Organizational skills in social studies for junior high students

M. Kateri Kmetz

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ORGANIZATIONAL SKILLS IN SOCIAL STUDIES
FOR JUNIOR HIGH STUDENTS

BY
Sister M. Kateri, Kmetz, SS.C.M.

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
1971
This Research Paper has been
approved for the Graduate Committee
of the Cardinal Stritch College by

Sister Maria Clotten
(Advisor)
Date March 1, 1971
ACKNOWLEDGMENTS

This study has been an interesting and worthwhile experience for the author who wishes to extend appreciation to all who helped in any way especially Sister Marie Colette for her patient guidance throughout. Many thanks to Mother M. Bernard and Mother M. Hermina for the opportunities received at Cardinal Stritch College and to Sister M. Rosanne and dear parents for their kind encouragement.
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CHAPTER I

THE PROBLEM

Introduction

Understanding what is read may be more of a problem than it is usually recognized to be. H. Alan Robinson has said that, "The junior high school is somewhat of a twilight zone as far as sequence of reading skills is concerned. There is little certainty, especially in considering study skills, about where to begin and where to go developmentally speaking."¹

The junior high school teacher must evaluate individual pupils in terms of specific weaknesses and strengths. If he is a fairly typical teacher, he has not had a single course in the teaching of reading.

Statement of the Problem

In view of the above observation and finding through recent experience that it is a reality, the present writer had undertaken a study to find ways and means of assisting the junior high teacher in presenting

and using the study skills--specifically Organizational Skills--for the purpose of improving reading comprehension in the content areas, particularly in Social Studies. It has been recommended and the writer wholeheartedly agrees that a course in basic reading instruction be required of all prospective secondary school teachers.

Scope and Limitations

Learning to study through the use of reading is not confined to any one school subject nor to any one school year in the child's school life. The process begins in kindergarten and is scarcely complete even by the end of the youth's school life. This paper has been limited to teaching the organizational study skills for Social Studies and has tried to help the teacher show children how to apply these skills successfully. The secondary school teacher seems to come up against the problem: Is it my responsibility to teach social studies skills or content? The writer of this paper responds: Why not both, and how can we make this task less of a problem? The review of literature has been limited to the past ten years in hope of keeping the material recent. Because there seems to be a great need for it, the idea of in-service training for junior high teachers has also been included to some degree in the paper.
Significance of the Study

The improvement of reading ability is part of the content area curriculum. Content area teachers therefore, should be concerned with some basic principles of instruction. Students should be helped to develop study techniques they can apply to specific content area reading; and should be guided in the application of such techniques. It had been felt that junior high teachers might welcome a collection of ideas for the presentation of study skills and incorporation of these skills into the social studies area. By reviewing the literature, this writer had hoped to do just that. Most junior high school students will probably not become specialists in history or geography. They do need to learn to read social studies content with comprehension. If they can do this reading now with success, they are on the way to becoming reading, thinking citizens of the future. With some lively curiosity, the confidence that they have the ability to read effectively, and a place and a time to work, elementary and junior-senior high school students should be able to study without special courses.

Content area teachers shudder when they are told that "Every teacher is a teacher of reading." They think of themselves usually as teachers of a subject and not as teachers of the skills of reading.
Reading study skills cannot be separated from content. This paper has tried to show this. Any attempt to teach reading without utilization of the content materials within the curriculum defeats the purposes of instruction.
CHAPTER II

SURVEY OF RELATED LITERATURE

Organizational Skills for Junior High School

In reviewing the literature related to the study skills used in reading and applied in the content subjects, the writer found that most authorities agree that the study skills are tools for learning, both in and out of school. An adequate command of the skills is vital so that students can gain insights concerning their society and develop habits of intellectual and social behavior.

It is a well-known fact that elementary and secondary pupils are compelled to read in content fields where fundamental differences exist in specialized subject matter. Reading proficiency can be improved immeasurably if pupils in the elementary grades become familiar with reading techniques necessary in reading expository materials. One of the major problems confronting the classroom teacher is that students do not know how to study nor to use a study-type of reading.1

One of the most exciting and challenging areas for helping children to meet the demands of the modern curriculum seems to be that of study skills. There are certain skills which simply could not be mastered at certain levels. One must work step by step with a great deal of repetition and re-teaching. It takes time. Bond states that, by beginning when the youngsters first come to school and working in a developmental fashion, by the time they are seniors most of them will have developed an efficient system patterned somewhat after the designs presented to them.²

The effective teaching of reading in subject areas is the real challenge in meeting the needs of junior high pupils. However, meeting this challenge presents a complex problem with needed research lacking on variables such as teacher training, correlation of subject objectives with reading objectives, provision of adequate materials, grouping for instruction, measurement and evaluation of outcomes, and establishment of guidelines for administration and supervision of programs once they are in operation.³

Outlining a selection for study purposes.--The secondary student finds himself faced with increasingly greater amounts of printed material which must be read, comprehended, and remembered. Thus, the abilities related


to the identification of main ideas and to the construction of an outline of these ideas and their supporting details become valuable adjuncts to the student's attempts to assimilate new knowledge.

Outlining selections several pages in length using topics, sub-topics, details, and sub-details. Outlining at the secondary level is essentially an extension of the same skill introduced in the intermediate grades, except that sub-details are sometimes used to express involved and sophisticated relationships. The functional use of outlining should be stressed, and the students should be encouraged to make use of outlining procedures when preparing a theme, planning an oral talk, or assimilating the important ideas from a lengthy selection.

Taking notes from selections several pages in length with specific purposes in mind. Note-taking with specific purposes in mind differs from note-taking used to gather the main ideas from a selection, which is usually done in outline form. A major problem is the maintenance of order during the note-taking process, and of organization prior to reorganization later on. The use of 3 x 5 cards, one for each important idea, is one way of achieving these ends.

Summarizing selections of several pages or more in length. One way to develop the summarizing skill in content areas is by means of the oral lesson. Choose a
selection several pages in length. Ask the class to read it silently. When they are finished, call upon various members of the class to contribute important ideas to an outline which is then written on the chartboard. This type of assignment should be followed by written assignments related to selections which are appropriate to the content areas being studied.

Classifying information under appropriate headings or a chart to show likenesses and differences.--An example would be having the students list ideas presented under one of two appropriate headings.

Placing events in sequential order or under special headings to show time sequence or relationships.--Both time sequence and cause and effect sequence are among the most important understandings needed for effective conceptual development of history. Such skills may be introduced during discussion periods in class by such questions as "What was the first important event?" "Trace the development of ____." "What was the outcome of ____?" A time-line may be used to develop temporal as well as cause and effect sequence.

Formulating plans for a research topic.--Students should be encouraged to use a standard format when preparing for research. The major ideas involved in the plan should be recorded in outline form, within the framework of an accepted format.
Taking notes from lectures, speeches, and interviews. A most useful approach to this type of note-taking is the outline. Most speakers present their material in some type of logical order which is conducive to the use of the outline method.  

Study of Related Literature

If one examines the field of child development and what colleagues in this area of interest have to say, the matter of study skills becomes one of the most important in all of education. One of the most exciting and challenging areas in the improvement of quality seems to be that of study skills. If one can help children use every moment of every school day at a maximum level of efficiency, then the quality of their education can probably be improved tremendously.

Bond states that interest in study skills appeared to take a spurt after World War II. Students going into graduate work sometimes had rather serious reservations about their ability to compete successfully at the graduate level. The pace seemed to be so much more rapid than when they had been there earlier. In those days there was little research on study skills and teachers who were attempting to help G.I.'s were doing it on a trial-and-error basis.

About seven years ago a program was begun with the teachers in the schools in Nyack, New York, where every teacher and every child were involved every year in a schoolwide program for developing study skills. The first step was a series of workshops for the teachers beginning with the high school teachers and working back.

This was a series of one-semester workshops which met weekly for six weeks, two hours a session. When this was finished, an outline was made of what might be accomplished from the time the children came to kindergarten until the end of the senior year.5

Davis says that instruction in the skills necessary for organized thought should be initiated at the beginning of a child's school life. Some children will come to school with experience in differentiating important ideas from trivia, in following a sequence, and/or in predicting outcomes. Others will be completely lacking in these experiences. The insightful teacher, at any level, will try to determine the child's readiness level in these skills and build upon the framework which is there. As in teaching any skills involved with reading, it is important to follow the sequence of language development: listening, speaking, reading, writing.

5Bond, "Study Skills at All Levels, "Sociological Factors, p. 85."
Davis states that the insightful teacher will also recognize the importance of immediate reinforcement which can be provided through discussion periods following each experience in the development of these skills. Putting only a letter grade on outlines or summaries does not lead the child to develop these skills. He must know how to improve these skills. It is Davis' opinion that this will best be developed through the interaction of discussion with peers as well as with the teacher.6

According to Summers, concern regarding the improvement of reading at the secondary level has been expressed for a considerable period of time. Even though this concern has been expressed and scattered improvement programs have been in existence, the greatest growth in programs at this level has occurred within the last two decades. In the last ten years in particular there has been a virtual explosion of programs reported for the secondary level.7

In a recent paper examining the nature and scope of developmental reading in secondary schools, Karlin noted that more reading instruction is being given at the


Junior high school level than at the senior high school level. However, he states that the scope and significance of reading instruction in grades seven, eight, and nine is really not known at this time.  

Niles asks, "How much does a content teacher need to know about teaching reading?" She suggests that one way to approach this question is to remember the difference between a good reading teacher and a good content teacher--both teaching reading. The skills come first in the reading teacher's thinking who doesn't care what the content is so long as it is interesting and suited to the maturity of the students.

To the content teacher the content comes first. The skill or skills to be taught depend on the nature of the content. Both teachers are right. Not enough effort, Niles states, has hitherto been given to understanding the content teacher's approach.

The emphasis in published articles, as stated by Sister Julitta, and in discussions on remediation is on


deficiencies. She states that it is apparent that too frequently the teacher in remedial work tends to look at the under-side of the weave--the deficiencies--rather than the upper side--the skills to be developed. It is only by developing the fundamental skills that the teacher can hope to do corrective work and help the retarded reader gain the power to master the total act of reading. Skills can be taught only if they are broken down into their component parts.10

Michaelis states that as teachers work with children, specific help and instruction should be given so that children see the relationships among skills, apply them to problems in the social studies, and bring them to ever higher levels of development. In most situations, it is possible to use topics and content from the social studies as a basis for providing practice in using study skills; thus promoting the learning of basic ideas as well as the improvement of independent study skills.

A trend, noted by Michaelis, in the development of independent study skills has been to give them earlier emphasis in the instructional program. In addition to

earlier grade placement of study skills, it is recognized that more-able children in every grade may move far beyond usual grade expectancies. For example, there are children in Grade III or IV using references; making outlines, and preparing reports that in former years would have been found only in upper grades.

Two other related trends of significance in the social studies, according to Michaelis, are the use of multiple sources of information in order to obtain varying points of view, more complete information on selected topics, deeper understandings and appreciations; and an increased use of the skills involved in gathering and organizing information. The use of multiple sources of information has proven the need for developing skills in using the aids in textbooks and references. Emphasis on gathering and organizing information has accentuated the need for such skills as finding and arranging material in alphabetical order; notetaking, outlining, pooling information from various sources; and preparing reports.

It appears to Courtney that the ability to organize oral and written material does not come naturally—at least not to many students. Nor is it a natural outgrowth of intelligence. Rather this skill must be learned

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through instruction, practice, and refinement. This training should be sequential. Genuine, top-flight command of the skill cannot be achieved by either incidental or sporadic instruction nor by isolated drill.\textsuperscript{12}

The more the pupil can retain of what he has read, the better informed person he becomes. Teachers observe that the pupils who read and then outline or summarize what they have read in a paragraph or two retain facts and ideas better than those who only read.\textsuperscript{13}

Courtney declares that reading teachers are convinced of and committed to the value of all the study skills, including the organizational skills of outlining, note-taking, and summarizing. This enthusiasm, however, means little unless extended to all teachers and through them efficaciously to the pupils. It is not enough for the teacher to proclaim the value, the economy, the persistent application of these skills in all academic work. The high school pupil must reach this conviction himself through his own experience. The adolescent will be convinced only by personal experiences with procedures which give him better results, save him time, or are easier


in the long run.\textsuperscript{14}

According to Herber, in reading materials on study skills these skills are given isolated attention. In actual practice, individual reading and thinking skills are not applied in isolation. They are combined in various patterns to form study skills. There is fragmentation only in discussion. In actual application of the skills, there is fusion. Students have to apply them in various combinations according to the purposes established for their study.\textsuperscript{15}

Herber also says that there is widespread concern that intermediate grade students do not read social studies material as efficiently as they could. This inefficiency persists in spite of the fact that the reading and study skills related to social studies material have been identified and that teachers know how to teach these skills successfully. The intermediate grade teacher teaching social studies shares a common problem with his secondary school colleague. Is his responsibility to teach social studies skills or content? Investigations have concluded that study skills yield to improvement

\textsuperscript{14}Courtney, "Organization": Developing Study Skills, p. 83.

\textsuperscript{15}Harold Herber, "Developing Study Skills in Secondary Schools," Perspectives in Reading, IV, (Newark, Delaware: International Reading Association, 1965), p. 5.
when they are isolated and given special practice. The assumption, stated by Herber, is that the teacher will provide practice on the selected skills along with instruction in social studies content. 16

Courtney says that if it is accepted that study is a "process of acquiring by one's own efforts knowledge of a subject," it is then a primary responsibility to lead students to independence or self-dependence in their learning. There are several implications in this statement. A simple explanation of better techniques, whether content or study, is inadequate without continuing supervised practice to fix the skill. The teacher who is convinced both of the validity of this principle and the importance of any skill will grasp every opportunity to renew motivation and exploit the occasion. Independence supposes initiative. Students cannot be molded into common practice; rather they must be encouraged to adapt, modify, personalize study techniques, abstracting from every procedure what best fits the individual need. 17

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Never in the history of the English-speaking world, it seems to Jenks, has so much emphasis been given to the importance of innovation in reading. Press, radio, television, pulpit, and political platforms all give emphatic recommendations for the improvement of reading instruction. 18

In an experiment cited by Robinson, 242 college students tried the techniques of underlining, outlining, writing precis summaries, and simply reading and re-reading on different selections equated for difficulty. Little difference was found in the effectiveness of these techniques. Analysis of students' behavior in this and other experiments showed that the students did not know how to use these higher skill techniques very well and became so involved in indiscriminate note-taking and compositional efforts that their reading comprehension was actually hindered. Having tried these techniques once or twice, many students decide to rely on the one technique with which they are familiar—usually reading and re-reading.

Robinson also tells of another experiment in which evidence of increased efficiency possible with extended practice and of the transfer of efficiency to other courses is shown. Several hundred high school

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students received intensive training (daily lessons for six weeks) in outlining typical study materials. Emphasis was placed on the thinking side of outlining. At the end of the experiment it was found that the trained group was better than a matched control group (no training in outlining) in ability to comprehend what they read and in performance on study materials in other courses.\textsuperscript{19}

Cole gives this advice to students who differ widely in the length of the notes they take, in the adequacy of their notes, and in their dependence upon them. "Take fairly detailed notes of moderate length, especially in lecture courses in which the professor gives materials not covered in the reading assignments. It is important that notes should be as good as possible, because they are the guide for study and review."\textsuperscript{20}

Instruction in outlining and note-taking as given in the reading class should emphasize awareness of the logical organization arrived at by use of key words, main ideas, and clusters of meaningful subordinate details. The organization of ideas predicates

\begin{itemize}
\end{itemize}
relationships existing among them. These relationships, the student must be guided to understand, carry cues within them which not only help him remember the ideas so associated, but contribute greatly to his ability to recall and report on what he has read.

An informal survey of sixty college freshmen, conducted by Brother Courtney in 1964, failed to provide evidence that the skills are known, or used, or taught. On successive class days, the students were checked on their ability to 1) summarize carefully prepared dictated material; 2) take systematic notes on dictated material; and 3) produce a basic outline from a piece of expository printed material. In no case did more than half of the students produce the essential material; and the outlines tended to be more chaotic and disorganized than orderly. Further investigation revealed that when they thought back on their secondary school experiences, only 54 per cent of the students could recall more than cursory direction and practice on the techniques and principles of outlining and note-taking. In a few cases, note-taking and summarizing had been discussed and some practice provided in guidance and special reading classes.

Research findings, mentioned by Courtney, indicate that the traditional study-skills course, which usually emphasizes comprehension, vocabulary development, listening and note-taking, is not particularly beneficial. Glock
and Millman concluded that their evidence did not support required study-skills courses for the above-average high school student. Other studies have generally shown that required courses produce the slightest gain for students when measured against grades. Such courses tend to emphasize the skills in isolation from particular and specific subject matter which might excite interest, curiosity, and motivation for the students. On the basis of the studies reported, it would seem preferable to include concerted direction and practice, particularly for the organizational skills, in the context of regular class work in subjects such as English or social studies. The opportunity for learning the principles and techniques of outlining, note-taking and summarizing with the actual study material of a regular class could impress the pupils with the pertinence of the skills.\textsuperscript{21}

Spache says that most classroom and remedial teachers have witnessed improvement in a pupil's comprehension as a result of his incorporating outlining into his study procedures. This observation is supported by research confirming the values of continued training in outlining in the study of many of the content subjects. Several studies indicate that the use of key phrases as a basis for outlining and self-recitation is effective.\textsuperscript{21}

\textsuperscript{21}Courtney, "Organization," Developing Study Skills, p. 81.
The preliminary outline is completed in detail as the material is read thoroughly and serves as a basis for the self-recitation or review steps. As a result of this procedure, students soon show improved comprehension and retention. To succeed in training students in intelligent consistent use of outlining as an aid in difficult materials does not often happen. Nor can they be helped to realize that this procedure is probably superior to underlining, summarizing and certainly, to disorganized notes. It is not surprising that surveys of pupil study practice indicate little consistency in the use of outlining and some confusion regarding its real purpose and value.\textsuperscript{22}

Unfortunately, many subject-matter teachers take for granted that the study skills, even those specific to their area, have been learned--or should be learned--under other auspices, that their primary duty is development of a content field. In-service training, teachers' workshops, the diplomatic insistence of supervisors and alert administrators will alter this attitude and convince content-area teachers that they have the responsibility to instruct their pupils in all the requisites for effective study.

In-Service Help in Reading Skills
in Content Areas

Rare is the English teacher who has had professional preparation in teaching reading. It is hard for such a teacher to accept the idea that he needs any help in teaching reading skills.

The situation is not hopeless, for in each school system are dedicated content area teachers who have a sincere interest in reading. They must be sought out and encouraged to attend college courses, reading workshops, institutes, and clinics, and take an active part in local in-service reading programs. Expenses for this additional training should be borne by the school system.

The ever increasing number of retarded readers, according to Ross, and the demand for increased production in all aspects of life are pressures affecting reading instruction. There is widespread evidence of the need to produce greater competency in reading instruction in a shorter time. This pressure has also resulted in the origination of many new methods of teaching reading and the modification of old ones. Each method has its own particular values and teachers should become familiar with them.

Many factors combine to make it mandatory that in-service programs in reading improvement be conducted. These programs must be organized to improve teacher training, to study the many new approaches to the teaching of
reading, to understand the junior high student, to evaluate the abundance of new equipment and materials, and to evaluate the reading program.

The administration should structure an in-service program which provides for local group participation. Local groups should be encouraged to identify areas for study and to plan and carry through projects which will achieve desired changes.

Cooperation is the key to the success of in-service projects. Every in-service improvement project should be the cooperative effort of both teachers and administrators. Consultant help should be provided as needed.

Another effective in-service approach is the provision of training courses for teachers with the school system underwriting the cost of the program. The use of the regular summer school for students as a laboratory for teachers enrolled in special training classes or local in-service study groups is another effective method of improving instruction.

In the development of a junior high school reading program there must be a wise mixture of new ideas with basic principles of learning and teaching to produce a sound program. A sound program will produce
competent readers.  

Letson states that since any in-service program to improve reading at the junior high school level will in all probability be dealing with subject matter teachers who have had little or no training in how to teach reading, it is important that the organization of such a program be carefully planned. The initial idea may come from the administration, the staff, or the reading consultant and planned procedures will see it through to a successful conclusion.

Those charged with the responsibility for in-service programs should plan for the most effective organization of the program so that it will enjoy the support of the teachers who will be involved. This may be achieved best by conduction a series of reading tests. Results of these will provide ample evidence of the students' needs and furnish the base upon which the in-service program can be built. The administration should plan for adequate supplies, room, and time to carry out the program.

Letson says that a cooperative faculty is a most important factor if the program is to function effec-

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tively and provide improvement in reading in various content fields. One way in which to accomplish this is to provide the maximum in better working conditions—flexibility of the program, ample time to carry it out as well as appropriate hours (not after school or Saturday mornings), practical demonstrations, team work, visitations, small-group meetings and individual participation. Important, too, are the proper attitudes, for teachers at this level have a tendency to resist reading instruction in their subject classes. Teachers must be convinced that the program is theirs and that they are at least helping to install it as well as direct it; to feel that it was being imposed on them would be to doom it before it got started. Teachers must also be convinced that such a program would improve the quality of their teaching, of pupil learning, and would not deprive them of precious time that would be spent better on content.

The one person whose job it is to maintain administrative support and to keep the staff happy and convinced of the need for the in-service program is the reading consultant. He must have patience, tact, enthusiasm, sympathy, knowledge, as well as ability to direct the program at every turn. He will determine what type of program is best and how it should be implemented. Whether he is a member of the school reading committee,
or the advisory staff, whether he is meeting with departments, or small groups, or individual staff members, he is always coordinating the entire program. He has but one responsibility—the successful carrying out of an in-service program. To accomplish this, he must depend on good organization, as well as coordination.24

The importance of the in-service education role of the consultant can be evaluated by noting the level of pre-service training secondary teachers have had. In a survey of 570 secondary teachers McGinnis reported that less than 10 per cent of them received any instruction on how to teach reading to high school students. Approximately three-fourths were taught to expect a great range of reading ability within a given grade, but only one-fifth were shown how to adjust reading materials to the reading levels of their students. Her full report effectively documents the shortcomings in the preparation of secondary teachers for reading instruction.25

Belden goes on to say that in spite of the deplorable lack of pre-service education in reading it is probably true that nearly 90 per cent of all study activities in the academic subjects in high school involve


reading. In addition, it must be kept in mind that the high school population has made the teaching of reading a very complex task. There are remedial readers, both those reading below grade placement who are comparatively easy to locate, and those able youths working below their own potential but reading at or near grade level who are not so easily identified in their classes; developmental readers whose progress is normal but who require continuous instruction in the new reading tasks of the high school problem; and the able readers whose proficiency is so high that reading instruction is erroneously assumed not to be necessary.26

In Gouverneur, New York, an in-service teacher training program was held on five consecutive afternoons from 3:30 to 4:30 to show teachers by actual demonstration how to teach the Robinson SQ3R method to their junior high pupils. The reading consultant planned the five lessons so that the teachers could see how the reading-study method could be used both for supervised study in the classroom and for independent study outside the classroom.

At the first meeting, the consultant described the method and handed out mimeographed directions for its

use. The teachers were then divided into five role-playing groups:

1. Talented pupils
2. Slow learners
3. Average learners
4. Low-average learners
5. High-average learners

Heinrich reports that the teachers played the game with enthusiasm, incorporating the discipline problems and learning problems they had so often encountered in their own classrooms.

The consultant gave instructions and demonstrated the use of the reading method in five different subjects, using a wide variety of teaching materials (opaque projector, recordings, and similar devices).

The outstanding feature of this program was that the consultant showed the teachers how to teach the reading method, including specific teaching techniques, differentiating assignments to fit individual needs and motivating pupils. She was the teacher, the teachers were the pupils, and the whole in-service series of lessons was interesting, practical, and effective.

To tie together suggestions for teaching children how to study and to analyze weaknesses and plan improvements in the classroom, Heinrich offered the following checklist.
Checklist for Teachers

1. Do you allow time regularly in class for individual, supervised study?

2. Do you show children specific study techniques, such as the Robinson SQJR reading-study method and do you have them learn the techniques in class under your guidance?

3. Are most of your homework assignments much more than just routine memorizing, problem doing, and chapter reading?

4. Do you frequently give different homework assignments to different children, instead of making one assignment for the entire class?

5. Do you frequently give your pupils several days in which to complete homework assignments?

6. Do your homework assignments often involve community and home resources, such as viewing television, listening to records, using the public library, visiting museums and other community buildings?

7. In your relations with your pupils, do you avoid threats or promises regarding marks and promotion?

8. Do you have time and take time to work closely with individual pupils, helping them with problems and encouraging and guiding them in their pursuit of special interests?

9. Do you consider your class a truly desirable and interesting place to be? If you were your own pupil, would you be enthusiastic about learning in your class?

10. Do you consider the primary purpose of schooling to be the development of independent, self-educating persons?2

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A definite need exists to upgrade the reading-study skills teaching competencies of teachers. One way to improve the skills of a teacher is through in-service education. Many school districts have tried this but their efforts, according to Nemeth, have met with almost universal contempt of experienced teachers. How then is professional education to be continually upgraded for the teacher in the field? Fortunately, help is on the way as seen by one approach as described briefly in the following paragraphs.

An audio-visual approach to in-service education.--Syracuse University in cooperation with Project English and under the direction of Dr. Harold Herber, established a three year (1963-65) demonstration center in reading at the Jamesville-Dewitt Junior-Senior High School, Dewitt, New York. The objectives of this demonstration center were:

a. To demonstrate a secondary school program in which all teachers at all grade levels teach reading and study skills simultaneously with their subject area content.

b. To provide ten half-hour films which will be used for in-service training programs and show the planning, organization and operation of this type of in-service program.

Perhaps a similar attempt to establish a demonstration center and produce in-service training films should be made for the content areas on the elementary school
level.  Evaluation should be an on-going concern in all in-service training through

a. evaluation of courses, workshops and conferences, etc. by supervisors and teachers; and

b. yearly testing of pupils.

In-service training, especially for new teachers, should be defined not only in terms of workshops, courses, and institutes but also in terms of contacts with principals and reading specialists. More and better supervision by those who are well-versed in the problems of teaching reading, is the *sine qua non* for any program aimed at the improvement of reading instruction.

In-service training should have as its final goal the improvement of instruction in all areas of reading.

There must be a greater awareness of the fact that individual differences exist among teachers as well as they do among children.  

Summary

It is highly improbable that educators can agree on which study skills to teach, but they can perhaps

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agree that the skills need to be taught. It is quite probable that the term "study skills" should be widened to include attitudes, interests, and motivation—and still other areas such as following directions, underlining, and skimming.

Some students do not use the skills and many students do not know how to use them. But most students benefit from an orderly plan of learning.

All content area teachers have in common the desire to have their students demonstrate high proficiency in that area. These teachers can expect rather astonishing results very soon after beginning study skills instruction. As occasions present themselves, some on-the-spot help for poor note-takers, poor outliners, poor summarizers may be tried.

Organization skills are fundamental to all good study skills. Organized information enables a pupil to see what he has collected in his note-taking. Until he can organize his information, those notes tend to remain a hodgepodge of the important and the unimportant, the related and the unrelated, the essential and the non-essential.

Study skills improve in a specific content area if they are given special attention. Teachers may help children if they are taught to recognize the major patterns found in elementary textbooks which deal with
content areas. The necessary skills defined for social studies are: reading pictures; reading maps, globes, atlases; reading for cause and effect content; reading for comparison; reading for sequence; reading to locate dates with events; and reading critically to determine different viewpoints, facts mixed with opinion, and when propaganda is used. According to Spache, there are three categories which include a) locating information, b) organizing information, and c) retaining and using information.\textsuperscript{30}

CHAPTER III

TEACHING SUGGESTIONS AND SUMMARY

Categories of Organizational Skills

Each content area teacher and student desires mastery of a particular body of knowledge. An important tool utilized for acquiring this knowledge is reading. The lack of adequate facility in the use of this complex tool will jeopardize student success.

Instruction in outlining and note-taking as given in the reading class should emphasize awareness of the logical organization denoted by key words, main ideas, and clusters of meaningful subordinate details. The organization of ideas predicates relationships existing among them. These relationships, the student must be guided to understand, carry cues within them which not only help him remember the ideas so associated, but contribute greatly to his ability to recall and report on what he has read.

This paper focuses on the following organizational skills:

1. Outlining a selection for study purposes
2. Outlining selections several pages in length
using topics, sub-topics, details, and sub-details

3. Taking notes from selections several pages or more in length

4. Classifying information under appropriate headings or a chart to show likenesses and differences

5. Placing events in sequential order or under special headings to show time sequence or relationships

6. Formulating plans for a research topic

7. Taking notes from lectures, speeches, and interviews

The special organization skills then are 1) outlining--the sequential arrangement of main features of a book, a subject, or a lecture 2) summarizing, precis-writing, or formal note-taking--the concise but comprehensive statement of essential matter read or heard and 3) informal note-taking--the brief, spontaneous recording of material to assist the memory or for subsequent reference or development. These skills, which may be referred to as organizational "output" skills, should assist the student to produce an orderly pattern of material as the basis for subsequent review and reference, or for his own creative endeavors.

Views of Teaching Organizational Skills in Social Studies

In reviewing the literature related to the study skills used in reading and applied in the content subjects, the writer found that most authorities agree on
the following points:

1. Study skills are tools for learning, both in and out of school--an adequate command of the skills is vital so the students can gain the insights concerning their society and develop habits of intellectual and social behavior.

2. The basal reading program must be supplemented and the application of basal reading skills to curricular reading materials must be promoted.

3. Emphasis on each sub-skill needs a planned, sequential program for skill development and use, summarized in these three levels:
   a. Introduce the specific skill through planned readiness experiences.
   b. Develop the skill systematically.
   c. Reteach, maintain, and extend the skill as necessary.

Such a program bridges gaps between the elementary and secondary school.

4. Specific guidance in the various content subjects, rather than dependence on the transfer of general reading ability, is essential. This implies that children be taught directly to use textbooks and other curricular materials of factual type, so that skills are introduced through functional situations.
5. The child must be taught the special reading skills needed in each content area: for example, the use of maps and graphs, the use of indexes, atlases, and the other books of reference. He must be made familiar with source materials in given areas and taught how to find and use them.

There is a close relationship between the reading skills common in the teaching of reading and the specific skills necessary in the content areas. In the social studies content, the reading skills necessary for effective understanding are much more complicated than the skills found in the basal reading materials. Children require guidance in the varied ways to use the specific skills in the present curriculum of our elementary school. Pupils cannot be expected to read with understanding in the content areas unless they are competent in many of the essential reading skills.

As children are required to read more and more in social studies, it becomes increasingly important for them to learn how to recognize new words without the aid of the teacher.

Pupils showing good comprehension in the basal reading text might not be successful in comprehension in the social studies. Teachers are aware that social studies should be given special attention.
Ability to organize ideas is to be developed. This is another area in need of special training. The ability to bring material together from various sources is of importance. The development of an outline is an effective way to achieve good organization. A good sequence of the events as they happen is important in organizing ideas.¹

A good study skills program has three phases of development, Herber has said. All three may be operative at once or they may develop sequentially—each one replacing or incorporating the previous by reason of its broader scope; the third phase being the most comprehensive and permanent. Or it is possible for one of the phases to be the dominant one, with the other two having less importance, either as reflection of need or philosophy of available personnel.

Phase one of the program assigns responsibility for the direct teaching of study skills to the reading classes. These classes are for the development, practice and improvement of study skills—either general skills or skills having specialized application to certain subject areas. The limitations of such a program are mainly

related to the fact that there is an artificiality in the use of study skills.

In phase two of the program, the direct teaching of study skills program is part of the English curriculum. This teaching makes use of practice materials drawn from other subject areas for development of study skills.

The third phase incorporates the functional- incidental teaching in content areas of those study skills demanded by the texts and the curriculum. The skills are developed as they are needed and practiced on required content materials. Skills are not taught in isolation. Rather, they are developed in combinations natural to the subject matter in question. The skills are developed and practiced with the books and classes that require their use.2

Regardless which phase of the program one considers, the classroom teacher is responsible to guide students' development of the skills, whether in a content area or developmental reading class. Notice the word: guide. Competence is assured, not assumed. Too often teachers assume that students have skills needed to perform successfully on tasks. Literally, they assume that students already possess what they have come to

receive skills and ideas related to a given body of knowledge. One must not assume students' competence; one must assure it. And the assurance comes when students are guided by teachers.

Guidance is worthwhile when it leads students step by step through the application of the various sub-skills, and by this manipulation, actually provides experience in the development and application of the study skills.

Reading specialists emphasize the need for awareness of responsibility in teaching specific skills on the part of all content area teachers. The skills pertinent to each curricular area should be directly taught in that area.

Research indicates that the teaching of reading study skills at the secondary level produces positive results both in the area of reading ability and the mastery of content.³

It is practical then for the reading teacher to examine copies of the textbooks used by his students for the purpose of determining instruction in those skills that will be most helpful. Texts might be studied by the reading teacher to determine the different organizational patterns found in the chapters of science.

mathematics, social studies, and literature. Once this examination has been made, the reading teacher's job is to teach the particular techniques needed to read chapters conforming to these patterns.

**Teaching Organizational Skills**

If the organization skills have been nurtured all through the primary grades, then children in the middle grades should have no trouble in taking several advanced steps of the type which will be needed in their future study activities. During this period the teacher should develop and give practice in the following types of organizing activities, suggested by Smith.

1. Listing in sequence the steps leading up to an event, climax, undertaking, or preparation of a finished product.

2. Placing events in the right sequence when reading historical materials.

3. Classifying products, industries, or land features in regard to certain locales when reading geographical material.

4. Organizing facts to support a conclusion.

5. Finding and bringing together information from several sources as it has a bearing on some specific topic or problem.

6. Taking notes and organizing them to give the gist of a selection.

7. Reading, making, and using outlines of material read.

8. Summarizing a selection in a paragraph or in a sentence.
9. Organizing facts gleaned from reading in tabular form, graphs, and charts.4

It must be agreed, as Smith says, that Geography text is different from narrative. It has its own characteristics in so far as reading is concerned. In reading such text, the child must not only grasp detailed facts as he goes along but he must frequently leave the text which he is reading to carry out a direction to examine a map or picture elsewhere in the book. The examinations in turn involve the use of a cluster of skills needed in picture reading and of another cluster of skills needed in reading and interpreting maps. To complicate the situation further, the problem of a time concept enters into the total situation. After finding the references in each case, making use of the required set of skills in examining it, contrasting information obtained in terms of two time settings—after all this, the child must return to the text which he was originally reading and fit his newly found ideas into the total import of the paragraph. Quite different is this from reading stories in readers.

The improvement of reading ability is part of the content area curriculum. Students can be helped to develop study techniques for specific content area reading,

and may be guided in the application of such techniques. A child is using study skills when he reads in science and social studies for the purpose of gathering facts to use in class discussion, in experimentation, in demonstration, in making a report, in preparing a summary, in taking a test, or in formulating plans for a research topic.

Finding Main Ideas

Often students will decide on the key thought by noting part of a main idea stated by the author and adding to it through their own reasoning. For instance:

It is not only radio that has given them a great deal of help. Ballistics experts can tell whether or not a bullet was fired from a particular gun by examining the bullet under a microscope. Chemists help solve crimes by analyzing blood, dust, cloth, and other materials. Photographers, also, are used in helping police solve crimes. Often photographs, especially when enlarged, reveal clues that the human eye overlooked.

Obviously, in the paragraph above, the key thought is concerned with "people and things that help police solve crimes." Clues can be found in the paragraph, but the reader can also arrive at the key thought through reasoning and the context that preceded this paragraph. Certainly a preceding paragraph, or several, dealt with "radio as it helps police solve crimes."

Robinson states that as students learn to look for organizational patterns in the way material is written, they will gain in ability to comprehend and
retain. The teacher can best help the student by "clustering" closely related skills together in a teaching unit and by organizing the steps in a given cluster so well that the student has a series of successful experiences. Challenge is of tremendous importance after students feel that they have mastered the skill or skills to some degree.5

Some students might require practice in grouping information according to common characteristics. They might utilize such exercises as these:

1. Group the following under their appropriate headings:

Composition of Blood Circulatory System
capillaries, plasma, platelets, heart, red cells, blood, veins, white cells, arteries

2. Select the major topics and their subtopics from the following:

international bodies
development of new industries
disarmament conferences
construction of roads
maintenance of world peace
stimulus to services
effects of automobiles
economic aid6

In teaching students how to organize and outline

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material certain steps should be followed. The following ideas were gathered for a Panel on the Study Skills and presented in the course "Recent Research in Reading" taken by the writer and are included here with the hope that they will be helpful:

A. PRACTICE IN PERCEIVING THE RELATIONSHIP OF WORDS AND IDEAS

Exercise 1: List the following under the headings: EXPLORERS, INVENTORS.

Columbus, Marconi, Bell, Magellan, Fulton, Cabot

Exercise 2: List the following under the headings: HISTORY, MATHEMATICS, AND ENGLISH

Writing a composition
Finding the square root
Discussing the Revolutionary War
Learning rules of grammar
Studying the Monroe Doctrine
Solving a problem in percentage

B. PRACTICE IN CHANGING SENTENCES TO TOPICS

Exercise 3: Express the main idea in a shorter form.

There are many uses of electricity.

Topic: ______________________

Exercise 4: Express the main idea in a shorter form. You may need to change the order of the words.

There are definite steps in making a papier mache mask.

Topic: ______________________

Exercise 5: In the following list decide which are topics and which are sentences. 
The correct way to plant bulbs.
Uses of the coconut palm.
The success of the invention was amazing.
Custer's last stand.
The enemy suffered a crushing defeat.

C. PRACTICE IN PERCEIVING THE RELATIONSHIP BETWEEN THE MAIN TOPIC AND SUB-TOPICS

Exercise 6: In each of the following groups of topics underline the one you consider the main topic.

a. Daniel Defoe
   Great English writers
   William Shakespeare
   Jonathan Swift

b. Great mineral wealth
   Excellent fisheries
   Resources of Alaska
   Extensive coal fields

D. PRACTICE IN FINDING MAIN AND SUB-TOPICS WITHIN A PARAGRAPH

Exercise 7: There are good reasons for Denmark's success. First, the government encourages adult education. Second, it has established a reputation for excellent dairy products. A third reason is found in the cooperative farm.

Outline: I. ____________________________
   A. ____________________________
   B. ____________________________
   C. ____________________________

Exercise 8: Georgia was the last of the thirteen colonies to be settled. James Oglethorpe first received a land grant from the king. Then in 1733 he planted a colony at Savannah. At the end of twenty years, Georgia became a royal colony.
Exercise 9: Paraguay and Uruguay have little in common except their size. Paraguay is poor and isolated. It is landlocked and has no mineral wealth. Uruguay, on the other hand, has fine grassland for cattle raising, an excellent seaport, and is prosperous and progressive.

Skill in organizing material aids comprehension and retention in reading, promotes oral and written expression and good study habits. Outlining and summarizing are two of the most important organization skills for elementary pupils.

Frequent practice sessions in spotting main ideas are needed in all grades which engage in independent reading. Select a passage from a juvenile newspaper which it is permissible to mark, for the underscoring of words and phrases embodying main ideas. Some children will start off by underscoring almost everything. They
have to be taught which are the main ideas. Members of the class should be called upon to tell what they underscored and to explain why they chose certain words and phrases and rejected others. The teacher then comments on their choices and explains why they are right or wrong. 7

Outlining

Michaelis has written that outlining skills are used in the social studies in summarizing information from textbooks and references, organizing ideas from discussions, interviews, and study trips, planning reports, making booklets, listing items needed for projects, and other activities in which information should be organized for future use. Outlines are especially helpful in getting ideas in sequence, clarifying main ideas and supporting details, classifying information in meaningful categories, organizing ideas related to a topic, and getting a grasp of relationships among main ideas and between main ideas and related sub-topics. Outlining is truly a helpful study aid that can be put to many uses in the social studies to organize information for reference pur-

poses; it is an aid to clear and orderly thinking. 8

Once a student is satisfied that he comprehends what he has read and can answer questions, he is ready to make notes for future study and review.

Epstein has suggested the following method of presenting outlining. A line is drawn down each side of an $8\frac{1}{2} \times 11$" size paper, about an inch and a half in from the edge of the pages. The left is called the "key words" column; and the right, the "summary" column. The space between the two lines is used for the outline.

<table>
<thead>
<tr>
<th>KEY WORDS</th>
<th>OUTLINE</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name(s)</td>
<td>I Main Idea</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>A. Detail</td>
<td></td>
</tr>
<tr>
<td>Place</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>Fact(s)</td>
<td>2. (Elaborations)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>B. Detail</td>
<td></td>
</tr>
<tr>
<td>Formula</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Detail</td>
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</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. (Elaborations)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II Main Idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

After integrating all of the ideas and applying his own thinking to the material he has read, the student makes an outline using his own words and not those of the author (except where a direct quotation is needed). Using short phrases and sentences, he should write the main ideas first, in the sequence which makes the most sense for his purposes. The details are added in the same

manner, with each detail supporting the main idea. Elaborations in the form of examples, illustrations, and further explanations may be used.

To prepare for review and further study the student then lists in the left column key words (one-word clues) taken from the outline. In the right-hand column he writes a two or three-sentence summary parallel to the vertical line. These two columns are later used for periodic reviews. These clues set his memory to work, and if his memory needs refreshing, he may then scan the outline and summary. There should be no need to go back to the original text. The thinking and note-taking process of this method puts the significant new information the student has read into his memory, where it belongs and where it can be retrieved instantly by a glance at the key words. 9

The ability to outline a selection, whether only two paragraphs long or many pages, is vital to the pupil for at least four purposes: (a) for remembering; (b) for study; (c) for making a report; and (d) for obtaining an organized grasp of a selection while in the process of

An outline serves to present a quick, concise view of an entire selection, and it gives a clear understanding of the relationship among the various thoughts. It is much easier to remember facts when they are so related, and even to recall the whole topic. When the reader has attained a good level of skill in outlining, he is frequently capable of recognizing the author's organization even while he is reading, without recourse to a written outline.

The presence of an outline provides pupils with a ready aid for making an oral report from brief notes, instead of reading from a fully written report. The ability to recall details suggested by the outline can be readily developed. This will tend to give pupils a gratifying sense of independence.

If the students are outlining contents dealing with the causes of the American Revolution--political, economic--they should realize that each is on a similar level. The teacher may provide an outline which contains the first topic and from others select through discussion the one that fits. It may be presented in this way:

Causes of the American Revolution

I. Political
II. ____________________________
import duties on sugar; Proclamation of 1763; economic factors; Quartering Act.

The basic skill involved in laying a foundation for oral skills is that of making an outline. The general structure of an outline of a summary will present the skeleton of a summary and the outline of a report will present the skeleton of a report. From their written experience the children will know the definitive aspects of the summary and the report. They are guided in the use of this knowledge in making an outline—an outline for a summary will consist of a list of ideas, the first of which is the main idea and the remainder being supportive ideas given in numbered order. An outline for a report will reflect hierarchies of ideas briefly expressed and listed in this order: First, the topic of the report introduced in a main idea, and then its supporting ideas indented and given in numbered order; second, the major aspect of the topic presented briefly in a main idea and followed by a list of supporting ideas indented and in numbered order; and third, the conclusion of the report expressed briefly in a main idea and followed by supporting ideas indented in numbered order. As a child works to develop an outline for a summary, a struc-

10Davis, "Organizational Skills"; Developmental Reading, p. 59.
ture similar to the following serves as a general guide:

Main Idea

1. Supporting idea.
2. Supporting idea.
3. Supporting idea.

And he develops an outline for a report, the following is his general guide:

Topic

I. Introduction to the topic.
   A. Supporting idea.
   B. Supporting idea.
   C. Supporting idea.

II. Major aspect of the topic.
   A. Supporting idea.
   B. Supporting idea.
   C. Supporting idea.

III. Conclusion of the topic.
   A. Supporting idea.
   B. Supporting idea.

As he makes an outline, listing briefly the entries in it, the child fills in the general outline from the specifics acquired from his study. Once this outline is made, it may serve as a basis for either a written or an oral report. Each entry serves as a clue to a statement to be written or spoken.

Locating Patterns of Organization

A study of social studies, science, and language textbooks show that the following major patterns abound
in factual writing: 1) enumerative order, 2) time order, 3) cause-effect, 4) comparison-contrast. This list might be enlarged to include repetition, examples, details, space order, and any combination of patterns of developing a writer's ideas. It may not always be necessary to show students all these variations, but it is important to teach them to look for order in everything they read and to know what to do with it when they find it.

Having sensed the type of organization a selection has— or having detected a speaker's pattern— how does a student take notes, outline, summarize, or abstract essentials for later reference or reflection? These skills should aid the student in producing an orderly pattern of his own when he reviews or when he uses his own creative ability to write or speak. Occasions for the use of such skills become more and more frequent and more and more sophisticated as school years go by.

Summaries provide a quick review of important points or significant information. Summaries found in pupils' textbooks or a synopsis of a continued story illustrate this particular organization skill.

After pupils have learned to make two-step outlines, teach them to make a concise summary by bringing together all the main ideas given in an outline. Lists are another kind of summary that may be helpful.
Sister Julitta mentions that a cluster of sub-skills are necessary for the efficient use of the skill of organization: abstracting relationships, weighing ideas, making generalizations, and associating ideas. Outlining and summarizing, which are very often used for organizing, utilize the totality of organizing skills.¹¹

According to Kinder, ideas that have been located and evaluated must be organized if they are to prove useful. Organizing ideas involves seeing relationships, classifying, arranging, and summarizing. It leads to drawing conclusions and making inferences. If the organization has been faulty, the conclusions and inferences can be inaccurate.

Teachers can give practice with some common ways of classifying ideas: time order; climax; cause-effects, or effect-causes; enumeration; comparison-contrast. Class discussion of ways to organize material for a class research project is another way that may help a student to perfect this group of skills.¹²

Content area teachers, by using the regular instructional materials of their courses, can do this


teaching of organization well and are encouraged to do so. A teacher can help his students perceive orderliness in printed matter in the following ways:

1. By being aware of its values and patterns himself.

2. By asking the kinds of questions which encourage students to observe the structure of what they have read.

3. By surveying the next lesson with his class, calling attention to the organization they are about to study.

4. By alerting them to headings which almost outline the material.

5. By reading materials to his class and asking anticipatory questions with a focus on structure.

6. By using visual aids such as colored overlays on the overhead projector.

7. By showing students how to take notes and how to outline.

Mature readers need these skills; they must learn to discipline their thinking in the author's terms, temporarily at least, to follow his patterns, and then to create their own. High level comprehension skills are attainable only after systematic understanding and orderly recall of what the author has said.\(^{13}\)

**Note-taking**

Michaelis has written that the primary purpose of

note-taking is to jot down information for future use—information related to questions, problems, directions, reports, discussions, and special projects. Notes may be taken in the social studies as children read textbooks and reference materials; see films; take a study trip; interview individuals; study a map; review a picture file; or gather information from other resources. The form of the notes may vary from a short list of items to a summary of main ideas related to a topic; depending on the purpose for making the notes, the source that is used, and the capabilities of the children.14

Taking notes while reading, according to Preston, is an exceptionally fruitful form of self-recitation and provides the child with something of an outline which he can use later in still a different form of self-recitation. However, taking notes is exceedingly difficult for elementary school pupils. Many pupils simply do not know what to record. Training should begin in the first grade. A teacher of this grade can have his pupils start in rudimentary fashion by cooperatively dictating to the teacher from something they have read or heard or otherwise experienced. The teacher writes on the chalkboard what is dictated and presents it next day to the class for reading.

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14Michaelis, Social Studies in Democracy, p. 365.
In the following years, children can take notes for oral or written reports by jotting down names, explanations, dates, and other information from their reference books. Skill in jotting down key words and phrases in one's own words develops slowly. 15

If a report is an oral report, Servey states that the pupil is encouraged to use an outline as a set of notes. He studies the notes carefully, develops statements to express them, and practices with an audience which may be a friend of his or the members of a report team. They give suggestions and generally criticize his effort. Later he makes his presentation before the class, and it is indeed an oral report. It is not a written report read orally to the class. It is likely that if he were to present it several times, its substance would not change but the wording about the substance would differ with each presentation.

If a tape recorder is available, the teacher can use it to good advantage to help the oral reporter improve in reporting skills. The reporter can hear what he said and can evaluate it to assure his improvement in the same task in the future. 16

15 Preston, Teaching Social Studies, p. 248.

In taking notes on reading, Heinrich says to direct children to follow some method like the Robinson SQ3R method explained in detail toward the end of this section. Most pupils find it better not to take notes while reading. They tend to take too many notes, many of them meaningless. They should get the general idea of the reading clearly in mind before note-taking. Probably better than any underlining or marginal notations is a set of notes made in outline form. It is always a good idea to rewrite notes, using full words and full sentences. One small but very important point for pupils to remember: Always jot down full information about each book or article he reads so that he knows his sources and can go back to them if he wishes.17

Reeves states that a child learns that he must understand problems before he can solve them and that he must read to understand them. From being able to skim for a general overview, he progresses to following the sequence of thought, to summarizing the facts, and to selecting the specific point.

To teach pupils how to take notes on a lecture, play a short taped lecture and have them take notes right in class. Talk over the resulting notes—their strengths, their weaknesses. Play the tape over and discuss how

the lecturer indicated his main points. Help the pupils develop some signs to use to save time, such as:

- means therefore  

Q means the question is

= means equals  

? means what, why, how

If it may be judged by student practices, note-taking is a highly individualistic matter which may reflect their decorative impulses as much as their comprehension of study materials. Some students take notes during a lecture, some wait until after the lecture, some take no notes at all. Notes should be revised and re-organized shortly after they have been made while their content is still fresh in the mind of the student. The student should give thought to the level of detail needed for appropriate retention and whether he will follow the author's organization or devise a new arrangement. Students probably should be given directed training in note-taking in reading and listening situations during the elementary and secondary levels. 18

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18Spache, Toward Better Reading, p. 341.
needs to give considerable attention to teaching of these skills, whether during his language-arts program or during his social-studies program. It is quite likely that a certain amount of time in both programs will be devoted to teaching the skills necessary to adequate preparation of summaries and reports.

It is a summary only in the sense that it is his response to the task of writing it. It may not indeed be a summary. Or, when asked to write a report, he may do one of several things. He may copy an article out of an encyclopedia or some other source; he may exhaust his memory and his effort in writing down everything that he can recall about the topic; or he may write stilted paragraphs about some aspect of the topic. None of these is really a report.

The instructional program in the language and thinking skills necessary to the adequate preparation of summaries and reports needs to be carefully organized. This organization can be done in several ways.

The child should begin early to acquire ideas about organization of thoughts and ideas. The teacher guides through verbal clues. As the children work with the summary, the teacher guides in a way similar to this: "Now that we have heard all the ideas that we learned this morning, let's see if they are in the right order." The teacher repeats the ideas as given by the pupils.
"Which idea should we have first?" "Which comes next?"
"What do you think is the most important idea of all?"
"Shall we say it first or last in our summary?" As the child begins to work with reports the teacher gives him clues to the organization of thoughts and ideas in this way: "Tell us what your report is about." "Tell us what you know about it." "What is the thing you liked best about it?"

How to make a summary:

1. Say the important ideas.
2. Say the most important idea.

How to make a report:

1. Tell what the report is about.
2. Tell the important facts.
3. Tell the most important fact of all.

The above may be posted as the children work with the summary and the report.

Efficiency of recall depends in part upon the students' sensing some kind of order or system in material. A method of testing that awareness is suggested below. The device consists principally of giving students two selections to read with different directions to follow—one set very brief and terse, the other naming the topic, advising the class to watch for cause-effect patterns and to pay attention to effects. In both sets of directions would be the statement: "You will be asked to write a summary." Give suitable time for study. The results will probably be astounding because there
will be great differences in the amount and quality of recall.

Spache says that, the real values of summarizing under varying circumstances, or for various types of pupils, and the appropriate stages or steps in teaching are not completely based on research. As the teacher sketches each picture, the child tells his summarizing sentence, thus evolving a four-sentence summary accompanied by illustrations. Training in oral summarizing of main ideas can be begun in the primary grades and written summaries, gradually increasing from a few sentences to a more complete treatment, used in the intermediate levels. It is wise to insure that students realize that summaries in their own words insure better learning than those based on copying the author's ideas. 19

Preston writes that the pupil can first try reading a passage and then writing a summary of it in his own words. He might begin with a passage in a book on water transportation, headed "Shipping on the Great Lakes." After reading the section, he closes the book, recites orally to himself, and then recites in writing some such notes as this: "Before the building of the St. Lawrence Seaway, most of the ships on the Great Lakes carried iron ore which was mined in Minnesota. Today, however, ships

19Spache, Toward Better Reading, p. 341.
carry goods from all over the world to the Great Lakes ports."

When material is difficult to recite, the teacher can show pupils how to make diagrams to help them in such instances. The following is an illustration of a teacher-made diagram.20

If the primary program has not been strong, teachers in the later grades will need to guide children in understanding what is a summary and what is a report. The following is a sequence of teaching-learning activities to help children learn what a summary is. Their learning guides their practice in writing summaries.

1. Preparing a summary for pupils to analyze. From a textbook or other source select a short (two or three paragraphs) passage which the pupils can read easily. Then write a summary of the passage. Prepare it for class distribution or for projection.

2. Guide the pupils through an analysis of the passage and its summary. Refer the pupils to the passage in the textbook and present the summary to them. Through discussion, help them to determine the relationship between the passage and its summary. Establish that a summary has the following characteristics:

   a. A summary contains the main ideas from a selection of paragraphs.

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20Preston, Teaching Social Studies, p. 251.
b. The main ideas in a summary are in the same order as they occur in the selection.
c. A summary statement tells what the whole selection is about.
d. A summary statement may come either at the beginning or end of the summary.

3. Provide for pupils' supervised practice. Refer the pupils to another passage of paragraphs. Serving as a recorder, encourage them to develop a summary together. As suggestions are made, write them on a chart or on the chalkboard. Working together, the class determines what the summary should be. They use their learning from the analysis as guides. Continue with more supervised practice if pupils have a poor grasp initially of what a summary is as reflected in class work.

4. Provide for individual practice. Refer pupils to another passage in the textbook. Have each individual write a summary. At the close of the activity, guide the pupils in comparing their work, or whenever the occasion arises, have the pupils write a summary. Review the learnings from analysis before the pupils begin to write. Guide the pupils in a class evaluation of their summaries. Also evaluate each summary individually with its writer.²¹

Recalling

Efficiency in reading and studying developed by specific study techniques such as SQ3R also tend to bring out organizational skills in students. High school and college students especially seem to derive help from it. Its five-step method may be briefly outlined as follows:

Step 1--Survey--Getting a general idea of the overall content by reading rapidly the headings, sub-headings, topic sentences, introduction, and summary.

²¹Servcy, Social-Studies, p. 339.
Step 2--Question--Questioning the material, using the headings to guide one's thinking.

Step 3--Read--Reading for understanding, guided by questions from the previous step.

Step 4--Recite--Testing recall information by answering questions.

Step 5--Review--Testing one's self by recalling main ideas.

Robinson, creator of this study technique, states that students not only gain in their studying skills but in their personal security and confidence as well. 22

Checklist of Skills

Research in regard to skills used in reading in content fields was late in entering the educational scene. A sprinkling of investigations appeared between 1940 and 1950; many more were conducted between 1950 and 1960. At the present time interest in study skills is high and numberless investigations are under way. The results of these studies seem to indicate rather clearly that there are unique differences in skills used in different subject matter fields; and that while "general reading ability" is operative in all reading to a certain extent, there is also definite need for the development of specific skills to use in the different curricular areas. 23


23 Smith, Reading Instruction, p. 309.
Smith suggests that when children first begin to make use of content in geographies and social studies books, the teacher should conduct reading lessons with them until they become accustomed to the skills required in working effectively with this new and different kind of text. Such reading lessons should be initiated at any level with children who have not mastered the techniques of working successfully with such text, and they should be continued throughout the grades with children who are especially in need of such help.

Social Studies

- Reading pictures
- Reading maps, globes, atlases
- Reading cause and effect content
- Reading content in which comparisons are made
- Reading content in which sequence of events is given
- Reading content in which dates are associated with events
- Reading critically material in which a) different viewpoints are expressed, b) facts are mixed with opinions, c) propaganda is used.  

A junior high school teacher can probably get more help, and in turn be able to give more, according to Robinson, if study skills are considered in clusters of small units. The conventional attempts to plot full sequences of skills presents too many concepts at once for the teacher and the student. For example, an "outlining cluster" might include only the following sub-skills in a rational sequence: reading for details, find-

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24Smith, *Reading Instruction*, p. 263.
ing main ideas, changing main ideas to topics, supporting the topics with subtopics and details, labeling with outline form. 

Karlin has prepared a checklist of study skills based upon the classifications suggested by Smith. It would be most helpful for the teacher to use this format in planning a program of instruction in study skills for the student, especially under Organization.

Can the student do the following?

a. take notes
b. determine relationship between paragraphs
c. follow time sequences
d. outline single paragraphs
e. outline sections of a chapter
f. outline an entire chapter
g. summarize single paragraphs
h. summarize larger units of material

SUMMARY

This chapter has presented teaching suggestions for the following types of skills: finding main ideas, outlining, locating patterns of organization, note-taking, summarizing, and recalling. These teaching suggestions are applicable at junior high school level and were selected both from professional materials and from the author's experience.

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