able to assimilate all phases of the curriculum, school principals are coming to realize that some system other than the graded school must be developed if reading levels are to be maintained among deprived children.

The main concern of all those who teach the denied learner is the constant diagnosis of the skills of each child as he progresses through a sequence of behaviors. The teacher's job is providing an atmosphere in which each child can proceed at his own rate and reinforcing his steps in the program. Among disadvantaged children, the ungraded school which focuses on the development of the individual rather than on his grade level seems to be more effective.

In this type of learning situation, the child is not permitted to omit or miss a basic skill. It is extremely important that he not miss one or any of the sequential steps, since it is highly improbable that the omission will be noted at home. In advantaged homes, the child is likely to receive a great deal of reinforcement of what is taught in the school situation.¹

¹White, Tactics for Teaching the Disadvantaged, p. 183.
Individualized Instruction

The Individualized Approach to the teaching of reading offers another positive method of teaching the disadvantaged child. Basic to individualization is the seeking, self-selection, and self-pacing, all providing an excellent means of reaching the child. The teacher provides the children with a wide variety of books. A number of these books are for and about minority groups, as well as those that tell about urban environments and these remove some of the barriers to reading.

The students themselves provide another source of material in an individualized program. Stories written by the children are of great interest to the student and they are devoid of concepts unknown to their own environment and experience.

Self-manipulative audio-visual aids such as tape recorders, earphones, reading games, record players or individual viewers for film strips, satisfy the need demonstrated by this type of learner to become physically involved in a learning activity.¹

The child is able to work at his own rate, competing only with himself. Each small degree of progress made by the child must be recognized if an atmosphere of

¹Beverly Keener, "Individualizing Reading for the Disadvantaged," The Reading Teacher, XX (February, 1967), 410-12.
learning and success is to prevail.

The teacher's task, as in any program, is to broaden children's interest and provide for divergent reading in all areas of human learning. Balance in the program is a primary goal of good teaching.

Programmed Instruction

Because the disadvantaged learner has a short attention span and finds it difficult to focus on relevant dimensions, Gotkin suggests that programmed instruction is an effective way of teaching. This is a position that has been held for some time by learning theorists.

The first step in learning is motivation; get the attention of the subject and remove competing stimulations so that the subject can attend to the specific stimuli. In the beginning stages of reading, effective strategy is to remove the competing environment and reinforce strongly the structured, simple steps in sequence.1

The value of an empirically derived sequence of acquiring analytical skills was demonstrated by Gotkin, McSweeney and Richardson. In a research project for the Office of Education, in cooperation with the Institute for Developmental Studies, five-year old children from deprived areas were taught beginning reading skills. The reading proficiency were stated in behavioral terms. The results over a three-year period were most favorable. They supported Gotkin's theory that large numbers of dis-

1White, Tactics for Teaching the Disadvantaged, p. 184.
advantaged students are rapid learners. However, the standard school curriculum has failed to allow them to show how capable they are in learning.¹

The Language Experience Approach

The rationale for using the language experience approach with the disadvantaged is based on psychological and linguistic considerations. Psychologically, the factors of success, motivation and attitude, which have a favorable effect on self-concept and achievement, support the use of the language experience approach. Linguistically, the language experience approach is recommended because the relationship between oral and written language can be best shown by using the language of children in the creation of reading materials.²

It is an individual child-centered approach which has as a base, the child's own interests and experiences for reading matter. It allows for the integration as well as the interdependence of language arts, that is, speaking, listening, reading and writing.

This approach is a versatile, informal, stimulating and challenging way to teach the deprived learner.

The language experience approach lays the groundwork for commercial materials which are now being pre-

¹Ibid., p. 185.
²Bay Region Instructional Television for Education Do You Read Me? (Bloomington, Indiana, 1971), p. 127.
pared. The transition from the experience chart story to a book with pictures which are recognizable to children as places where they live is not only based on common sense, but good educational theory.

Although it is often used with only the young, it is very effectively used with older children and adolescents.¹

The Ashton-Warner Method

Some teachers of the disadvantaged are using the method originated by Ashton-Warner. This method based on the language experience approach was first used among the poor in the communities of New Zealand. Warner felt that, "Words must have intense meaning for a child, they must be part of his being."² According to this method the teacher asks the child what word he wants to learn for the day. These words are then reviewed and collected until gradually the child has enough words to write a story. Eventually these stories are compiled into a book.

The child must first master his own story, then can go on to read other children's stories. Eventually, a transition is made to commercially published materials. However, the creative writing continues. There is always

¹ Thomas Edwards, "The Language Experience Attack on Cultural Deprivation," The Reading Teacher, XVLII (April, 1965), 548.

² Krippner, "Instructional Materials and Methods for the Disadvantaged," NCR/ERIC ED 015 830.
close contact between the pupil and the teacher. The pro-
grams seems to be flexible enough to provide for the ad-
vanced as well as the retarded reader in the same group.¹

Self-Directive Dramatization

Assuming that a positive self-concept is condu-
cive to progress in reading and that a negative self-
concept is not conducive to progress in reading, Carlton
created and employed self-directive dramatization of
stories within the frame of reference of a regular class-
room. Research shows that,

Significantly greater gains in reading were achieved
in the study by groups of culturally disadvantaged
elementary school children through the use of methods
involving the traditional techniques of the basal
readers in small groups or in the whole class. There
is evidence to indicate that through the use of self-
directive dramatization favorable changes occurred in
self-concept of children.²

In general, role playing offers an opportunity to
arouse emotions, because it allows one to live as someone
else for a moment and to live in some other circumstance
momentarily. Usually, with children, role playing is un-
rehearsed dramatization pointed toward a specific behav-
ioral objective. Teachers can and should be trained to
provide role playing in the classroom setting. Stimu-

¹L. Carlton and R. Moore, "The Effects of Self-
Directive Dramatization on Reading Achievement and Self-
Concept of Culturally Disadvantaged Children," The
Reading Teacher, XX (November, 1966), 126.

²Ibid., p. 130.
lating the children to act like someone else permits them to have models which they can hope to be like.1

City Programs

San Francisco

The School-Community Improvement Program in San Francisco, California began in 1961 with the aid of a grant from the Ford Foundation. In 1964 it ended as a separate project. However, the techniques developed in it are being extended beyond the project schools.

The main purpose of the San Francisco program is to develop solutions for the reading and language problems of culturally deprived youth. Small groups of deprived elementary grade children are taken from the regular classroom situation and taught by techniques which provide an opportunity for them to look, to listen, and to touch. They are also given a variety of different experiences to help them to understand that there is a world outside their own neighborhood. Devices such as records, tape recorders and film strips are used along with tests to provide understanding and motivation. The San Francisco Program provides for discussion and oral reading so that correct speech patterns and better vocabulary can be built.2

1Ibid., pp. 128-130.
Flint

In Flint, Michigan an experimental project known as School and Home: Focus on Achievement was begun in an effort to link home and school. The program was undertaken in the Flint Community Schools to raise the achievement level of children from low-income families.

The rationale for the program was that the family has a major responsibility for teaching the child, and that, in addition, the program aimed to join the parent and the teacher as partners in the teaching-learning process.¹

Smith contends that it is wrong to believe that parents of disadvantaged children are not interested in their children's education. The program has demonstrated that parents who are shown how to work with their children are able to be of assistance. Those parents who were academically interested were helped to develop or raise their expectations of their children by providing an atmosphere at home that was conducive to study. They provided a quiet period in the home each day for reading assigned by the teacher. They listened to their children read. The parents also read regularly themselves in the presence of their children. They showed interest in their youngster's work by asking questions, praising and encouraging them. It is their responsibility to have the child leave home

each day with the attitude of going to school for the purpose of learning.¹

Detroit

The Detroit Great Cities Project was launched in 1959. Five years later the Project expanded its scope from seven schools to twenty-seven schools. The aim of this program is to develop academic and social competence in each student in spite of limited background. The Program consists of four parts: teacher orientation and training; additional staff assigned to each school to help classroom teachers and school administrators coordinate home-community, agency and school resources and to increase remedial teaching and referral capacity; public and private agency involvement and the development of cooperative school-home-community relationships; the improved use of appropriate instructional equipment and materials and the development of educational materials and methods adapted to the needs of the child with limited background. As a result of the fourth part of the program, a team of Detroit teachers, writers and consultants worked together to write a reading series that would contain words and experiences which the child with limited background can relate to things in his own life. Thus, the Jimmy Series was designed. The preprimers are not

¹Ibid., pp. 89-107.
as long but more numerous than in other reading series. There are five instead of the usual three to give the child a feeling of success. The objectives of this particular series include not only development of skills, but definite social aims as well.¹

St. Louis

In the Banneker District of St. Louis, a program was initiated which had one purpose, that is, to raise the academic achievement of all children from kindergarten to grade eight. Instead of changing the curriculum or instructional techniques, an attempt was made to raise the achievement level through motivation. The students go through the ungraded primary when they meet the necessary standard of attainment. The teachers must spend a great deal of their time working on the development of reading skills, in an attempt to have every child reading at his own level. The parents are also involved in this program. They are brought into the school and shown the achievement scores of their children. These scores are explained to the parents so they can do something to help their children. They are asked to provide a time and place for their children to study. They are asked to see that the children get the proper nourishment, rest

¹Educational Research Service, School Programs, p. 34.
and that they attend school regularly.¹

Richmond

In Richmond, Virginia efforts have been made to meet more adequately the educational needs of the culturally disadvantaged. With great emphasis on reading and language development, the teachers try to provide experiences specifically designed to foster oral and written communication skills. Each school that has taken part in Richmond’s project has been provided with a reading specialist and a specialist in language arts. A consultant assists the teacher of primary grade children to set up a reading readiness program. The consultant also identifies and works with underachievers. Her role includes the conducting of in-service training of the faculty, as well as working classes, groups, and individuals. The reading program is interpreted to the community by the consultant. The pupil-teacher ratio has been significantly reduced. This has helped to improve teacher morale.²

New York

In New York City the prime objective for all levels is the improvement of reading. Rather than basing the need

¹Krippner, "Instructional Materials and Methods for the Disadvantaged," NCR/ERIC ED015 830.

for Special School Services on low I.Q., New York has focused on reading retardation. Reading Clinics have been made available with a team made up of a psychiatric social worker, a full-time psychiatrist and a part-time psychiatrist. There are eleven such clinics for elementary school children who are emotionally disturbed.

The Corrective Reading Program has been set up to help pupils in grades three through six, who are reading two or more years below grade level and who are free from any emotional problems. The children are taught in small groups outside their regular classroom instruction. The corrective teachers also help the new teachers especially in grades one through three.

The goal of the Reading Improvement Program is to improve the quality of reading instruction by giving time to every elementary teacher for preparation while the reading improvement teacher conducts the class. Teachers who are new to the system are helped by those assigned to this program. There are reading consultants, teacher training consultants, and teachers of library skills. There are regular meetings of reading specialists and television programs on the teaching of reading.¹

Washington, D.C.

The Language Arts Project, one of the original

¹Ibid., p. 48.
Great Cities Programs, was initiated under a special grant from the Ford Foundation. Its goal was to improve oral and written language facility and comprehension skills on the part of children identified as culturally disadvantaged. The program includes children in kindergarten through grade three. The staff consists of a director, a language arts supervisor and one special language teacher in each building. These teachers function in the following ways: do direct teaching in each project grade according to a fixed schedule; instruct children in the functional use of language; plan, develop and evaluate long range programs; demonstrate for teachers; collect records and other data based on project activities leading to the development of curriculum materials; and serve as resource persons for parental involvement leading toward the extension of language in the home. ¹

Baltimore

In the elementary division, a number of promising instructional practices have been designed to increase equality of educational opportunity. One such practice deals with reading programs designed specifically to help culturally deprived children. Reading is of key importance in school achievement, and the assumption is made here that the reading problems of culturally disadvantaged

¹Ibid., p. 30.
children result primarily from ethnic and sociological factors. Reading center services, reading enrichment activities and summer remedial reading programs are three avenues through which children can learn to read better. Also, grouping arrangements, opportunity classes, non-graded structure, and team teaching are all practices utilized by the elementary schools to create greater equality of educational opportunity for all children.

In addition, the elementary division provides many services such as library services, guidance services, and curriculum materials, particularly to children living in culturally-deprived areas. Supplemental teaching services represent another means of helping children who need special attention in language development and reading skills. Because of the limited and meager experiences which characterize many children in deprived communities, field trips represent a practice that is considered to be an integral part of the program for the children.¹

**Boston**

In Boston, the Action for Boston Community Development set up a program for the culturally deprived. Its general aim is to provide an instructional program which will stimulate the child's interest in reading, motivate him to greater academic achievement, foster desirable

growth in basic reading skills and abilities. Materials chosen were chosen for their proven appeal to children whose interest span in activities connected with academic work is short, whose feelings of failure and frustration are strong and in whom motivation is lacking. It is believed that a wide variety of materials to work with in the classroom stimulates interaction and activity and maintains the interest which would otherwise wane. Since the culturally different children have experienced failure with the basal reading systems, programmed materials have been used to provide the reading material to motivate. There are also a variety of skills materials to develop the reading skills necessary for success in other subject areas.¹

Dade County, Florida

The aim of the Reading Program in Dade County is to narrow the gap between the achievement levels in the predominantly Negro schools and the other schools in the county. The Program concentrates on children in grades three through six. Classes are structured as follows: time for personalized reading, time for word attack and word meaning skills, oral reading by the teacher, preparation of chart stories using the language of the boys.

¹Marguerite Sullivan, "Boston Public Schools Action for Community Development." Bethesda, Maryland: NCR/ERIC Micro Form ED 001 110.
and girls, recording it in permanent form so it can be read. Time is devoted to developing skills of comprehension, half devoted to oral language and the remainder to silent reading. Children are tested at the beginning and end of the year by the Stanford Achievement Tests. As many parents as possible are asked to give their full support by committing themselves to provide a place for their child to study, to see that he is reading books and to provide all the encouragement possible.¹

Materials

Chandler Language-Experience Readers

The Chandler Language-Experience Readers developed by Carrillo, Baugh and Pulsifer and published by the Chandler Publishing Company provide for the urban child just beginning to read, powerful motivation, because they are about children like himself doing things he likes to do and has the opportunity to do. The illustrations are mainly in black and white photographs. Therefore, they lend a reality to situations and children pictured, as well as a great deal of detail not possible in the usual illustrations. The vocabulary and sentence pattern portray children's natural and spontaneous language expression. There is a systematic repetition and maintenance

of vocabulary within the series, but in a language that very closely resembles that used by the disadvantaged child.¹

Programmed Reading

Sullivan Associates Programmed Reading Series combines structural linguistic, educational psychology and programming as an approach to reading instruction. The linguistic approach of Programmed Reading is based on a careful and precise analysis of English in which the phonetically regular and irregular sound symbol groups have been classified and organized for the most effective sequence of learning. The phonics instruction begins with only a few sounds which are presented in the context of words and sentence patterns.

The basic materials of this program consist of twenty-one conventional-sized workbooks. Each page is set up in a frame format. The child reads the frame and makes a response. Then, by pulling down a cardboard slide on the left side of the page he observes the correct answer. Immediate response and immediate reward are thus built into the program.²

Open Court Reading Program

Open Court Publishing Company has developed a pro-

¹Bay Region Instructional Television, pp. 247-248.
²Ibid., 108.
gram that works effectively with Spanish-speaking children, in inner-city schools with high pupil turnover, in the schools of affluent suburbia, and city schools with suburban settings.

The program uses an intensive phonics approach to reading. Students first learn forty-three sounds. They build these into words, then sentences, and on to paragraphs and little stories. The textual materials are not hardcover readers, but colorful combination reader workbooks based on children's classics, folk tales and poetry. By introducing writing early, the program turns much of the child's own work into text materials. For example, what a child writes working independently may become his spelling and penmanship lesson for the day.¹

Distar Instructional Systems

Distar Instructional Systems was developed by Englemann and his associates at the University of Illinois. The purpose of this program is to help children with comprehension and use language effectively as well as master arithmetic. The programs form a coordinated learning system suitable for use with preschool, kindergarten and primary grades. However, the programs can each be used separately. The method is a disciplined one, yet it is warm

¹Miriam L. Goldberg, "Methods and Materials for Educationally Disadvantaged Youth." Bethesda, Maryland: NCR/ERIC Micro Form, ED 002 461.
and lively. No readiness is assumed and each child is allowed to progress at his own rate, according to his knowledge and achievement. Motivation is a very vital part of the Distar Instructional System. When the child makes a correct response, the teacher is quick to praise him. At the end of the class the teacher is able to give tangible recognition of the child who has found success, in the form of a Take-Home. The worksheet contains exercises that review and reinforce what has been taught.¹

Merrill Linguistic Readers

Merrill Linguistic Readers are a series of linguistic readers in paperback for levels one through three and clothbound for levels four through six. The series includes accompanying workbooks, with a minimum of pictures. Lack of pictures forces the reader to read using phonics rather than picture clues. The readers are built around basic sounds carefully controlled for phonic consistency. They progressively teach basic sounds in words, with formal reading introduced directly in My First Reader. The stories are interesting and culturally close to urban children. One feature of the series is the absence of childish stories. The series has been useful not only with children, but with illiterate adolescents and adults.²

The Miami Linguistic Readers

The Miami Linguistic Readers provide a beginning reading program for children who are learning English as a second language, for children who speak divergent dialects, and for reluctant learners. It is a modified linguistic approach in which reading, speaking and writing of English are taught almost concurrently. It is based on nine premises around which are built, organized, sequential materials that provide the child with systematic practice on essentials of the language. The nine premises are as follows:

1. That the presentation of word-symbol correspondences in beginning reading materials should be in terms of spelling patterns rather than in terms of individual letter-sound correspondences.
2. That the child must learn to read by structures if he is to master the skills involved in the act of reading.
3. That grammatical structures as well as vocabulary must be controlled.
4. That the materials must reflect the natural language forms of children's speech.
5. That the content of beginning reading materials must deal with those things which time has shown truly interesting to children.
6. That learning loads in linguistically oriented
materials must be determined in terms of the special nature of the materials.

7. That the child must have aural-oral control of the materials he is expected to read.

8. That writing experiences reinforce the skills of reading, speaking and listening.

9. That the materials must be so selected and organized that they will enable the learner to achieve success as he progresses through the materials.\(^1\)

The Miami Linguistic Reader is a combination of modern linguistic science, the interesting and almost profound content of the reading materials, and the planned opportunities to extend their use of language through out-of-class experiences that make this such a promising program. It is really the type of eclectic approach that we have been wrongly crediting to many traditional reading programs.\(^2\)

**Ginn Reading 360**

This series is based upon the most recent research findings in the field of psychology, linguistics, sociology and education. It is geared to the child's individual abilities and talents. The program provides stories which present a variety of social-moral values. The goal of the program is not to teach a specific set of values, but to help each child recognize the influence that value systems have on the characters in the selections in

\(^1\)Loretan and Umans, *Teaching the Disadvantaged*, p. 57.

\(^2\)Ibid., p. 58.
his textbooks and to help him develop his own value system. The story characters realistically represent diverse national, ethnic, and environmental backgrounds with which the child develops positive relationships and identifications. This approach, as well as that of presenting such ideas as honesty, courage, tolerance and resourcefulness within the context of circumstances of a story fosters the development of social-moral values and creative ways of dealing with real life experiences.

The skills of reading comprehension are treated in two major categories: literal comprehension and inferential comprehension. In presenting the problem of comprehension in a manageable way, Reading 360 provides experiences which enable the child to grow in his ability to think about and react to written materials in a variety of ways.

This program develops the child’s ability to analyze and decode a wide variety of words. He explores his language, its sounds, rhythms, and meanings in a context that is relevant.¹

The Bank Street Readers

The Bank Street Readers, a basal reading program is for all children, not just for the culturally deprived students. The aim of this series is twofold, to develop

¹Cohen, Teach Them All to Read, p. 224.
a deep appreciation for books as well as to develop the basic reading skills that will help youngsters to grow into competent readers for life. The program is designed to accommodate those differences in background and ability that exist among all children but especially among children in city schools.

For the child who is culturally disadvantaged, the interest created by city scenes and stories is a significant feature of this program. In style, the Bank Street Program offers the best modern children's literature. The skills development begins with a common background of fourteen experiences.1 These experiences are divided into four units as follows:

<table>
<thead>
<tr>
<th>Unit I</th>
<th>We Learn Our Own Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Name Tags</td>
</tr>
<tr>
<td>2.</td>
<td>Roll Tally</td>
</tr>
<tr>
<td>3.</td>
<td>Self Portrait</td>
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<tr>
<td>4.</td>
<td>Group Dictation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Our Families and Our House</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family Pictures</td>
</tr>
<tr>
<td>2.</td>
<td>Helpers at Home and at School</td>
</tr>
<tr>
<td>3.</td>
<td>Houses</td>
</tr>
<tr>
<td>4.</td>
<td>The Three Little Pigs and Their Home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Our School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>We Go to School</td>
</tr>
<tr>
<td>2.</td>
<td>The School Building</td>
</tr>
<tr>
<td>3.</td>
<td>Inside the School</td>
</tr>
<tr>
<td>4.</td>
<td>We Work and Play in School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Our Neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A Neighborhood</td>
</tr>
<tr>
<td>2.</td>
<td>Many Stores Have Many Things2</td>
</tr>
</tbody>
</table>

1Bay Region Instructional Television, p. 251-252.

Summary

This chapter presented the problem of the prevalence of the disadvantaged learner and the rate of failure found among the culturally deprived in the area of reading.

The basic characteristics of the denied learner were indicated: limited experiential background, inadequate verbal ability, poor self-image, marginal listening skills, short attention span, poor attendance record, and inadequate time perspective. These were briefly presented so that the reader might better understand the reading program in general, and those adopted by different cities as well as the variety of materials in use.

The methods and programs mentioned were only a sampling of those that are currently in use. However, the programs represent various sections of the country where there is a large percentage of culturally deprived children.

The materials reviewed were, in many instances, those materials on which research has been conducted to determine their effectiveness among disadvantaged learners.

Because of a limitation of time, the writer was unable to present all the various methods, programs and materials which are being used with the culturally deprived child.
CHAPTER III

SUMMARY AND CONCLUSIONS

The problem of education the culturally disadvantaged in this country is a very real one. Disadvantagedness among the school population is constantly increasing and with it the responsibility of the school to provide appropriate instruction in all areas, especially reading.

For the school to provide proper and adequate instruction it must first have an understanding of the disadvantaged child.

Socially disadvantaged children may be defined and described in three ways; in terms of certain family characteristics relating directly to the child, in terms of their personal characteristics or in terms of the social group characteristics of their families.¹

According to Havighurst, the disadvantaged are those

...who have been denied certain basic social experiences, in particular, certain experiences in the family that the majority of children have had. They lack a family environment that sets an example of reading and that provides a variety of toys and play materials that challenge their ingenuity with their hands and their minds. They lack a family conversational experience that answers their questions and encourages them to ask questions.²


With an understanding of the disadvantaged learner, the major task of the schools in the 1970's will be to provide educational opportunities for disadvantaged students who have not been able to cope with traditional curriculum and instruction.

Conclusions

It would seem that linguistic differences, whether they are dialectal or a language other than English might be thought of as reflections or subcultural differences that require a new look at both the context in which learning takes place and the content of instruction that children will encounter. According to Rosen

A bicultural learning experience requires uniquely oriented schools, specially trained teachers and content developed specifically for various minority children of poverty background. This appears to be a consideration of some importance.1

The major task for the development of children who can and do read lies with the classroom teachers and with those responsible for helping them with their instructional problems. These teachers must understand the nature of language and the conditions necessary to enhance learning by means of language. They should be able to explore creative and individualized approaches toward the develop-

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ment of pupils who can communicate.

Teachers must be educated to consider the learning of reading not as a separate discipline with its own unique technology but rather as a language experience and an outgrowth of relevant learning experiences. The teachers should be prepared to base reading instruction both on the communication skills and on the background of children with whom they work. Beginning with strengthening understanding and pride for one's self and one's own people by using natural content that connects the school with children's real worlds, people and linguistic styles, the teacher might see readers develop as a matter of course.

To do this, teachers must either come from or know the child's subculture so well that they are part of their students' world. Teachers must be skilled in helping children discover their talents and abilities, needs and growth in all areas of child development. They must become facile in developing learning contexts that permit children to think about and solve problems for themselves. Teachers today must subordinate curriculum, textbooks, equipment and other media to the needs of the children whom they teach.¹

If the teacher is trained to view children as having limited experience rather than being culturally de-

¹Ibid., p. 44.
prived, more learning would take place and teacher expectations would be heightened.

Much effort should be directed toward the earliest levels of schooling, if not within the early home environment. Studies have shown that the home is the single most important influence upon the intellectual and emotional development of children. The ways in which parents spend time with their children, the amount of practice and encouragement the child is given in conversational and general learning have been found to be significant influences on language development, development of interest in learning, attention span and motivation.¹

The growing complexity of our society and the need to bring up all the children of all the people to become competent members of this society thrusts upon all teachers a new leadership role. The teacher is in the unique position of being able to assist the family in modifying its expectations so that the goals of the school and of the child's family become one and can be achieved.

To do this, the teacher must help the parent understand the significant role he plays in motivating the child to want to achieve in school. It is the parent who teaches the child his basic values and attitudes toward the world

¹White, Tactics for Teaching the Disadvantaged, p. 183.
around him. The parent must be shown that these values and attitudes largely determine the goals a child sets for himself and the effort he expends to attain these goals.
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