DOCUMENT RESUME

ED 051 973 RE 003 641

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|---|---|
| TITLE | Approaches to Reading: Grade 7-8. |
| INSTITUTION | Mount Diablo Unified School District, Concord, Calif. |
| PUB DATE | Jul 70 |
| NOTE | 114p. |
| EDRS PRICE | EDRS Price MF-$0.65 HC-$6.58 |
| DESCRIPTORS | *Curriculum Guides, Evaluation Techniques, Grade 7, Grade 8, Group Reading, High Interest Low Vocabulary Books, *Humanities Instruction, Individualized Reading, Oral Reading, Reading Diagnosis, *Reading Instruction, *Reading Materials, *Reading Programs, Remedial Reading, Sequential Reading Programs |

ABSTRACT

The purpose of this guide is to provide seventh- and eighth-grade teachers with a variety of approaches to teaching reading. Chapter 1 provides the groundwork for a sequential skills reading program, dealing with materials, diagnosis of students' reading abilities, grouping, and procedures. The three chapters which follow recommend different, but complementary, approaches to teaching reading. The oral approach section includes articles for background information, a bibliography of selections for reading to students, and bibliographies of taped stories from state-adopted texts. The chapter on developing individualized reading programs includes suggestions for motivating student interest in stories; a bibliography of high interest, easy reading books; and recommendations for grouping. Suggestions for the humanities approach to enhance reading include enumeration of various themes treated in state-adopted texts, including specific behavioral objectives and lesson plans for examining these themes. The final chapter of the guide is concerned with techniques for evaluating the reading program. Also included is a bibliography of professional works on reading and teaching methods. (VJ)

# APPROACHES TO READING

## Grades 7-8

Secondary Division
Mt. Diablo Unified School District

The dear people do not know how long it takes to learn to read. I have been at it all my life and I cannot say that I have reached the goal.

—Goethe



*Dr. James L. Merrihew*
Superintendent

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Mr. Norman H. Naas
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APPROACHES TO READING: GRADES 7 and 8

FOREWORD

As a result of the newly adopted State texts for literature and reading and of current trends in the theory of teaching reading, this curriculum guide for intermediate schools in the Mt. Diablo Unified School District was organized by 15 classroom teachers. The guide was built upon the sound program developed by Norman Naas and the intermediate school Curriculum Representatives in 1964. Though several of the units have been field tested, the guide will be available for classroom use in September, 1970. I wish to thank the following teachers for their energies and talents:

| | |
|---|---|
| Kay Royster | - El Dorado Intermediate |
| Cecile Hill | - Foothill Intermediate |
| Phala Dann | - Glenbrook Intermediate |
| Vicki Hackett | - Glenbrook Intermediate |
| Beatrice Fyfe | - Loma Vista Intermediate |
| Nancy Parsley | - Oak Grove Intermediate |
| Gladys Comeaux | - Pine Hollow Intermediate |
| Avis Gray | - Pleasant Hill Intermediate |
| Dorothy Naas | - Pleasant Hill Intermediate |
| Suzi Hunnell | - Riverview Intermediate |
| Mary Nelson | - Riverview Intermediate |
| Harold Hastings | - Valley View Intermediate |
| Mark O'Brien | - Valley View Intermediate |

I want to thank Mrs. Jeanneé Moore who, in the memory of her son, John Paul Moore, provided the District with excellent taped readings from the anthologies.

In addition, many students of Mr. Ben Erickson, Ygnacio Valley High School, have provided the District intermediate schools with excellent taped readings from the anthologies.

THOMAS GAGE
Consultant in Secondary Curriculum

TG/np
7/70

APPROACHES TO READING

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OVERVIEW

INTRODUCTION

The purpose of this Guide is to provide the teacher at grade seven and grade eight with a variety of approaches to teaching reading. It is organized in five parts, the first four of which recommend ways of teaching children how to read. To the doctrinaire the Guide may appear eclectic, for the Committee represents no single school of thought but rather embodies a variety of different theories on how to teach reading.

The first chapter provides intermediate teachers with materials available at each school, with ways to diagnose one's students' reading abilities, with a cross reference of reading skills and concepts for the basic texts, with recommendations regarding the grouping of students in a reading class and a procedure for teaching reading. In other words, the first chapter provides the ground work for a reading program, favoring a sequential skills approach.

The three chapters following recommend different approaches to teaching reading, approaches that may complement each other. The English Language Framework for California Public Schools had a great influence on the Reading Committee, especially its recommendation for the teacher to emphasize the spoken word as a necessary component of the unity of English.

> "It remains desirable... for students to be kept alert as possible to the unity of English and to the importance of ongoing exercises in all the basic processes involved in its study: listening, reading, speaking, writing, along with the kinds of thinking that are requisite to engaging satisfactorily in any of these activities. Literature, for instance, is meant to be heard and spoken as well as read and written. In all grades, therefore, it should be frequently experienced in both oral and written forms. Study of language should foster awareness of differences between, as well as the inner connections of, spoken and written English. Composition skills should be developed throughout the school years in varieties of spoken and written discourse."

Therefore, the Reading Committee organized the second chapter, providing oral and dramatic ways in which the teacher might vitalize the written word. Two excellent essays are included: Dr. Farrell's paper, stressing oral reading to enhance literary appreciation, and Dr. Pauk's paper, underscoring the spoken word to develop reading skills.

Oral Reading

Having successfully used titles in seventh and eighth grade classes, the Committee recommends the bibliography of novels and short stories not in the State adopted texts. These titles, available in most school libraries, are to be read aloud to students.

Though specifically referring to reading poetry, X. J. Kennedy's recommendations in An Introduction to Poetry are sound advice for oral interpretation of prose also:

OVERVIEW (continued)

Thomas Moore's "The light that lies in women's eyes" —a line rich in internal rime, alliteration, and assonance—is harder to forget than "The light burning in the gaze of a woman." Because of sound, it is possible to remember the obscure line Christopher Smart wrote while in an insane asylum: "Let Ross, house of Ross rejoice with the Great Flabber Dabber Flat Clapping Fish with hands." Such lines, striking as they are even when read silently, become still more effective when addressed to the ear. As was suggested at the beginning of this book, reading poems aloud is a way to understand them. For these reasons, the reader will do well to practice the art of lending poetry his voice. A few points may be helpful to keep in mind:

1. Before trying to read a poem aloud to other people, understand its meaning as thoroughly as possible. If you know what the poet is saying and his attitude toward it, you will be better able to find an appropriate tone of voice, and to give certain parts a proper emphasis.

2. Except in the most informal situations, and some exercises in class, read a poem to yourself before trying it on an audience. No actor goes before the footlights without first having studied his script, and the language of poems usually demands even more consideration than the language of most contemporary plays. Prepare your reading in advance. Check pronunciations you are not sure of. Underline things to be emphasized.

3. Read deliberately, more slowly than you would read aloud from a newspaper. Keep in mind that you are saying something to somebody. Don't race through the poem as if anxious to get it over with.

4. Don't fall into singsong. A poem may have a definite swing,... but swing should never be exaggerated at the cost of sense. Again, if you understand what the poem is saying and utter the poem as if you do, the temptation to fall into such a mechanical intonation should not occur. Observe the punctuation, making slight pauses for commas, longer pauses for full stops....

5. If the poem is rimed, don't raise your voice and make the rimes stand out unnaturally. They should receive no more volume than other words in the poem, though a faint pause at the end of each line will call the listener's attention to them. This advice goes contrary to the school that holds that, reading aloud a line that does not end in any punctuation, one should not pause, but run it right together with the line following. From such a reading, a listener may not be able to tell the rimes; besides, that valuable unit of rhythm, the line, is destroyed...

6. Be aware that, in some older poems, rimes that look like slant-rimes may have been exact rimes in their day:

> Still so perverse and opposite,
> As if they worshiped God for spite.
> —Samuel Butler, Hudibras (1663)

OVERVIEW (continued)

> Soft yielding minds to water glide away,
> And sip, with nymphs, their elemental tea.
>
> ——Alexander Pope, "The Rape of the Lock" (1714)

You may wish to establish a consistent policy toward such shifty objects: is it worthwhile to distort current pronunciation for the sake of the rime?

7. Listening to a poem, especially an unfamiliar poem, places considerable demands on your hearers' attention. Seldom—unless you are outstandingly good at it—read poetry aloud to anyone uninterruptedly for more than a few minutes at a time. Reading to audiences, Robert Frost would intersperse his poems with many silences and seemingly casual comments, shrewdly giving the poems a chance to sink in.

8. You may find it helpful to listen to recordings of some poets reading their poems. Not all read their own work well, but there is much to be relished in both the highly dramatic reading style of Dylan Thomas and Ezra Pound and in the quiet underplay of Frost, to mention some superior performers. You need feel no obligation to follow the poet's reading of a poem as if it were the letter of a law. It may be necessary to feel about the poem in your own way, in order to read it with conviction and spontaneity.

Tapes of Stories

Members of the Committee, students of Mt. Diablo Unified School District intermediate teachers, and a parent, Mrs. Jannee Moore, taped many stories from the State adopted anthologies. At each of the nine intermediate schools, tapes are available on which stories, poems, plays, and essays from the State adopted texts were recorded. If a tape is accidentally erased, notify the IMC at the District Office in order to duplicate it. These tapes will not be used as listening exercises, playing the tapes to students without texts in the classroom, but rather, the teacher should play the tape while the students follow the language in their books, as the teacher moves around the room helping and explaining.

One psycholinguist's remarks on the reader's inability to comprehend attests implicitly the valid use of recordings to teach reading:

> "(Dr. Richard Venezky) suggests that the child's problem lies in the manipulation of meaningless sounds. What are the meaningless sounds that the child has to manipulate if he is to learn to read? Meaningless sounds do not include only nonsense syllables, words outside the spoken vocabulary of the child, functional words, or isolated sounds. That spoken words themselves are meaningless sounds for many beginning readers is the crux of the matter! The form of language to which the student attaches meaning is sentences in context, perhaps eliptical sentences, but sentences nevertheless."
>
> —Serena Niensted (from "Meaninglessness for Beginning Readers," The Reading Teacher, 11/69)

The goal of a reading teacher is not only to have pupils "recode" the written words in units of sound, but, more important, to "decode" by digesting sentences, thereby understanding the voice of the writer of those words. If these tapes are in great demand, the Committee recommends that classes with the greatest reading difficulties have priority.

OVERVIEW (continued)

Individualized Reading

The third chapter considers "Ways of Developing Individualized Reading Programs" for students. Although we might not concur totally with Dr. Carl Rogers when he stated "It seems to me that anything that can be taught to another is relatively inconsequential, and has little or no significant influence on behavior...I have come to feel that the only learning that significantly influences behavior is self-discovered, self-appropriated learning," we believe that the only true individualized reading program grows out of the student, his interests and his aspirations. The units included in this chapter can be used by Rogerians who believe that a teacher's role is that of a "facilitator of learning," not a disseminator of information.

Pauline Paulin, Department Chairman of English, Dos Pueblos High School, Santa Barbara, recently advocated a "contract method" in an NDEA Workshop in the Mt. Diablo District. It provides a procedure for such a facilitation in developing individualized reading programs. "With the teacher and/or the librarian an independent study contract is worked out under which the student pursues some private and unique plan, possibly studying something not currently being offered. He comes to the library on his own during study periods or before and after school...Students in the independent reading class are encouraged to read strictly on their own, often with words to the effect to drop a book and find another if they still are not interested after the first 50 pages. Students may report back to the teacher on what they have read in a variety of ways: Notes on 3" x 5" cards kept in a folder, comments in a journal kept on all reading for the course, personal interviews with the teacher, presentations to the class, or written analyses of a more complex nature."

The first unit of the chapter is an enumeration of "openers" and "activities" with which a student may advertise his book, proliferating exciting literary experiences. The second unit is a bibliography of books for students who are not inclined to read. Interest level was the only criteria for selecting these titles. Often brief descriptive or generic information is included. The following quote from one teacher who researched these books should be of interest: "If teachers could be encouraged to read these books themselves, they would be very surprised at how much more successful their reading programs would be. It seems to stimulate my kids just to know that I actually read books I recommend to them."

The third unit may be available only during the 1970-71 school year. "Matter of Fiction," 15 video taped discussions of books popular among intermediate students, are stored at the District Office IMC. By scheduling the District video tape monitor and these tapes several classes in a school library may view each show with subsequent book searches.

The final unit provides ways a teacher can heterogeneously group students in family units or homogeneously in ability groups in order to work on several titles of State adopted texts at one time.

A Humanities Approach

The fourth chapter suggests a humanities approach to enhance reading. Since teachers at the intermediate level may be teaching Core, Social Studies, or English classes, the Committee prepared a bibliography of titles of stories under each basic, State adopted text, arranged under themes. Each story is listed in order of student interest.

OVERVIEW (continued)

Each theme is a humanistic phrasing of basic concepts and generalizations from the CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM of the Mt. Diablo Unified School District at that grade level.

When considering these themes, the teacher should keep in mind Jerome Bruner's statement:

> "Man must cope with a relatively limited number of plights—birth, growth, loneliness, the passions, death, and not very many more. They are plights that are neither solved nor bypassed by being 'adjusted'. An adjusted man must face his passions just as surely as he faces death. I urge that a grasp of the basic plights through the basic myths of art and literature provide the organizing principle by which knowledge of the human condition is rendered into a form that makes thinking possible, by which we go beyond learning to the use of knowledge."

After each theme, stated in a phrase, one will find a sentence elaborating that theme and a quote providing additional insight into the theme. Often questions will be listed that will provide the teacher with an entre into discussing the theme when dealing with a story under that theme.

The purpose of the bibliography in this chapter is to provide a student with literary content to deal with social studies concepts. The concepts, generalizations, and behavioral objectives are cross referenced under each theme so that the teacher may move from this Guide to that, organizing an integrated humanities program.

The fifth chapter includes a bibliography of books in the Professional Library of the Mt. Diablo Unified School District that would be helpful for indepth study of many of the ideas covered in this Guide and questions one might ask to evaluate his or her class's reading program or a school's reading program.

A Final Word

It should be pointed out that the program of any reading teacher has two important aspects: the development of skills and the development of a love for reading. Skills acquired but not applied are obviously useless. It is through his independent and extended reading that the student refines the skills he has learned and develops a zest for reading. Therefore, teachers are urged to plan carefully for an extended reading program, providing wide opportunity through supplementary books within the classroom and through the library for students to read a diversity of materials and to share their reading experiences.

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INSTRUCTIONAL MATERIALS FOR THE READING PROGRAM

The California State Board of Education provides books for public intermediate schools as either basic texts or supplementary texts. Generally, basic texts are available on a 1 book per two-student or three-student ratio; supplementary titles on a 10 book per 100-student or 30 book per 100-student ratio. At each school site the books are distributed according to the percentage of identified "fast culturally advantaged," "average culturally disadvantaged," "slow culturally advantaged," and "slow culturally disadvantaged."

Books may be distributed to classrooms so that a teacher has one title for each pupil in his class or so that he has several titles for groups of pupils with varying abilities.

Below are 7th and 8th grade titles listed as basic and as supplementary with recommended titles for below average readers designated by an asterisk.

7th Grade Texts

(BASIC)

Success in Reading, Book 1
Adventures for Readers, Book 1
Projection in Literature
Dimension
* Learning Your Language, Book 1
* Wheels
* Riddles

(SUPPLEMENTARY)

* Be a Better Reader, Foundations A
* Be a Better Reader, Foundations B
* A Family is a Way of Feeling
* Stories in Song and Verse
* Who Am I?
* Coping
Four Famous Adventurers
Plays to Enjoy
Reflections on a Gift of Watermelon Pickle
* A Place for Joe
* Rescue on the Mountains
* Racing the Salt
* Chilling Escape
* Behind the Scenes
* Hundred-Milers
* Loud and Clear
* The Big Break
* Viceroy's Daughter
* Operation Phoenix
* Pedro's Secret
* Dognappers
* The Peculiar Lawn Mower
* Deadline for Tim

8th Grade Texts

(BASIC)

Success in Reading, Book 2
Adventures for Readers, Book 2
Counterpoint in Literature
Challenges
* Learning Your Language, Book 2
* Bearcat
* Smashup

(SUPPLEMENTARY)

* Be a Better Reader, Foundations C
Five American Adventurers
Plays to Remember

In general, the basic textbooks are adequate for providing instruction in reading skills, but teachers may wish to use other materials for specific purposes. Teachers are encouraged to have definite purposes in mind when they use supplementary materials.

CONTENT OF INTERMEDIATE READING PROGRAM

## DIAGNOSING READING STRENGTHS AND WEAKNESSES

The wide range of reading ability in a class of 7th and 8th graders has already been mentioned. Because this range exists, it becomes necessary to determine which skills should be emphasized in total class instruction, and which skills should be emphasized in working with individual pupils. Suggestions for ascertaining reading strengths and weaknesses follow:

### THE INFORMAL READING INVENTORY

Material Needed—a well-graded series of readers containing story material which is free from technical or highly specialized terms.

Procedure—select passages (one or two paragraphs) at each level so that the child may start his reading at a level at which he can read with confidence. Have the child read selections orally at sight. If he stumbles on 5 words for every 100, he is approaching his frustration threshold. Select another story. When the pupil has finished reading any one selection: (1) ask him one or two fact questions to disclose his comprehension; (2) ask him one thought-type question to check his ability to draw inferences, conclusions, deductions. In most cases, by following the above procedure and checking with the standards set up for each level (see below), the teacher may estimate the three reading levels for each pupil in a short time.

### STANDARDS FOR ORAL READING INVENTORY

The Free Reading Level—the level at which a child can read independently with ease and complete understanding. This is the level at which he should do extensive supplementary reading and unsupervised library reading for pure enjoyment or for information.

1. Comprehension (based on both thought and fact questions) 90% score.
2. Vocabulary (based on 100 running words). Pupil is able to pronounce 99 words.
3. Oral reading—natural, rhythmical, well phrased.
4. Tensions—none.

The Instructional Reading Level—the highest level at which the pupil is able to read with success under the teacher's guidance. It is the level at which the teacher begins purposeful teacher-directed reading.

1. Comprehension (based on both thought and fact questions) 75% score.
2. Vocabulary (based on 100 running words). Pupil is able to pronounce at least 95 words.
3. Oral reading—natural, rhythmical, well phrased.
4. Tensions—none.

The Frustration Level—the level at which the child bogs down because he is unable to comprehend what he is trying to read. The teacher makes no use of this level, but he should know that such a level exists and that no child can succeed at this level.

1. Comprehension (based on both thought and fact questions) less than 50% score.
2. Vocabulary (based on 100 running words). Pupil fails to pronounce 10 or more words.
3. Oral reading—jerky, unnatural, many substitutions, omissions, and repetitions.
4. Tensions—finger pointing, frowning, erratic body movements, faulty breath control.

DIAGNOSING READING STRENGTHS AND WEAKNESSES (continued)

## CHECK LISTS

For observation of the pupil's reading ability, the teacher may find it helpful to use a check list. A list such as the following may serve the purpose.

Pupil's Name _____ Class _____

Oral Reading

1. Ability to attack unfamiliar words
2. Understanding meaning from context
3. Fluency of reading
4. Expressiveness of reading
5. Extensiveness of sight vocabulary
6. Omission or insertion of words

Silent Reading

1. Interpretation of sentences
2. Interpretation of paragraphs
3. Interpretation of complete selections
4. Understanding vocabulary
5. Understanding implied meanings
6. Following directions
7. Understanding the author's purpose

## READING INVENTORIES

One way to acquire information concerning the reading habits and interests of students is by having them complete a reading inventory. The following inventory, developed by Arno Jewell, Specialist for Language Arts, U. S. Office of Education, may be reproduced and used by teachers.

### What Do You Like to Read?

I. Reading at Home

A. Newspapers

1. To which newspaper(s) does your family subscribe?

   _____

2. How much time do you spend a day reading newspapers? _____ minutes.
3. List your three favorite sections of the newspaper:
   a. _____
   b. _____
   c. _____
4. What two news topics are you following closely?
   a. _____
   b. _____

B. Magazines

1. What magazines do you read regularly in your home?
   a. _____ c. _____
   b. _____ d. _____

CONTENT OF INTERMEDIATE READING PROGRAM

DIAGNOSING READING STRENGTHS AND WEAKNESSES (continued)

2. Which magazine has the most interesting stories?

_____

3. What subjects do you like to read about in magazines?

_____

C. Books

1. Approximately how many novels and biographies are there in your library at home? _____
2. How many of these books have you read? _____
3. Are you or your parents members of a book club? _____
4. How many books do you own personally? _____

II. Reading at the Public Library

A. Do you have a library card? _____ Is it active? _____

B. About how many books have you checked out of the public library in the past year? _____

C. What magazines do you read at the public library?

_____

D. How many times a month do you go to the public library? _____

III. Use of the School Library

A. Do you know how to find books you want without the librarian's help? _____

B. What is the purpose of the Reader's Guide? _____

_____

C. For what is the card catalogue used? _____

D. What encyclopedia do you refer to most often? _____

_____

E. Do you have difficulty finding certain things in the library? _____ If so, what? _____

IV. Reading and Other Recreation

A. Write 1st, 2nd, and 3rd by your first, second, and third choices of these types of writing:

1. Novels _____
2. Short Stories _____
3. Plays _____
4. Poetry _____
5. Articles _____
6. Comic Books _____
7. Biography _____
8. News _____

CONTENT OF INTERMEDIATE READING PROGRAM

DIAGNOSING READING STRENGTHS AND WEAKNESSES (continued)

B. Write the titles of three books which you have enjoyed this year.

1. _____
2. _____
3. _____

C. Write the title of the book you have enjoyed most of all.

_____

D. Underline the four kinds of stories you like best and put a check before your favorite. If possible, write the title of a favorite story after each type you underline.

1. Animal _____
2. Action and adventure _____
3. Ghost and other mysteries _____
4. Humor _____
5. Romance or love _____
6. Modern science _____
7. Outdoor life _____
8. Mechanical things (airplanes, etc.) _____
9. Foreign countries _____
10. War stories _____
11. Space travel or fiction _____
12. Home life _____
13. Interesting people _____

E. What do you like to do best when you have free time? _____

_____

F. What kind of work do you want to do when you leave school?

_____

G. What movies have you seen this month? _____

_____

Have you read any books because of the movies you have seen? _____ If so, name them. _____

_____

H. Whose recommendations do you usually follow when you read a book? _____

I. Do you have your own personal library at home? _____ If you do, how many books? _____

J. Do you have a television set at home? _____If so, how much time do you spend daily watching television? _____hours.

K. Have you read any books because of television shows you have seen? _____If so, name them. _____

_____

CONTENT OF INTERMEDIATE READING PROGRAM

DIAGNOSING READING STRENGTHS AND WEAKNESSES (continued)

L. As you know, some young people like to read books during their spare time; others don't. Why do you think some teenagers enjoy reading books when they have time? _____

_____

_____

Why do some people dislike reading? _____

_____

_____

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STANDARDIZED TESTS

Standardized tests have been administered to pupils prior to their entrance into intermediate school. Information concerning the reading achievement of pupils can be obtained by examination of pupils' cumulative folders. The following tests are helpful in determining specific weaknesses:

| Name of test | Suitable for grades | Abilities measured | Publisher |
|---|---|---|---|
| 1. Iowa Silent Reading Tests, Elementary Test | 4-8 | 1. Rate<br>2. Comprehension<br>3. Directed reading<br>4. Word meaning<br>5. Paragraph comprehension<br>6. Sentence meaning<br>7. Location of information<br>a. Alphabetizing<br>b. Use of index | World Book Co., Yonkers-on-Hudson, N. Y. |
| 2. Gates Reading Diagnostic Tests | 3-HS | 1. Oral Reading skills<br>2. Vocabulary<br>3. Reversals<br>4. Phrase perception<br>5. Word perception, analysis, etc.<br>6. Spelling<br>7. Visual perception<br>8. Auditory techniques<br>9. Silent reading | Bureau of Publications Teachers College, Columbia University, New York 27, N. Y. |
| 3. Diagnostic Reading Tests | 4-8<br>7-13 | 1. Vocabulary<br>a. General<br>b. English<br>c. Mathematics<br>d. Science<br>e. Social Studies<br>2. Comprehension<br>a. Silent<br>b. Auditory<br>3. Rates of reading<br>a. General<br>b. Social Studies<br>c. Science<br>4. Word attack<br>a. Oral<br>b. Silent | Committee on Diagnostic Reading Tests, Inc., Kingscote, Apt. 3G, 419 West 119th St. New York 27, N. Y. |

CONTENT OF INTERMEDIATE READING PROGRAM

STANDARDIZED TESTS (continued)

| Name of test | Suitable for Grades | Abilities measured | Publisher |
|---|---|---|---|
| 4. Silent Reading Diagnostic Tests, Experimental Form | 3-Up | 1. Location within word where child tends to make errors<br>2. Recognition of words in isolation<br>3. Recognition of words in context<br>4. Recognition of reversible words in context<br>5. Locating word elements<br>6. Syllabification<br>7. Locating root words<br>8. Knowledge of word elements<br>9. Knowledge of beginning sounds<br>10. Knowledge of rhyming words<br>11. Knowledge of letter sounds<br>12. Synthesizing of words | Lyons & Carnahan, 2500 Prairie Ave., Chicago, Illinois |
| 5. Gates Basic Reading Tests | 3-8 | 1. Comprehension<br>a. Appreciate general significance<br>b. Predict outcomes<br>c. Understand precise directions<br>d. Note details | Bureau of Publications, Teachers College |
| 6. Group Diagnostic Reading Aptitude and Achievement Tests | 3-9 | 1. Reading tests<br>a. Paragraph meaning<br>b. Speed of reading<br>c. Word discrimination<br>2. Word discrimination<br>a. Vowels<br>b. Consonants<br>c. Reversals<br>d. Additions and Omissions<br>3. Aptitude<br>a. Visual<br>1) Letter memory<br>2) Form memory | C. H. Nevins Printing Co., 1414 Brighton Road, Pittsburgh, PA |

CONTENT OF INTERMEDIATE READING PROGRAM

STANDARDIZED TESTS (continued)

| Name of test | Suitable for grades | Abilities measured | Publisher |
|---|---|---|---|
| 6. Group Diagnostic Reading Aptitude and Achievement Test (cont'd) | | b. Auditory<br>1) Letter memory<br>2) Orientation and discrimination<br>c. Motor<br>1) Copying<br>2) Cross-out letter<br>4. Language<br>a. Vocabulary | |
| 7. Durrell Analysis | Primer-6 | 1. Listening comprehension<br>2. Oral reading<br>3. Silent reading<br>4. Word recognition and word analysis<br>5. Visual and auditory analysis of word elements<br>6. Spelling<br>7. Handwriting | World Book Company |
| 8. Gilmore Oral Reading Test | 1-8 | 1. Accuracy<br>2. Comprehension<br>3. Rate | World Book Company |
| 9. Stanford Achievement Test | Primary I,II<br>Inter. I | 1. Word meaning<br>2. Paragraph meaning<br>3. Vocabulary<br>4. Speed<br>5. Word recognition | Harcourt Brace & World |
| 10. California Reading Test | Inter. High | 1. Diagnosis<br>a. Vocal<br>b. Comprehension<br>c. Speed | California Test Bureau<br>5916 Hollywood Blvd. |

CONTENT OF INTERMEDIATE READING PROGRAM

## DEFINITIONS OF READING PROGRAMS

### Remedial Reader

1. A student who is within the range of at least normal intelligence and who is unable to use basic word perception techniques and who, as a consequence, does not have the reading vocabulary necessary to comprehend the printed material used at the seventh and eighth grade levels.

2. A remedial reader at grades 7 and 8 is one who tests 2 or more years below the norms or who falls on or below the 4th Stanine in the areas of vocabulary and comprehension on a standardized reading test and who can profit by group remedial reading instruction.

Recommended Screening Procedures for Placing Students in Remedial Reading Programs:

1. In view of the definition above, counselors should consider students as possible candidates for remedial reading after the following screening:

   a. Administration of a standardized achievement test at grade 6

   b. Administration of hearing and visual test at grade 7

   c. Review of cum folder information

      (1) An I.Q. at least normal

      (2) Scores in grades 1 through 3

      (3) Other achievement

      (4) Past performance indicating deficiency in reading

   d. Informal testing to pinpoint areas of greatest weakness

Recommendations for Placement in the Program:

1. Students who display the greatest need, based upon the above screening procedure and who, in the opinion of the remedial reading teacher, can most profit from group instruction, should be placed in remedial reading program classes.

2. Priorities of placement in the Remedial Reading Program shall be determined by the remedial reading teacher in consultation with the counselor.

3. Students with reading difficulties should be placed in groups with maximum flexibility in adjusting the student's program.

4. The class size should be limited to 15 students.

Recommended Conditions to Insure Greatest Development for the Learner:

1. Have a wide variety of materials and reading instruments that will permit individual motivation and instruction.

2. Provide for extension and application of basic reading skills to the content areas.

CONTENT OF INTERMEDIATE READING PROGRAM

DEFINITIONS OF READING PROGRAMS

Remedial Reader (continued)

3. Make available the resources of the remedial program and the talents of the remedial reading teacher to the content area teachers in order to reinforce the student's gains in reading.

4. Provide the student the opportunity to move out of the Remedial Reading Program when the deficiency and the failure pattern have been reversed.

5. Provide trained, qualified remedial reading teachers who have a deep interest in helping the individual students to overcome the reading problem.

The following titles can be used for remedial reading classes, but they should not be thought of as limited to these classes.

Grade 7

Wheels
Riddler
Be A Better Reader A and B
A Family is A Way of Feeling
Stories in Song and Verse
Who Am I?
Coping

Grade 8

Bearcat
Smashup
Be A Better Reader C

District Objectives for Remedial Reading:

1. To overcome the student's reading deficiency by reversing the failure pattern.

2. To make the student aware of his weakness and his strengths.

3. To provide a means for each student to solve his or her problems.

4. To take the student at his or her level to further levels of reading proficiency.

5. To provide instruction in vocabulary development, in comprehension, in appreciation and in the use of books.

The following quote from the Phi Delta Kappan, Fall, 1969, will provide an insight into the problems the teacher and counselor encounter with poor readers:

Bad Reader, Bad Self-Concept

Grade school children who are poor readers also show symptoms of psychological maladjustment and weak self-concepts, according to a study conducted by Elliott H. Schreiber, psychologist and associate professor at Glassboro State College, New Jersey.

CONTENT OF INTERMEDIATE READING PROGRAM

DEFINITIONS OF READING PROGRAMS

Bad Reader, Bad Self-Concept (continued)

Using a sampling of children, ages 7-12, Schreiber found that all of the poor readers manifested maladjustment in each of the following 10 personality factors: 1) fluctuation of attention, 2) immaturity, 3) restlessness, 4) insecurity, 5) hostility, 6) anxiety, 7) sensitivity, 8) withdrawal, 9) daydreaming, and 10) negativism. Each child also maintained a weak self-concept.

Schreiber describes the poor reader as a "passive-dependent person who lacks self-confidence and self-reliance. He has difficulty in making decisions and leans on others for approval and assurance. He tends to withdraw from the reading situation, which arouses anxiety and tension within him. A rigid shell of passivity covers underlying hostility which is primarily unconscious."...

The researcher recommends development of therapeutic reading programs in the schools, use of individual and group counseling for improving self-concepts, and further research on the relationships between personality factors and reading disability.

Developmental Reading

Developmental Reading is a program that takes the reader who is slightly below average or slightly above average, beyond his initial reading level. Since this purpose should be the goal of every teacher regardless of subject area, we discourage the scheduling of special Developmental Reading classes, especially as options to foreign language classes for students. Reading and its development is an integral part of every classroom teacher's responsibility. It is the primary obligation of the Language Arts teacher to instruct his students in the process of reading, a process that is broadened and reinforced by every other teacher according to the nature of his content area.

The following quote from the London Association of Teaching of English from The Language, the Learner and the School by Douglas Barnes and James Britton, can be thought of as a corollary to our position:

A Language Policy Across the Curriculum

All teachers irrespective of the subject they teach face a common problem. Among the difficulties found are poor spelling, inability to cope with sentence and punctuation, incompetent note taking, lack of skill within personal writing, failure to read and understand textbooks, and reticence in discussion. All these are problems of language, but language is a means by which we learn, understand, and communicate: therefore, language development is the direct concern of every teacher.

CONTENT OF INTERMEDIATE READING PROGRAM

## THE SKILL-BUILDING PROGRAM

A reading program is one which provides for continuous growth in reading ability. As has been previously mentioned, such a program is considered highly important for the intermediate schools of the district. The program requires that the teacher, by carefully evaluating the pupil's ability, provide systematically reading skills. Once these are introduced or reinforced, the teacher encourages the furthering of skill activities by assigning individualized reading and by suggesting that the student's other teachers reinforce these skills when he reads in their content areas.

Obviously, not all 7th and 8th grade pupils require instruction in the same skills, nor the same degree of instruction in all skills. In general, however, 7th and 8th grade pupils can profit from specific instruction in the following skills:

### Comprehension

1. Discovering Main Ideas (Theme)
2. Recognizing Supporting Ideas
3. Following and understanding the sequence of incidents or ideas
4. Inferring Fact from Opinion
5. Reading for a purpose (locating information, evaluating and using information)

### Interpretation

1. Analyzing Characters
2. Recognizing Relationships
3. Formulating judgments
4. Comparing ideas
5. Recognizing writers' techniques
6. Evaluating what is read

### Organization

1. Outlining
2. Summarizing

### Vocabulary Development

1. Recognizing context clues
2. Understanding synonyms, antonyms, and homonyms
3. Using the dictionary

### Word Study

1. Developing word attack skills (phonemic and morphemic)
2. Studying Word Etymologies

### Using the Library

1. Using reference materials
2. Understanding the parts of a book
3. Using the card catalog
4. Locating information in books

CONTENT OF INTERMEDIATE READING PROGRAM

THE SKILL-BUILDING PROGRAM (continued)

Increasing Reading Rate

1. Adjusting Rate to Purpose
2. Skimming and Scanning Material

Improving Oral Reading

(See articles by Dr. Edmund Farrel, pages 31-37; and Dr. Walter Pauk, pages 38-40.)

CONTENT OF INTERMEDIATE READING PROGRAM

SKILL CHART FOR STATE ADOPTED TEXTS

When a teacher first scans this chart, he may infer that it outlines a reading program in which one may progress from "Discovering Main Ideas" to "Recognizing Supporting Ideas" to "Understanding Relationships: Cause and Effect" and so on until the skill of "Oral Reading" is studied sometime in mid-June. After the initial shock, the teacher will see that this is not the purpose of the chart. It is merely for his or her convenience so that, depending on which State adopted text or texts being read and on which student skill deficiencies having been diagnosed, the teacher may study the chart to find literature about which a publisher has asked questions in order to permit the student to exercise these certain skills. For instance, if a class is predominately unskilled in judging the importance of incidents that affect their response to a story, the teacher using Dimensions in the 7th grade can scan the skills column to "Judgments" and move across to the Dimensions column. The number indicates the page of the text on which a work of literature begins; at the end of this story or in the teacher manual (designated next to the text title at the top of the chart by a plus [+] or a minus [-], respectively), the teacher will find questions written to sharpen or refine that skill. On page 9 of Dimensions (-) Gavin Maxwell's "The Otter's Tail" begins, and in the Dimensions teacher manual or guidebook on page 26, the teacher finds the questions: "Do you think Gavin Maxwell became annoyed with Mijbil at times?"; "Despite these experiences, what was Mr. Maxwell's attitude toward his otter?"; "Which paragraphs on page 10 summarize the author's sentiments? (paragraph 3)."

These questions provide the student with a good exercise to develop his or her judgmental skill, among other skills, adjacent to this objective.

After a teacher has appraised the class's or student's reading ability, he or she can quickly identify literature useful as exercises in that skill area.

Though there are stories in each anthology that would be accessible to the slower readers, the texts can be generally arranged from the most difficult material to the least difficult in the following order:

Grade 7 Reading Materials

1. Success in Reading I
2. Adventures for Readers I
3. Projection
4. Dimensions
5. Be a Better Reader A
6. Be a Better Reader B
7. Learning Your Language I

Grade 8 Reading Materials

1. Success in Reading II
2. Adventures for Readers II
3. Counterpoint
4. Challenges
5. Be a Better Reader C
6. Learning Your Language II

The other State adopted texts at the 7th and 8th grade levels listed below, are allocated to each school in such a limited ratio that including the titles on the Skill Chart would not be practical. They might best be used in group study assignments.

SKILL CHART FOR STATE ADOPTED TEXTS (continued)

Grade 7 State Adopted Texts

Wheels
Riddler
A Family Is a Way of Feeling
Stories in Song and Verse
Who Am I?
Coping
Four Famous Adventures
Plays to Enjoy
Reflections on a Gift of Watermelon Pickle
A Place for Joe
Deadline for Tim
Rescue on the Mountains
Racing the Salt
Chilling Escape
Behind the Scenes
Hundred-Milers
Loud and Clear
The Big Break
Viceroy's Daughter
Operation Phoenix
Pedro's Secret
Dognappers

Grade 8 State Adopted Texts

Bearcat
Smashup
Five American Adventures
Plays to Remember

I used the terminology of the reader skills and elements of literature from the various State adopted textbook publishers and concepts from A Handbook of Literature, Thrall, Hubbard, Holman, Odyssey Press. In many cases, skills are described differently by different texts - "Discovering Main Ideas," "Recognizing Central Ideas." Incidently, these labels could mean a reader's ability to detect a topic sentence in a paragraph or theme in a story. Therefore, I arbitrarily selected "Discovering Main Ideas," the rubric under which a teacher will find the skill or the act of abstracting a general concept from passages, regardless of length of passage, though texts, terminology may differ.

TG/np
1/70

CONTENT OF INTERMEDIATE READING PROGRAM

7TH GRADE SKILL CHART FOR STATE ADOPTED TEXTS

| SKILL | SUCCESS IN READING (+) | ADVENTURES FOR READERS (+) & (-) | PROJECTION (+) | DIMENSIONS (-) | BE A BETTER READER A (+) | BE A BETTER READER B (+) | LEARNING YOUR LANGUAGE I (-) |
|---|---|---|---|---|---|---|---|
| Discovering Main Ideas (Theme) | 97;140 159; 184 | 109;125 175;533 609 | 208;216;228; 258;284;352; 358;366;367; 377;478;494; 536 | 25;36;39;56;64; 130;139;179;187 244;304;316;340 349;386;413;451 | 16;17 | 14;36 | BI 30;33<br>BII 74;114;63<br>BIV 184<br>BVI 259;264 |
| Recognizing Supporting Ideas | 159 | 18;175; 215;231; 327;553; 597;609 | | 25;56;304;352; 370;399 | 98 | 65;88 | |
| Understanding Relationships: Cause/Effect | | 231 | 5;107;138; 165;285 | 79;164;332;370; 399 | | | BIV 201 |
| Understanding Relationships: Time | | 327 | 18;138;322 | 79;93;130 | | | BIV 192 |
| Fact/Opinion (Inference) | | 190;179 | 193;242;369; 478;493;526 | 93;264;399;413 430 | | | BIII 135<br>BV 226;247<br>BVI 223 |
| Judgments | | 287;360; 369;371; 376 | 18;56;69;70; 107;129;138 180;228;258 | 9;139;146;199; 209;244;289;304 318;352;430;438 | | | BIII 135<br>BVI 285;289 |
| Analyzing Motive - Emotions (aspects of character) | | 193;200; 210;235; 299 | 5;18;25;34; 42;56;70;96; 165;197;216; 228;242;248; 258;275;409; 464;493;494 500 | 26;64;105;156; 187;209;224;246 264;340;352;370 386;413;438 | | | BI 13;16;19;22;30;35 53<br>BII 74;81;83<br>BIII 119;155<br>BIV 171;174<br>BV 211;216<br>BVI 276 |
| Relationships: Analogy- Metaphor Inverse irony | 11 | 369;371 | 17;25;42;56; 69;129;138; 165;241;314; 364;423;444; 478;487;493; 494 | 79;119;130 | | | BV 242 |
| Comparison/ Contrasts | | | 34;199;241; 242;405;416; 431;439;500 | 36;56;79;114; 158;179;199;244 285;304;318;332 379;455 | | | BIII 140 |
| Point of View | | | 25;55;165; 248;258;299; 322;352;444 | 56;125;413 | | | BIV 163;181<br>BV 207 |

CONTENT OF INTERMEDIATE READING PROGRAM

7TH GRADE SKILL CHART FOR STATE ADOPTED TEXTS (continued)

| SKILL | SUCCESS IN READING (+) | ADVENTURES FOR READERS (+) & (-) | PROJECTION (+) | DIMENSIONS (-) | BE A BETTER READER A (+) | BE A BETTER READER B (+) | LEARNING YOUR LANGUAGE I (-) |
|---|---|---|---|---|---|---|---|
| Author's Diction | | 167;210; 215;279; 414;480 | 444 | 64;105;187;199; 207 | | | BI 49<br>BIV 165 |
| Tone/Mood (Connotation) | | | 265;273;274 275;299;314 322;336;365 367;381;404 444;467;494 | 114;158;163; 316;413 | | | BI 35 |
| Style | | 29;41;78 110;121; 167;176; 190;235; 277;299; 459;537; 545 | | 105;114;246; 340 | | | BII 69<br>BVI 271 |
| Humor (Techniques) | | 256 | 314;322;336 | 119;125;130; 156;158;209; 370 | | | BV 216;235;243 |
| Genre<br>Poetry<br>Autobiography<br>Short stories<br>etc. | | 28;40; 136;160 334;353 379;383 399;414 433;440 532 | 69;129;138; 180;194;195 373;199;202 204;205;314 364;365;370 375;377;381 384;385;386 388;394;405 416;423;425 431; 464;516 | 139;146;150 187;289;318 340;413;455 | | | BIII 127;130;138;159<br>BV 226;242<br>BVI 274 |
| Allusion | | | | 164 | | | |
| Illustrations<br>Cartoons<br>Graphs<br>Map<br>Photo | | 51;145; 257;345 499;587 | Resource (-) Book 42;45; 53;69;74;77 86;97;101 107;112;117 119;120;122 126;129;140 148;154;138 166;168;171 173;175;165 179;181;190 192;197 | 64;150;163;285 349;352;399; 413 | | | BVI 267 |
| Context | 6;8 | 137;179 190;399 | 42;70;165; 248;322;352 452 | 9;25;39;56;64 289;316;430 | 118 | 142 | BI 45<br>BII 89<br>BV 207 |

CONTENT OF INTERMEDIATE READING PROGRAM

7TH GRADE SKILL CHART FOR STATE ADOPTED TEXTS (continued)

| SKILL | SUCCESS IN READING (+) | ADVENTURES FOR READERS (+) & (-) | PROJECTION (+) | DIMENSIONS (-) | BE A BETTER READER A (+) | BE A BETTER READER B (+) | LEARNING YOUR LANGUAGE I (-) |
|---|---|---|---|---|---|---|---|
| Sound (Alliteration, rhythm, etc.) | | 3;18;29 88;333 353;374 444;454 | | | 20;39; 78;81 102 | 17;39;41 42;80; 140 | BV 214 BVI 262 |
| Figurative Language | 11 | 368;372 373;379 | 194;202;204 205;228;274 299;322:365 366;367;373 375;376;377 379;487;494 | 9;25;36;39;79 224;264;386 | | 192 | BII 61;101 BIII 192;212 B IV 277 |
| Symbolism | | | 242;248;258 322 | 146;224;285 | 118 | | |
| Dialect | | 186;414 472 | 394;416;403 | 246 | | | BV 232 BVI 259;282 |
| Word Analysis | 14 | 9;41;59 89;10; 153;193; 205;235; 265;363; 454;607 559 | 34;70;202 215;265;388 409;454 | 25;93;105;119 146;158;246 304;340 | 18;21; 38;40 41;42 56;57 58;59 60;61 62;63 78;79 80;82 83;103 104;105 118;121 122;124 125;138 139;140 142 | 15;16;18 19;20;21 38;40;43 58;59;60 66;67;82 83;84;85 102;104 106;107 122;124 125 | BI 13;16;25;28;30 33;45 BII 61;63;95;119; 124;133;140 BIV 163;174;192;201 BV 216 |
| Dictionary Skills Etymology Vocabulary Other ref-erences | | 113;200 250 | 42;70;107 115;202;248 299;322;352 454;464;494 | 9;25;39;93;105 125;150;164; 199;209;224; 246;257;264 304;318;351 352;370;386 399;413;438 | 119;120 141 | 103;120 141 | BIII 130 |
| Language Change | | 125;161 527;537 545 | 322 | 130;139;146 164;179;187 199;246;289 318;340;370 386;413;430 | | | BV 250 |
| Reading Strat-;ies eviewing | 80 | | | 25;93 | 100 | 62;104 | |

7TH GRADE SKILL CHART FOR STATE ADOPTED TEXTS (continued)

| SKILL | SUCCESS IN READING (+) | ADVENTURES FOR READERS (+) & (-) | PROJECTION (+) | DIMENSIONS (-) | BE A BETTER READER A (+) | BE A BETTER READER B (+) | LEARNING YOUR LANGUAGE I (-) |
|---|---|---|---|---|---|---|---|
| Overviewing (Structure/ Organization) | 64 | 265 | 107;138;165 284;599;464 | 39;93;125;164 179;199;209; 246;332;340; 399 | | | BII 66;110 |
| Skimming | 97 | | | 285;438 | | | |
| Scanning | | | | 125;139;156 224;352;451 | 98;100 | | |
| Foreshadowing | 30 | 265;287 | | 370 | | | BI 33<br>BII 101<br>BIII 149<br>BIV 195<br>BV 226 |
| Recalling Detail | 121 | | | 93;413 | | | BII 59<br>BIV 167 |
| Adjusting Rate to Purpose | | | 18;34;43;70 96;107;138 216;242;285 336;478 | 64;119;150;187 246;316;332;386 | | | |
| Oral Reading | | 287 | Resource (-) Book 94;95;97; 100;101; 103;129; 148;161 144;163; 164;165; 166;167; 198;60 | | | | BII 98<br>BIII 124<br>BV 230<br>BVI 280 |

CONTENT OF INTERMEDIATE READING PROGRAM

## 8TH GRADE SKILL CHART FOR STATE ADOPTED TEXTS

| SKILL | SUCCESS IN READING II (+) | ADVENTURES FOR READERS II (+) | COUNTERPOINT (+) | CHALLENGES (-) | BE A BETTER READER C (+) | LEARNING YOUR LANGUAGE II (-) |
|---|---|---|---|---|---|---|
| Discovering Main Ideas (Theme) | 32;72 | 602;320; 351;363 | 80;166;238;254; 256;268;269;276 305;362;372;566 | 9;26;114;101; 125;142;153;156 168;175;204;206 224;256;299;313 330;344;358;386 399;445;454;481 | 2;16; 17;32; 34;42; 44;60; 64;68; 116;134; 167 | BI 13;17;26;23; 30;34;43;56 BII 63;76;83 BIII 125;140;57 177 BIV 196 BV 237;242;284 BVI 296;323 |
| Recognizing Supporting Ideas | 85 | 320;208 | | 70;175 | 32;68; 134;167 | BIII 143 |
| Understanding Relationships: Cause/Effect | | | | 168;330;427 | 18;106; 110;136 | BI 46 BII 87 BIII 171 BIV 202;205 |
| Understanding Relationships: Time | 8 | | 468 | 126;153;313;464 481 | | BI 23;40 BIII 150 BV 249;265 |
| Fact/Opinion (Inference) | | | 140;151;198;217; 223;224;258;386; 402;466;550 | 101;114;215;224 | 36;90; 124;170 | BI 13;36;49;53; 56 BII 86 BIII 153 BIV 192;209 BV 235;242;247; 254 |
| Judgments | 188;202 | | 40;60;64;98;124; 130;141;146;151; 161;166;172;194; 216;223;224;248; 294;344;357;433; 466 | 26;38;54;114;215 224;334;358;411 445;454;464 | | BI 13;17 BIII 125;163 BIV 218 |
| Analyzing Motive Emotions (Aspects of Character) | 210 | 259;333; 351;363 | 4;24;40;64;80;124 130;146;151;166; 172;208;224;256; 275;305;372;394; 402;468;98;141; 334;424;466;40; 217;362;468 | 9;26;38;89;101; 126;168;182;215; 224;256;411;427 | 28;56 | BI 43 BII 76;93 BIII 174 BIV 190;320 BV 260;271;276 280 BVI 315 |
| Relationships: Analogy, Metaphor/ Irony | 163;260 | 532;292 | 386;394;294;362 551;241;247;266 543 | 204;249;256;381 427 | | BIV 300 BVI 328;337 |
| Comparison/ Contrast | | | 42;166;362;372; 468;240;248;250; 350;64;151 | 38;125;126;142; 175;182;256;290 358;464;481 | 34;60 | BII 116 |

CONTENT OF INTERMEDIATE READING PROGRAM

8TH GRADE SKILL CHART FOR STATE ADOPTED TEXTS (continued)

| SKILL | SUCCESS IN READING II (+) | ADVENTURES FOR READERS II (+) | COUNTERPOINT (+) | CHALLENGES (-) | BE A BETTER READER C (+) | LEARNING YOUR LANGUAGE II (-) |
|---|---|---|---|---|---|---|
| Point of View | 288 | 118;134; 283 | 64;198;245;278; 280;288;344;357; 80;97;99;124;130; 216;250;272;275; 282;402;558 | 26;142;156;427; 454 | | BII 73 |
| Author's Diction | | | | 126;175;313;381; 445 | | BIV 185;190 |
| Tone/Mood Connotations | 271 | 385;390; 417 | 208;238;241;254; 263;271;272;273; 274;362;372;386; 394;567 | 70;156;182;215; 224;290 | | BV 288<br>BVI 310 |
| Style | | 383 | | 9;26;126;215;411 464;481 | | |
| Humor (Techniques) | | 541;528; 383 | 80;294;327;386 | 89;101;249 | | |
| Genre<br>Poetry<br>Autobiography<br>Short Stories<br>Etc. | | 329;330; 466;467; 410;390 | 141;251;254;257; 304;372;466;23;56; 97;161;194;223; 236;284;288;350; 194;208;271;564; 4;40;60;76;98;130; 151;172;198;208; 217;356;386;394; 402;24;64;75;124; 344 | 89;142;224;256; 299;427 | | BI 26<br>BII 63;67;70;108<br>BIII 177<br>BIV 185;199 |
| Allusion | | 16 | 464 | 126;330;445;481 | | |
| Illustrations<br>Graphs<br>Maps<br>Cartoons<br>Photos | | 79;179; 293;401 489;589 | | 142;156;175;313 358;481 | 66;84; 88;114; 118;134 154;168 6;36;38 62;64 | |
| Context | 27 | | 4;23;24;56;64;80; 98;124;130;172; 194;208;223;243; 247;250;266;270; 275;276;280;288; 305;344;327 | 54;156;168;313; 358;411;427 | 46;121 169 | |
| Sound (Alliteration, Rhythm, etc.) | | 58;60; 439;458; 525;444; 202 | 259;274;536;245; 246;270;273;278; 257;258;271;560; 561;424;436 | 290 | 46;47; 48;70; 72;94; 122 | BVI 305;310 |

8TH GRADE SKILL CHART FOR STATE ADOPTED TEXTS (continued)

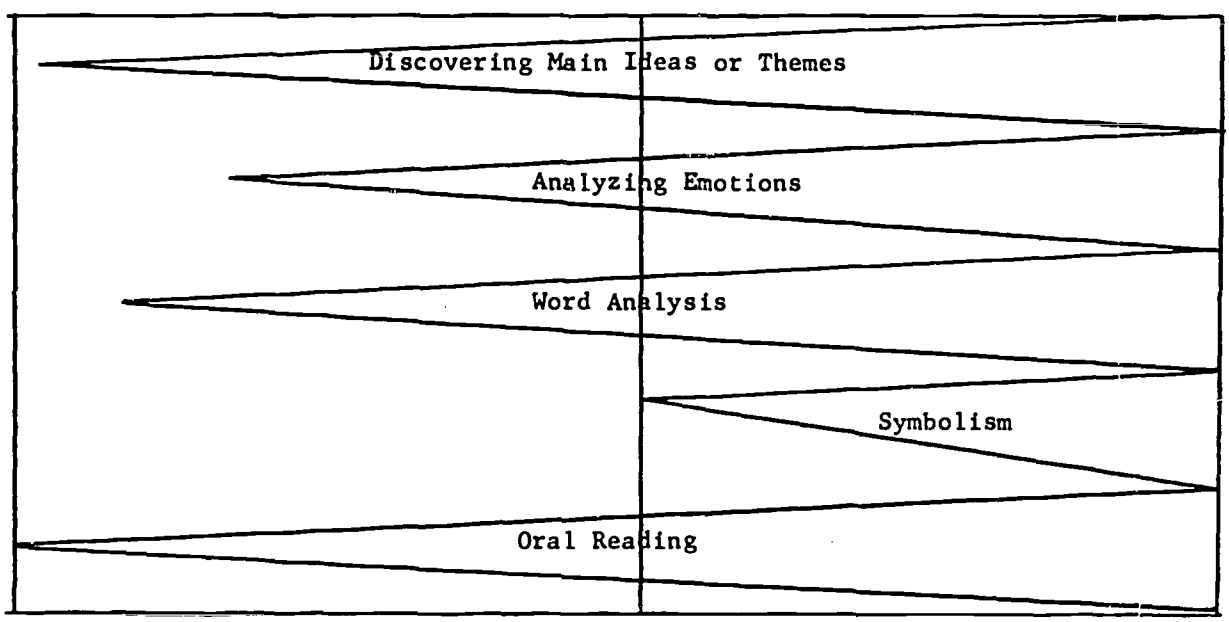
| SKILL | SUCCESS IN READING II (+) | ADVENTURES FOR READERS II (+) | COUNTERPOINT (+) | CHALLENGES (-) | BE A BETTER READER C (+) | LEARNING YOUR LANGUAGE II (-) |
|---|---|---|---|---|---|---|
| Figurative Language | | 202;385 | 241;263;266;276;278 288;334;350;543;544 247;273;284 | 26;70;89;182;290 | | |
| Symbolism | | | 64;161;217;223;270 271;273;305;362;565 | | | |
| Dialect | | | 251;256;294;306;372 466 | | | |
| Word Analysis | | 42;64;390 87;107; 103;118; 114;139 | 80;141;40;362;344; 440 | 38;101;249;274 | 20;21;22; 51;52;53; 54;55;74; 76;98;100 122;128; 147;148; 172;174 | BII 110;113 BIII 146 BIV 199;215 |
| Dictionary Skills Etymology Vocabulary Other References | | 159 | 64;80;394;424;454; 151;172;198 | 9;38;54;70;114; 142;153;168;182 204;256;299;330 344;358;381;386 399;427;445;454 464 | 76;77;94; 96 | BI 13;17;26;30 34;40;53;73 BII 100 BIII 128;160 BV 235;242;247 249;260;269 BVI 296;302;310 328;337 |
| Language Change | | 32 | | 224;256;299;344 386;411 | | |
| Reading Strategies, Previewing | 8;10 | | | 299;313;330;386 464;481 | 32;34;36 60 | |
| Overviewing (Structure/ Organization) | 4;228 | 410;423 | 4;40;60;217;553 | 274;313;344;381; 386;399;445;481 | 82;92;116 | BII 80;89;100 BIII 146 BV 237 |
| Skimming | 32;46 | | | 274;381 | 125;126; 144;158; 164 | |
| Scanning | 48;14 | | 98;553 | 249;299;358 | 120 | BII 103 |
| Foreshadowing | | 283 | 80;224;402;468;547 | | 90 | |
| Recalling Detail | 98;124 | | | 114 | | BI 20 BIII 121;157 BIV 196 BV 252;263;269 |
| Adjusting Rate To Purpose | | | | 54;125;153;175; 249;274;330;358; 399;445;464 | 164 | |
| Oral Reading | | | 80;246 | 54;89;101;125;126 156;215;224;290; 344;381;411;481 | | BI 26;30;56 BIV 185 BV 249;271 BVI 302;303 |

CONTENT OF INTERMEDIATE READING PROGRAM

## DEVELOPING A SCHOOL READING SEQUENCE

One way to organize a sequential intermediate reading program would be for the teachers at a school to consider which skills and/or literary concepts, and how many should be taught at the 7th grade, and which, and how many at the 8th.

For instance, the teachers at school X may wish that all teachers of 7th graders will be responsible for introducing the following skills:




As this graph suggests, once a skill is introduced, eighth grade teachers continue reinforcing it while introducing more difficult skills and concepts.

CONTENT OF INTERMEDIATE READING PROGRAM

## TEACHING THE READING LESSON

Not all reading lessons will necessitate the steps listed below nor will they be necessary with all classes. Also, some of the steps may be eliminated with certain selections, at the teacher's discretion. Generally, however, authorities in the reading field recommend the following procedures for the reading lesson:

1. Preparing pupils for the lesson

   Use any introductory material included with the selection to be read.
   Discuss any illustrative material accompanying the selection.
   Relate the selection to previous reading or real experiences through discussion.
   Call attention to new or difficult words in the selection.

2. Establish the purpose for the reading (for information, for enjoyment, for further exploration of an idea or theme under consideration, for the main idea, etc.).

3. Discussion

   Ask questions related to the purpose established.
   Re-read parts of the story for information, reinforcement, evidence.

4. Teach particular skills through discussion and practice: for example

   Work-type questions
   Work sheets
   Vocabulary work
   Summarizing

5. Enrichment (teachers' manuals include many suggestions from which teachers and pupils may choose)

   Further reading
   Dramatization
   Choral speaking
   Writing out of the selection
   etc.

### Sample Procedures for Teaching Specific Skills

#### Improving Oral Reading

Stress cadence, tempo, and emphasis. Show by example how attention to these factors improves oral reading.

Use the tape recorder. Have individuals or groups record selections for evaluation by the class.

Provide opportunities for oral reading of poetry, announcements, compositions, etc.

Have parts of selections read to illustrate or document a point.

TEACHING THE READING LESSON (continued)

Provide oral drill of words from which pupils omit final consonants or from which they omit letters or syllables.

Develop with the class a set of standards for effective oral reading. Have students record these standards in their notebooks and use them for reference.

Demonstrate how punctuation is a guide to oral expression.

Have pupils read the dialogue of stories orally.

Have pupils present dramatizations of stories.

While one pupil reads a story or passage aloud, have others dramatize the action.

Work out choral speaking arrangements for poetry read by the class.

(See manuals and professional references in bibliography for additional suggestions.)

Building Comprehension

Have pupils build a skeleton for a series of paragraphs, thus:

Main Idea

Supporting Details

(This exercise can be an important first step in training pupils in outlining, a skill in which they must be trained if outlining assignments are made.)

Have pupils bring newspaper headlines to class and explain how the headlines summarize the main ideas of the articles.

Give pupils a series of paragraphs in which unrelated ideas have been inserted.

Have them identify the unrelated ideas.

Present a series of main ideas and supporting details and have pupils build paragraphs from them.

Provide instruction and exercises on finding topic sentences.

Provide questions for which pupils give answers based on details in their reading.

Have pupils make up telegrams based on paragraphs they have read, eliminating all extraneous words and details.

Conduct a discussion in which the class predicts the outcome of a story before they read the conclusion.

CONTENT OF INTERMEDIATE READING PROGRAM

TEACHING THE READING LESSON (continued)

Discuss with pupils the author's purpose in selections they read.

List a series of ideas and details and have pupils build an outline from it.

Suggest several conclusions which might be drawn from a selection and have pupils select the most reasonable.

Provide exercises in which pupils are asked to draw conclusions based on what they have read.

Building Vocabulary

Demonstrate your interest in words by calling attention to interesting words you have come upon in your personal reading.

Use materials such as Radke's Living Words and Ernst's In A Word to illustrate interesting origins and developments of words.

Call attention to new words in selections assigned for reading.

Show pupils how words have different meanings depending upon context (run, ring, strike, etc.)

Place placards on the bulletin board of new words which have been discussed in class.

Encourage pupils to maintain their own lists or files of new words.

Point out the vivid imagery of words in poetry the class has read or heard.

Show how prefixes and suffixes change the meaning of words. Provide exercises on adding prefixes and suffixes to roots of words.

Have pupils find all the action words or all the descriptive words in a particular selection.

Provide meanings for words in a selection the pupils have read; have pupils find in the selection the words which have been defined.

Provide sentences with particular words underlined. Have pupils attempt to determine the meanings of the words from the context.

(See manuals and professional bibliography for additional suggestions.)

Improving Reading Rate

Provide occasional timed exercises in which the number of words read per minute is determined. Give comprehension questions to accompany these test exercises. Have pupils keep a record of speed and comprehension. (Speed without comprehension is useless.)

Encourage pupils to read as rapidly as they can and still comprehend the material read.

TEACHING THE READING LESSON (continued)

Discuss eye span and fixations per line with pupils. Have pupils work in pairs to determine number of fixations per line. (One pupil holds a mirror in such a position that he can observe the eye movement of the reader, and keeps a record of the number of fixations.) Provide exercises for increasing eye span (moving 3 x 5 card down page, cutting section out of a 3 x 5 card and moving card horizontally).

Watch for lip and head movements. Call attention of pupils who move lips and head excessively to effect on reading rate.

Watch for finger-pointing.

Discuss with pupils the importance of adapting reading rate to purpose. Provide sample exercises of materials to be read for different purposes.

Give practice in skimming material to find specific facts.

Give questions which require specific information for answers. Set a time limit for finding the answers in reading material.

Procedures for teaching the skills listed on The Skill Chart are cited in all of the manuals which accompany the books listed under Instructional Materials for the Reading Program, page 2. Further, some of the manuals or texts list all the skills treated in the texts and the pages on which these skills are handled. (See Teacher Guides for the various State-adopted texts. For instance, pages 296 and 297 of the Teacher's Manual, Adventures for Readers, Book 1, and pages 346 and 347 of the Teacher's Manual, Adventures for Readers, Book 2.)

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

# LISTEN, MY CHILDREN, AND YOU SHALL READ...

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I do not remember when I was first read to. Like most children of the middle class, I was subjected to pictures similar to those found in little Golden Books for pre-readers, pictures accompanied with the usual inane parental patois regarding doggies, horsies, mama cows and kitty cats. But beyond providing me with a working vocabulary which could ease me into the frivolous antiseptic world of Dick and Jane, my parents, as I recall, did not do much. Certainly they were not people who eagerly held Alice in Wonderland and Winnie the Pooh in ready alert for their latest offspring, upon whom they could expend winter evenings reading aloud in Victorian leisure by flickering firelight.

No, I believe it was in elementary school that I first heard stories and first fell in love with literature. Though I now have only kaleidoscopic impressions of my first few years in the parochial school I attended and can no longer remember which good and gentle nun taught me what in which grade, I do recall the quiet times, the periods after sweaty recesses when, shirt tails hanging and hair rumpled, we would be required to put our heads down on the desks and listen until a story or poem had performed its magic, and the savage beasts were once again soothed. It was during such periods that I first rambled with slow-witted Little Red Riding Hood to her grandmother's, that I first discovered that someone had been sleeping in our bed, that I first clambered the bean stalk with Jack and bested a giant. Enroute I learned some valuable moral lessons—that a cheap tract home can be huffed and puffed down, that one can get mighty hungry if all he touches is turned to gold, that stepmothers aren't to be trusted. But the morality was oblique, incidental, not sententious like that in the Puritan hornbook or the McGuffey Readers. What I mostly learned were the creative joys of visualizing a setting, having an empathic response to a character, feeling the heart-ringling excitement of a suspenseful plot. Too, I began to learn the sound of literature, to develop an inner ear to guide me in my attempts to discriminate between the shoddy and pretentious and the valuable and true in all writing, including my own.

Since elementary school, I have not been read to much, and the times I was read to have not always been memorable for the same reasons. Certainly I shall never forget the woman who in the twilight of her teaching years read aloud Tale of Two Cities to the sophomore class in which I unfortunately sat. After six solid weeks of hearing her intone like a full-bosomed thrush whose days are numbered, I was ready to put the axe to Carton, myself. Then there was the school-marmish professor who, in a course in advanced Shakespearian criticism, seated over a hundred of us alphabetically and proceeded to simper and whimper his way through four tragedies and a comedy, climaxing his performance by asking on the final examination such fruitful questions as, "What are the width and depth of the outer alcove stage of the Globe Playhouse?" "What are the width and depth of the inner alcove stage of the Globe Playhouse?"

Balanced against these, though, have been favorable experiences. No one who ever heard her read in one of her courses in Dickens, Shakespeare, or Restoration Comedy shall ever forget Professor Margaret Bailey. Her chunky body thrust haphazardly into a severe gray dress that trailed near the floor, her feet shod in high-button black boots, her white hair pulled in a bun away from a face that belonged on Mt. Rushmore, Dr. Bailey simultaneously terrified and enraptured the undergraduates who flocked to her courses. Able to sever tongues with a glance and lacerate ignorance with a phrase,

LISTEN, MY CHILDREN, AND YOU SHALL READ...(continued)

with her voice alone she sprang literature to life, made it grovel in the mud, prance in the sunlight, soar to the heavens. She was Falstaff and Uriah Heep and Hamlet and Mrs. Margery Pinchwife; she was an institution and deserved to be. After she retired she continued to read for small groups along the San Francisco Peninsula. Before her death a couple of years ago, I took a high school class to hear her read from Nikos Kazantzakis' The Odyssey: A Modern Sequel, an evening, I warrant, they shall never forget.

Another indelible experience was hearing Robert Frost, in his early eighties, hold an audience for two hours as he recited from memory poem after poem in his unmistakable New England twang. And of the 60-odd conferences of teachers of English I have attended during the past decade, certainly one of the most memorable was that at which Mark Linenthal, a professor and poet at San Francisco State College, read "Tract" by William Carlos Williams, a poem which I twice readily recalled, once when Jessica Mitford's The American Way of Death was being widely discussed and the other when my father died two years ago.

Conditioned by many favorable memories of literature read aloud well and negatively guided by the few remembrances of it read poorly, I frequently used to read aloud to my high school classes. Sometimes I worried because I did so, assuming as many teachers do that I had no right to occupy center stage much of the time, that my reading to the students did not better prepare them to read for themselves. Had I then known what I now know, I would have spared myself whatever guilt I felt; for there is mounting evidence that the practice of reading aloud to students is pedagogically sound, particularly for culturally disadvantaged or slower students.

In the April 1965 English Journal, Marjorie B. Smiley, Director of the Project English Center at Hunter College, comments:

> Some of the difficulties underprivileged children face in learning to read is in the early stages of associating what is heard with the printed symbols for these sounds. One of the most interesting findings of recent research has been the evidence of a high degree of correlation between hearing (auding, as it is called in these studies) and reading. This is a difficulty that many such children have not yet overcome by Grade 7 or 8. These children are unlikely to have had parents with time to read aloud to them in their early years. We do not do nearly enough reading aloud to children in elementary or secondary schools. We do not make nearly enough use of the increasingly rich store of records of poetry, stories, speeches, and plays...

David Abercrombie, author of "Conversation and Spoken Prose" (English Language Teaching, October, 1963), indicates that there are three broad categories of spoken language: reading aloud, monologue, and real conversation. The most obvious differences between the first two kinds of spoken language—reading aloud and monologue—which he labels "spoken prose," and conversation are these:

1. The intonation patterns of spoken prose are highly standardized; those of conversation are not.
2. Spoken prose is even in tempo; conversation is not.
3. The pauses of spoken prose are closely related to the grammatical structure of these sentences. In conversation they are frequently unpredictable.

LISTEN, MY CHILDREN, AND YOU SHALL READ...(continued)

4. Spoken prose does not make use of silences the way conversation does—silences meaningfully filled by gestures and grimaces.
5. In spoken prose stammers and errors of articulation are rare and conspicuous; in conversation they attract little attention.
6. Spoken prose has probably fewer phonetically different speech sounds than conversation has. It is important to note here that most phonemic analysis carried on through the use of informants is derived from spoken prose rather than from conversation.
7. Conversation is generally more structurally incomplete than spoken prose because part of the meaning communicated is derived from context. Sentences in conversation may lack verbs, objects, or even subjects. The sentence as traditionally defined is really a unit of prose, not of conversation.
8. Conversation has a great deal of repetition whereas spoken prose has little.
9. Conversation has many apparent meaningless words and phrases which serve to establish rapport between speakers and to act as silence fillers while a speaker thinks of what to say next.

The implications, I believe, are obvious: if youngsters are coming from backgrounds in which they never hear what Abercrombie calls spoken prose, in which even the conversation they hear is impoverished, consisting most often of commands and categorical statements lacking intellectual content and casual reasoning, then we must read to them if we ever expect them to be able to read by themselves; for the act of reading literary prose is the act of silently speaking to the printed page, or, if one prefers, of hearing the page silently speak. Such a subtle concept as tone in writing could never be taught unless one were first trained to hear and discriminate among the sounds of the written language. Here I am not speaking merely of what correspondences exist between phonemes, or basic sound units, graphemes, the written symbols for sound units. By the sounds of the written language, I mean the total flow of the language, its rhythms, its syntactical as well as lexical clues out of which we derive speech clues—stress and pitch and juncture—and, ultimately, meaning.

Gertrude Hildreth, Professor of Education at C. C. N. Y., knows what I mean. In an article "Linguistic Factors in Early Reading Instruction" (The Reading Teacher, December, 1964), Professor Hildreth writes:

> In teaching "phonics" we have traditionally taught the speech sounds represented by letters and groups of letters. We need now to extend the study of "phonics" to include the speech melodies of phrases and sentences which in print are in part signaled by punctuation marks. That is, we need to teach larger segments of sound than we have traditionally taught. We need further to teach these larger segments of sound in association with meaning. Comprehending the meanings of phrases or sentences is the central problem for the reader. The ability to comprehend such meanings is developed by the child's experience primarily and mainly with the oral language. The more extensive the child's experience in the language of speech, therefore, the better equipped he is likely to be in getting an author's meaning.

Later in the same article she comments, "Considerable attention has been given recently to listening as a neglected aspect of oral language comprehension. Listening with acute understanding carries over to reading with understanding."

Teaching students to develop an ear for written language takes time, often years. To tune that ear, the student not only needs to hear his teachers read aloud a great

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deal, he needs occasional practice himself, as agonizing as it may sometimes be to an audience, in giving voice to print. Some of this practice should be conscious, that is, the student should be stopped and asked why he read a particular word, sentence, paragraph, or bit of dialogue as he did. He should be taught to locate and articulate the clues by which he interprets, and he should learn to defend reasonably his interpretation against others proffered by either the teacher or his classmates. In this process, the student should discover that there can be no absolute interpretations to written prose, though some interpretations are far sounder than others. Because the written language contains far greater ambiguity than does the spoken language, the act of composing, during which we consciously attempt to reduce the ambiguity, is dreadfully difficult for most of us. Nevertheless, we should remember and be grateful that it is this same ambiguity that enables a Shakespearian tragedy to be reinterpreted and reenacted across the centuries.

On the inadequacies of writing as a system of communication, Morton Botel, former president of International Reading Association, states at the conclusion of his article "What Linguistics Say to This Teacher of Reading and Spelling" (The Reading Teacher, December 1964):

> One of the most significant things for the teacher of reading to recognize is that the interconnected systems which carry meaning are only partially represented by our system of writing. Our phonology (that is, the consonant and vowel phenomena) is represented only partially by our alphabetic system. There is no one-to-one correspondence between each phoneme and its graphic representation or grapheme. The intonational patterns, or melody of speech, are poorly represented in writing. Sentence patterns, on the other hand, are represented precisely in written sentences. Two other systems of communication, paralanguage (tone of voice) and kinesics (gestured bodily movements) interact with language to communicate meaning. Writing does not convey these structures except by such feeble devices as underlining words or exclamation points or by creative writing which represents tone and movement by words. In short, the systems of communication which convey meaning are quite imperfectly represented in writing.

Assuming that the teacher's reading aloud does eventually assist most youngsters, including the culturally disadvantaged, to read more ably by themselves, one might nonetheless wonder what value the practice has for youngsters who are truly slow, whose reading proficiency, for example, may never exceed that of third-grade.

Anyone around children or slow learners for very long soon discovers that listening comprehension far exceeds reading comprehension for many of the reasons already suggested: the speaking voice brings to interpretation pitch, stress, pause, rhythm, tone—audible clues to meaning which slow youngsters are unable to infer from print alone. Too often bogged down deciphering single words when left on their own, they miss both the melodies and meanings of phrases, sentences, and paragraphs. If a teacher believes, as I do, that SRA kits, Teen-Age Tales, and READER'S DIGEST SKILL BUILDERS have only limited value and seldom if ever supply students with valid literary experiences, then he will read to his class often; neither his moral nor his professional conscience will permit his letting students pass through a course in English without their realizing something about what literature is, and does. He may never bring to them Paradise Lost or "The Waste Land," but by sensitively reading aloud, he can at least provide them experience with reputable short stories, poems, and p[illegible]ney would otherwise never know. Too, through discussing the literature he o[illegible]interprets, he may indirectly help them become more discerning critics of

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television and film, the media from which they will obtain most of their future vicarious experience. In fact, because they combine auditory and visual clues to meaning, I believe these media should be used far more than they are in classes for slow learners.

If one intends to do more than orally share with a class a poem or story for enjoyment alone, then he must structure his lesson carefully. At a recent conference Olive Niles, reading director for the public schools in Springfield, Massachusetts, said that reading specialists are beginning to realize that 90 percent of the reading skills we teach are taught before the youngster ever reads the selection, that the questions that follow most often only evaluate what success he has had in achieving the purposes implied by the questions. Much the same might be said for the teaching of listening skills. Unless we first motivate a student's interest in a selection and establish the purposes for his listening, we teach almost nothing and should not later wonder why our discussion questions, which again are evaluative questions, often go nowhere.

Let me give you a concrete illustration of how not to teach a selection.

Last semester I supervised a student teacher who was placed in a class of 18 unruly, culturally disadvantaged youngsters. On a weekly teaching schedule she indicated that on Wednesday she intended reading to the students James Baldwin's "A Fly in the Buttermilk," an essay which first appeared in Harper's under the title, "The Hard Kind of Courage," and was later reprinted in Nobody Knows My Name. Briefly, the essay concerns Baldwin's interviewing in a Southern town a Negro mother whose only child, G., is the only Negro child in an all-white school. Baldwin wants to know what kind of parents can send their child day after day into a hostile environment and what kind of child can survive the hostility. After interviewing the mother (the father was at work) and ascertaining why, of 45 Negro couples who had applied to send their children to the school, only they had persisted, and after evaluating the effects upon G. of their decision, Baldwin interviews the principal of the school, a Caucasian, a man of good will, a man who loves children and values education, but a troubled man who has been reared in the culture of the Southern white and knows his values are in conflict. For everyone concerned, the essay is compassionate. Thinking it a splendid selection for this particular class, I arrived at the school on Wednesday, took a seat in the back of the classroom, and watched chaos and black night descend.

With no introduction to the material, the student teacher passed out the dittoed pages of the essay in reverse order—page five first, which the students immediately began to read. After she had rectified this procedure, she perched on a stool and read the daily bulletin—like all daily bulletins, no epistolary classic, but unlike most, two pages long. She then asked the students if any of them had ever heard of James Baldwin. About seven hands went up. Disregarding them, she presented a brief and desultory account of Baldwin's life to date. She then inquired whether anyone had ever read anything by James Baldwin. To my surprise, four hands went up. Disregarding these, she dropped titles plentifully upon the class. Without further ado, she then read sotto voce, monotonously, for four pages without stopping to interpolate a comment, ask a question, or summarize an involved passage. After page four, she quit. She had to: the students were noisier than she. She asked them how they liked the essay. Not receiving a response, she informed them they really liked it; otherwise they wouldn't have stayed quiet so long. She then asked whether they thought Baldwin was a good writer. Not receiving a response, she informed them Baldwin was a very good writer; otherwise they wouldn't have stayed quiet so long. More to spare feelings than hers, I left.

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

LISTEN, MY CHILDREN, AND YOU SHALL READ...(continued)

After first reading the daily bulletin and before distributing the essay, had the student teacher provided a number of hypothetical situations which could serve to generate discussion and lead students into Baldwin's theme, the hour would have been far different. For example, she might have said to the class,

> Assume that you live in the deep South, that you are the Negro parent of an intelligent boy who is attending a school for Negro children, a school which has very low standards. You want your child to have a good education. Would you be willing to send him to an all-white school if he were the only Negro child to attend?
>
> Assume now that you are the boy. Would you be willing to attend? If you did attend, how would you behave if students started to pick on you?
>
> Imagine that you are the principal in the school, that you believe in the value of education, that you deeply care about children, but that you have been reared as a Southern white. What might you be concerned about? How would you behave toward the boy?
>
> Finally, assume that you are white parents in this area, that you believe strongly in school integration, but that there have been so many Southern Negroes moving into the neighborhood that your child is now one of only a handful of white children left in his school. You want him to have a good education. Would you continue to send him to the school he now attends, or would you move to a different area?

Only after such a preliminary discussion would I introduce the essay. I would give the students a chance to tell me what they know about Baldwin, I would have ready for them a sequence of questions to consider as they listened and followed along in the text, and I would read interpretively, pausing from time to time to ask a question or make a comment. After the reading, the prepared questions would be discussed. These questions would not invite personal opinion as did the preliminary discussion questions; they would focus directly on the content and style of the essay.

If I were asked what the most serious shortcoming is of the student teachers I observe, I would reply, "Their failure to motivate interest in a selection, to build bridges between students' concerns and experiences and the experiences recorded in the literature. Student teachers don't realize that assigning a selection and teaching it are not synonymous."

I can't tell any teacher, student or otherwise, what bridges to build, for what he constructs depends upon what he knows about himself, his students, and his material. I can only provide brief illustrations of what I have done:

There was the morning following the All-Star Game that I asked a group of sophomores at the University Summer Demonstration School to name the starting line-ups for me. I then asked what the opening batteries were the year before. I inquired whether anyone could remember the teams in the Rose Bowl year before last. Finally, I challenged the group to name four All-Americans from four years back. When they laughingly conceded that they couldn't name one, I pointed out that these athletes once had had considerable notoriety and asked whether it was possible, then, for one to achieve the peak of his fame when quite young and to live out the rest of his days a forgotten been? Under such circumstances, I inquired, wouldn't it be far better if the ete died before he saw his fame fade? Obviously, I was leading into Housman's an Athlete Dying Young."

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There was the class of college preparatory juniors in which I asked whether anyone had done homework for any class the night before. After the agonizing moans had ceased, I asked how many of them would have preferred watching television or cruising around. When most of the hands arose, I asked the students why, then, they bothered to do the homework, why they didn't just go enjoy themselves. I was leading into the tension all of us feel between duty and pleasure, the tension at the heart of the poem I wished to teach, Frost's "Stopping by Woods on a Snowy Evening."

There was the class of regular sophomores in which I disarmingly asked, "How many of you ever feel lonely?" After the diffident, numerous hands had been put down, I asked the students what they did when they were lonely. When many revealed that they sought the company of friends, I asked them to consider what it might be to be a king. Were kings more lonely than other people? If so, why? Eventually they were led into discussing the terrifying alienation of the regal Richard Cory.

I have purposely enraged classes to get them into a story. At the beginning of one hour in a slow class, I passed out small pieces of paper and requested each student to write his name, fold the paper, and pass it forward. I took the pieces, placed them in a recipe box, asked for a volunteer to draw three names. When the students, dutifully docile till then, wanted to know what it was all about, I told them I had finished reading their last examinations, that almost all of them had done well, but that it was my policy in a class this size to fail at least a few students. Because I wanted to be fair, I thought the best procedure was that of drawing names. Within seconds all hell broke loose. I was shouted at, threatened with both administrative and parental power by those who were going to report me right now, had my sanity and I believe my parentage questioned by the toughs in the back row. I temporarily soothed ruffled tempers by saying I would reconsider my policy since it seemed so disturbing; now, though, I wanted to read them a story. I distributed the dittoed questions, and when it came, they were ready indeed for Shirley Jackson's "The Lottery."

In short, though the bridges into literature are many and varied, one must be built for nearly every selection to be taught. When I am unsure about how to build, I inevitably fall back on the one constant we have, the emotional experiences of the youngsters. No matter how slow the class, the students will have had some experience with hate, with fear, with loneliness; some bent, albeit warped at times, toward honor, toward courage, toward love. Intellectual traditions change from century to century, decade to decade, and with the explosion of knowledge in our time, often from year to year, there nevertheless remains a continuity in human experience, a continuity provided in the heritage of all men: we are born, we feel, and we die. And though we do die, our literature remains behind, reminding those who follow what it was, and is, to be human.

In concluding, allow me to summarize my two main points: First, reading literature aloud to students is not only educationally sound but for many youngsters, necessary; second, if one wishes to help students become critical listeners and if he intends teaching the literature he reads orally, he must plan his lessons carefully, building bridges between the youngsters' experience and that in the literature and providing sequences of questions that set the purposes for listening.

Above all, the teacher who reads to his classes should not feel he is wasting the students' time. Guilt is better saved for evaluating compositions or marking report cards.

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

FOCUS ON STUDY SKILLS
--Walter Pauk, Director
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## Oral Reading for Reading Improvement

Both teachers and parents continually ask, "What can we do to help our children become better readers?" This question has elicited answers which have filled many, many books. But most teachers and parents who have read such books usually emerge with the question still unanswered because, more often than not, the reading expert talks in a language which only other reading experts seem to understand. For example, the reading expert uses such terms as phonetics, phonemes and digraphs, or if the expert is a clinician, he uses such terms as aniseikonia, alexia, and mirror vision.

Such technical terms do have a place in a laboratory, but they seldom have a practical place in the home or in the classroom; consequently, they seldom, if ever, help a parent or a classroom teacher. Because of the dearth of usage suggestions for both teachers and parents, I herein propose an uncomplicated, yet extremely practical technique which I have used with children and adults with various backgrounds.

These remarks, however, do not necessarily pertain to teaching children how to read in the primary grades. These remarks are especially applicable to all children and adults who are beyond the primary stages of reading.

### A Matter of Practice

In all my experience in the field of reading, I have never encountered a so-called non-reader; that is, a child or adult who could not recognize and pronounce some words on a printed page. Such a child, already knowing, even at a low level, how to "sound out" some words needs only practice, encouragement and some assistance to become a good reader, that is, to realize his potential. Practice, however, is the key word. For example, millions of boys and girls, with varying degrees of intelligence and backgrounds, have been taught to typewrite through continual practice.

### Practice Reading Aloud

Reading aloud is probably the secret to good reading. The chances are great that a person who is fluent in reading orally will also be fluent in reading silently. I believe that proficiency in silent reading must be built upon a sound base of proficient oral reading.

At this point, may I add one warning: Calling on students to read aloud in the classroom may not be a good practice. There are, however, a few students who are proficient and enjoy reading to an audience; but, for most students, reading to an audience may be an ordeal. Reading to an audience often creates tension which helps to trigger mistakes which frequently cause other children to laugh. Such incidents may not only cause momentary embarrassment, but may linger in the child's mind as a most unpleasant incident. Worst of all, the child may associate reading with unpleasantness, thus he may build up toward reading a negative attitude which may persist through life.

Of course, in the first or second grades when all the children are learning to read, I doubt that much damage, if any, may be caused by having children read aloud in class. Yet, I have heard some first graders say, "Dick is a good reader, but John stumbles almost every word." So, even at this grade level, children seem to know what is

Oral Reading for Reading Improvement (continued)

going on and make personal judgments. I realize, however, that without oral reading in class during the first and second grades it would be difficult to find a method to substitute.

An alternate method which might be worth trying is to have each child in class read aloud to himself, whispering each word so as not to create too much noise. During such a practice period (when every child is actively practicing) the teacher should be ready to help any student who raises his hand signifying that he needs help to pronounce some word.

Additional practice can be gained if the student is permitted to take appropriate reading material to read aloud at home either to himself or to someone in the family. Words which he is unable to "sound out" he should remember to ask the teacher when he returns to school on the following day.

To emphasize the value of oral reading, I have not had a single case where rapid progress did not ensue once the practice of oral reading was introduced. I remember one case of a tenth-grade student who was reading at the 1.4 grade level as determined by The Gray Oral Tests. When I retested him six months later, he was reading at the 8.6 grade level, making a gain of slightly over seven grades at the end of a relatively short time. His practicing consisted of reading aloud at home for at least 15 minutes every evening. He was encouraged to read longer if he so desired. My only assistance, as far as tutoring was concerned, were words of encouragement when he came to my clinic every two weeks to pick up additional books.

Advantages of Reading Aloud

The five principal advantages of oral reading are: First, strong bonds of association are established in the mind for both the sight and sound of the words practiced. Second, more thorough learning takes place in oral reading than in silent reading because the physical and mental involvement helps to keep both body and mind more alert. Third, spelling may be improved because by sounding out the words, the student pays more attention to the syllables than if he were reading the same words silently. Fourth, speech may be improved. Studies show that children who read aloud have learned, by sounding out each word distinctly, to speak more fluently than children who habitually read silently. Fifth, comprehension may be improved when the words are read aloud, especially when read with emphasis and vocal expression (intonation). Reading with intonation leads the reader to cluster naturally the individual words into meaningful phrases and units of thought, rather than seeing and hearing and thinking each word individually in a compartmentalized form as if each word had a special meaning unto itself, independent of context.

I am sure that many an adult has experienced the insight gained when reading aloud an especially difficult paragraph which on several previous silent readings did not yield up the author's meaning. It seems that when we utter aloud the words spread out line by line on the page before us, we transmute the inert, lifeless, mummified inked-symbols into living sound, dynamic and flowing like a living brook having power and life of its own. The linguists all remind us of the power of sound by saying, "Remember the primacy of the spoken word."

Comprehension

To prevent reading, whether silent or oral, from becoming merely an exercise for the eye or voice, we, as teachers, should continually encourage our students to look at the end of every paragraph to ask the question: "What did the author say at that paragraph?"

Oral Reading for Reading Improvement (continued)

Such a pause should be long enough for the student to hear his own answer. If he cannot recite in his own words, the meaning of the paragraph, he should reread it and try again. This idea is to be used especially on textbook material. Of course, when the student is reading a story, we want him to move along with the flow of the story, rather than stopping and fragmenting the action, which may lead to loss of interest.

In summary, I want to emphasize my position by saying that when a child or adult is trying to improve his reading, no technique will yield greater results for the time and energy put forth than oral reading. Once a fairly good level of proficiency has been attained, however, the child or adult should make a gradual transition to silent reading which is a bit faster than oral reading; but some practice in oral reading should be continued, regardless of the level of proficiency attained.

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

## A BIBLIOGRAPHY OF CLASSROOM TESTED SHORT STORIES AND NOVELS FOR READING TO STUDENTS

The following is a list of short stories and novels which are not in the State adopted texts, but should be in each school library. Teachers teaching in the 7th and 8th grades have had success reading aloud these works to their classes. Some are episodic and may be read a few minutes a day over a period of weeks. The plots of others involve a "slow build" and should be read at a sitting or for sustained periods of time.

1. Across Five Aprils by I. Hunt; Follett Publishers
2. Call of the Wild by Jack London (many publishers)
3. "Charlie and the Chocolate Factory" by R. Dahl; Alfred Knopf, Inc.
4. Donbas by J. Sandulescu; David McKay
5. Durango Street by F. Bonham; E. P. Dutton Company
6. The Family Nobody Wanted by H. Doss; Little, Brown and Company
7. The Faraway Lurs by H. Behn; World Publishers
8. The Fire Hunter by J. Kjelgaard; Holiday House, Inc.
9. The Magic and the Sword by M. Cox; Harper and Row
10. "The Man in the Box" by Mary Lois Dunn
11. My Side of the Mountain by J. George; E. P. Dutton Company
12. The Odyssey by Homer (Adapted by Church)
13. Old Yeller by F. Gipson; Harper and Row
14. The Outsiders by S. E. Hinton; Viking Press
15. The Selected Stories by R. Dahl; Modern Library
16. Shane by J. Schaefer; Houghton Mifflin
17. 2001: A Space Odyssey by Arthur C. Clarke; World Publishers
18. "The Spaceman From Adnaxas" by Henry Felsen, English Highlights, January, February, 1970; an adoption from "The Spaceman Cometh," Magazine of Fantasy and Science Fiction, 1969
19. Tuned Out by Mia Wojciechowska; Harper and Row
20. Who Gets the Drumstick by H. Beardsley; Random House

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

## A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 7TH GRADE TEXTS

Members of the committee, students of Mt. Diablo intermediate school teachers, a parent, Mrs. Jannee Moore, taped many stories from the State adopted anthologies. At each of the 9 intermediate schools tapes are available on which stories, poems, plays, and essays from the State adopted texts are recorded. If a tape is accidentally erased, notify the IMC at the District Office in order to duplicate it. These tapes will not be used as listening exercises, playing the tape to students without texts in the classroom, but rather, the teacher should play the tape while the students follow the language in their books, as the teacher moves around the room helping and explaining.

The goal of a reading teacher is not only to have pupils "recode" the written words in units of sound, but more important to "decode" by digesting the sentences, thereby understanding the voice of the writer of those words. If these tapes are in great demand, the committee recommends that classes with the greatest reading difficulties have priority.

Spaces have been provided so that new titles of more recently recorded stories, essays, poems can be added to the list of taped stories from the State adopted texts.

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 7TH GRADE TEXTS

ADVENTURES FOR READERS BOOK I

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PROJECTION

1. "The Dubbing of General Garbage" by Herman Wouk; page 4 (Taped by Susie Hunnell)

2. "Strawberry Ice Cream Soda" by Erwin Shaw; page 24 (Taped by Vicki Hackett)

3. "Beauty is Truth" by Anna Guest Page; page 34 (Taped by Vicki Hackett)

4. "A Meeting" by Heinrich Heine; page 190 (Taped by Vicki Hackett)

5. "The Demon of the Gibbet" by Fitz-James O'Brien; page 192 (Taped by Vicki Hackett)

6. "Midnight Storm" by August Derieth; page 194 (Taped by Vicki Hackett)

"City Birds" by Spud Johnson; page 195 (Taped by Vicki Hackett)

A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 7TH GRADE TEXTS

PROJECTION (continued)

8. "The Pasture" by Robert Frost; page 197 (Taped by Vicki Hackett)

9. "Goodbye and Keep Cool" by Robert Frost; page 198 (Taped by Vicki Hackett)

10. "The Circus; Or One View of It" by Theodore Spencer; page 200 (Taped by Vicki Hackett)

11. "The Contraption" by Mae Swenson; page 203 (Taped by Vicki Hackett)

12. "Crystal Moment" by Robert P. Tristram Coffin; page 205 (Taped by Vicki Hackett)

13. "The New Kid" by Murray Heyert; page 216 (Taped by Nancy Parsley)

14. "Nancy" by Elizabeth Enright; page 228 (Taped by Nancy Parsley)

15. "The Green Ribbon" by James Drought; page 242 (Taped by Nancy Parsley)

16. "My Father and the Hippopotamus" by Leon Hugo; page 444 (Taped by Nancy Parsley)

17. "Misery" by Antone Chekhov; page 494 (Taped by Phala Dann)

18. "The Old Demon" by Pearl Buck; page 500 (Taped by Phala Dann)

DIMENSIONS

1. "The Author's Tale" by Gavin Maxwell; page 9 (Taped by Janneé Moore)

2. "Caverns of Mystery" by John Scott Douglas; page 64 (Taped by Janneé Moore)

3. "The Endless Desert" by Sven Anders Hedin; page 79 (Taped by Janneé Moore)

4. "Orion, The Great Warrior" by Peter Lum; page 139 (Taped by Janneé Moore)

5. "Giving Away Secrets" by James Morris; page 150 (Taped by Janneé Moore)

"Feathered Friend" by Arthur C. Clark; page 179 (Taped by Janneé Moore)

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 7TH GRADE TEXTS

DIMENSIONS (continued)

7. "Cheaper by the Dozen" by Frank B. Gilbreth, Jr.; page 209 (Taped by Jannee Moore)

8. "Thailand" page 224 (Taped by Jannee Moore)

9. "The Flower of Courage" by Erick Berry; page 230 (Taped by Jannee Moore)

10. "My Oregon Papa" by Lucille Lon Payne; page 246 (Taped by Jannee Moore)

11. "The Erne From the Coast" by T. O. Beachcroft; page 264 (Taped by Jannee Moore)

12. "Malvina Hoffman: Sculpture to the Family of Man" by Eleanor Clymer; page 332 (Taped by Jannee Moore)

13. "The Little Pharaoh" by Olivia Coolidge; page 370 (Taped by Jannee Moore)

14. "The Golden Valley" by Leonard Cottrell; page 386 (Taped by Jannee Moore)

15. "The Lion in the Gateway" by Mary Renault; page 399 (Taped by Jannee Moore)

16. "Gifts of the Sea" by Gladys Malvern; page 413 (Taped by Jannee Moore)

17. "From Force to Law" by Gertrude Hartman; page 430 (Taped by Jannee Moore)

STORIES IN SONG AND VERSE

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EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 7TH GRADE TEXTS

A FAMILY IS A WAY OF FEELING

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WHO AM I?

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EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 7TH GRADE TEXTS

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LEARNING YOUR LANGUAGE BOOK I

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EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

## A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 8TH GRADE TEXTS

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The goal of a reading teacher is not only to have pupils "recode" the written words in units of sound, but more important to "decode" by digesting the sentences, thereby understanding the voice of the writer of those words. If these tapes are in great demand, the committee recommends that classes with the greatest reading difficulties have priority.

Spaces have been provided so that new titles of more recently recorded stories, essays, poems can be added to the list of taped stories from the State adopted texts.

EMPHASIZING AN ORAL APPROACH TO THE TEACHING OF READING

A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 8TH GRADE TEXTS

ADVENTURES FOR READERS BOOK II

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COUNTERPOINT

1. "Fifteen" by William Stafford; page 23 (Taped by Tom Gage)

2. "The Turtle" by George Vukelich; page 60 (Taped by Tom Gage)

3. "Nightmare Number Three" by Steven Vincent Binet; page 194 (Taped by Tom Gage)

4. "Prelude I" by T. S. Elliott; page 238 (Taped by Tom Gage)

5. "The Lonely Street" by William Carlos Williams; page 240 (Taped by Tom Gage)

6. "Dandelions" by Debra Austin; page 241 (Taped by Tom Gage)

A Hillside Thaw" by Robert Frost; page 243 (Taped by Tom Gage)

A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 8TH GRADE TEXTS

COUNTERPOINT (continued)

8. "Dog at Night" by Lewis Untermeyer; page 245 (Taped by Tom Gage)

9. "Bird-Witted" by Marianne Moore; page 246 (Taped by Tom Gage)

10. "A Bird Came Down the Walk" by Emile Dickinson; page 247 (Taped by Tom Gage)

11. "Bijou" by Laverne Rutsala; page 248 (Taped by Susie Hunnell)

12. "Strong Men, Riding Horses" by Gwendolyn Brooks; page 250 (Taped by Susie Hunnell)

13. "Lord Randal" anonymous; page 251 (Taped by Susie Hunnell)

14. "Get Up and Bar the Door" anonymous; page 254 (Taped by Susie Hunnell)

15. "Danny Deever" by Rudyard Kipling; page 256 (Taped by Susie Hunnell)

16. "Eight O'Clock" by A. E. Housman; page 253 (Taped by Susie Hunnell)

17. "The Snake" by D. H. Lawrence; page 259 (Taped by Susie Hunnell)

18. "The Fish" by Elizabeth Bishop; page 263 (Taped by Susie Hunnell)

19. "Camera" by A. M. Sullivan; page 266 (Taped by Susie Hunnell)

20. "Jake's Talent" by Don Marquis; page 268 (Taped by Susie Hunnell)

21. "The Hen and the Oriole" by Don Marquis; page 269 (Taped by Susie Hunnell)

22. "The Day" by Theodore Spencer; page 270 (Taped by Susie Hunnell)

23. "The Closing of the Rodeo" by William Jay Smith; page 271 (Taped by Susie Hunnell)

24. "To Satch" by Samuel Allen; page 272 (Taped by Susie Hunnell)

25. "The Sprinters" by Lee Murchison; page 273 (Taped by Susie Hunnell)

A BIBLIOGRAPHY OF TAPED STORIES FROM STATE ADOPTED 8TH GRADE TEXTS

COUNTERPOINT (continued)

26. "Superman" by John Updike; page 274 (Taped by Susie Hunnell)

27. "Kid" by Robert Hayden; page 275 (Taped by Susie Hunnell)

28. "Birds, Like Thoughts" by John Ciardi; page 276 (Taped by Susie Hunnell)

29. "The Sleeping Giant" by Donald Hall; page 278 (Taped by Susie Hunnell)

30. "Every Good Boy Does Fine" by David Wagoner; page 280 (Taped by Susie Hunnell)

31. "Meditation On His Ninety First Year" by John Haag; page 282 (Taped by Susie Hunnell)

CHALLENGES

1. "Love is a Fallacy" by Max Schulman; page 101 (Taped by Tom Gage)

2. "Sunrise at Compobello" page 509 (Taped by Jannee Moore)

LEARNING YOUR LANGUAGE BOOK II

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WAYS OF DEVELOPING INDIVIDUALIZED READING PROGRAMS

WAYS OF DEVELOPING INDIVIDUALIZED READING PROGRAMS

## SOME OPENERS TO ENGAGE STUDENTS' INTEREST IN STORIES

Children are enthusiastic about advertising stories, plays, or novels they have enjoyed reading. Here are some suggestions to students who are ready to share a story with others.

Use the suggested form below and an old shoe box to organize a card catalog of books read by the class. This available catalog of students' response to stories promotes much discussion among children who have read the same titles but rated them differently.

Name _____Grade _____Date _____

Author, title _____

Type _____Rating 1 2 3 4 5 Difficulty E M H

Comment:

1. Use art media to advertise your book.

   a. Make a poster that will "sell" your book to others.
   b. Make a jacket for your book.
   c. Make charcoal or pencil illustrations of main characters.
   d. Illustrate exciting events in your book.
   e. Cartoon the part of your book you most enjoyed; write captions.
   f. Draw or paint an illustration on cardboard; cut it apart for a puzzle.
   g. Pose a "life picture" from your book using other children in class; paint the background as it is in the book.
   h. Carve an object or character from your book out of soap, wood, or plaster of paris.
   i. Make a mobile about your book.
   j. Design costumes for book characters (on paper or in three dimensions).
   k. Make a comic strip of part of the book.
   l. Create a collage based on part of your book.
   m. Draw a map of the setting of your book; mark important places.

2. Make a game out of book sharing.

   a. Play "To Tell the Truth."
   b. Record your voice as you impersonate characters in the book; let others in class attempt to identify the mystery voices.
   c. Make a crossword puzzle, using key words from your book.

WAYS OF DEVELOPING INDIVIDUALIZED READING PROGRAMS

SOME OPENERS TO ENGAGE STUDENTS' INTEREST IN STORIES (continued)

d. Be a contestant on a T. V. quiz show answering questions about your book; don't tell the title; answer only "yes," "no," "maybe."
e. Create riddles about book characters.
f. Organize a "Pass Word" game on the book using events, characters, etc.

3. Let your non-fiction book suggest ways to share it.
   a. Bring in a sample of a recipe in a cookbook.
   b. Bring in something you made with the help of a "how-to" book.
   c. Perform an experiment from a science book.
   d. Give a magic show to demonstrate what you learned from a book about magic tricks.
   e. Prepare a talk as if you were a tour leader working for a travel bureau if you have read a book about another country.

4. Investigate ideas related to your story.

   a. Cut out articles from magazines and the newspaper that relate to your book; keep them in an attractive folder.
   b. Read in the encyclopedia and other books about people, places, and events mentioned in your book; use this background information to help you share your book with the class.
   c. Make a scrapbook about something or someone you read about.
   d. Make a map, diagram, chart, or graph that has to do with your book; you may need to research to do this.
   e. Make a dictionary using words from your book.

5. Tell the story visually.

   a. Make a movie on rollers.
   b. Make a flip chart.
   c. Make a mural of nonrepresentational forms approximating the emotional build up and resolution (collage, water color, cut-out, etc.).
   d. Prepare a flannel-board story.
   e. Make a bulletin board or set up a display about your book.
   f. Photograph scenes from your book to make slides or a filmstrip.
   g. Make a pictorial time line.
   h. Tape record the narration to accompany some of these projects.
   i. Laminate pictures from Life or Look and arrange them in a visual sequence that parallels events or characters' emotions in the narrative.
   j. Tell as much of the story as you can with magazine pictures. (Plot exercises)

6. Use your own ideas to help you share your book in the most exciting way possible.

7. Recreate a scene from the book.

   a. Make a diorama.
   b. Make a peek-in, using a shoe box, bleach bottle, etc.
   c. Construct a miniature stage setting.

8. Dramatize your story.

   a. Plan a dramatization.
   b. Prepare to read a part of your story to children in a lower grade.
   c. Tell your story to musical accompaniment.
   d. Pantomime your story.

WAYS TO DEVELOP AN INDIVIDUALIZED READING PROGRAM

SOME OPENERS TO ENGAGE STUDENTS' INTEREST IN STORIES (continued)

e. Conduct an imaginary interview with an important character from your book.
f. Conversation: students are paired or grouped for a conversation about a book or books. This is not to be rehearsed. They are to discover in front of the class or alone.
g. Significant incident or anecdote: each student is a speaker on a T. V. program about good books. He must interest the audience by telling only one incident or anecdote from his book—comic, tragic, suspenseful, etc.
h. Author meets critics: small panel confronts author with such questions as, "Why didn't you give this story a happy ending?" or "Why did the hero act this way?" The author is to defend his position.
i. Monologue: "I am Ponyboy, and I appear in the book that Hinton wrote about my gang, The Outsiders."
j. Pretend that you are a special salesman for teenage books. Your boss has told you that this book must sell. You are speaking to a group of teenagers to try to convince them that they should read this book.
k. Discussion: the author and a producer discuss the possibilities of changing the book into a play.

SOME ACTIVITIES THAT EXTEND BEYOND "OPENERS"

9. Authors' Day Luncheon (or tea)

a. Student is to select a favorite author.
b. Student has read at least one book by the author.
c. Student is to come in dress appropriate to the author's period of history.
d. Student is to assume the author's personality during the festivities.
e. Student is to prepare a short sketch of the author's life to present during the activity.
f. Atmosphere should be developed:
   (1) Arrangement of chairs in banquet fashion
   (2) Place Cards
   (3) Food
   (4) Flowers
g. Teacher should also come in costume.

10. File Card System

a. Student is to enter each book in the file box.
b. Each card should include the following:
   (1) Author
   (2) Title
   (3) Type
   (4) Reaction
   (5) Student's name
c. Cards should be available to class.

11. Taping: Making a library of tapes.

a. Using five different tapes, students record a selection from their books (conversation is especially good).
b. The five tapes should be organized according to different categories.

*SOME ACTIVITIES THAT EXTEND BEYOND "OPENERS"* (continued)

Example:
(1) Adventure
(2) Mystery
(3) Comedy
(4) Sports

12. Write a folk song or ballad that tells your story. Use a tune the class knows. Students may have dittoed copies and may enjoy singing along.

13. Television Shows: This is especially effective when several students have read the same book. Groups may organize shows for presentation to the class:

    a. This is Your Life
    b. Candid Camera
    c. Quiz Program

14. Share your story through the written word.

    a. Write a statement describing how adequately the illustrator understood the author's characters and the story's events.
    b. Read other books by the same author; compare the different settings, his means of revealing characters.
    c. Write a letter about the book to the author, illustrator, or publisher; let him see the book from your point of view.
    d. Write a book review for the school newspaper.
    e. Write an imaginary news article on why the author wrote the book.
    f. Write a movie or T. V. script from your book, whom you would select for the leading characters, what scenes you would omit, would you change the ending?
    g. Write a different ending for your book.
    h. Pretend to be a movie producer who is attempting to change a book into a film. You have, of course, read the book. In your paper discuss the following:
        (1) Which famous stars or classmates would you cast in major roles? Explain why you selected these people by comparing their personalities with those of the characters in the book.
        (2) Where would you shoot specific scenes?
        (3) Which parts of the film would be the most interesting or most exciting? Why?
        (4) Are there any changes you would make in the story when you convert it into a movie? If so, why?
    i. Invite one of the characters in your book to dinner. Explain to him why you chose him above all the rest.
    j. You are a very famous movie star. You have been asked to play a certain part (student selects) in the film version of a book you have read. You are rich and famous, and you will only play a part if it is really like your own personality. Write a letter to the producer and explain whether or not you will accept the part.

WAYS OF DEVELOPING INDIVIDUALIZED READING PROGRAMS

## A BIBLIOGRAPHY OF HIGH INTEREST, EASY READING

The following titles have been classroom tested. The brief qualification should give many ideas for individualized reading programs to teachers interested in engaging reluctant readers.

| AUTHOR | TITLE | BRIEF DESCRIPTION |
|---|---|---|
| Adamson, Joy | Born Free | Communion between man and animal world, contemporary. |
| | Living Free | Animal world, contemporary. |
| Alcock, G. | Run, Westy, Run | Realistic and interesting, contemporary. |
| Alcott, Louisa May | Little Women | For some students, 19th Century. |
| Alexander, Lloyd | The Black Cauldron<br>The Book of Three<br>The High King<br>Taran Wanderer | Good series of the knights and dragons. |
| Bailey, Carolyn | Miss Hickory | Appeals to most. |
| Bonham, Frank | Durango Street<br>War Beneath the Sea | Ethnic groups, contemporary.<br>If the reader liked Durango. |
| Braitwaite, E. R. | To Sir With Love | Ethnic issues, contemporary. |
| Brickhill, Paul | The Great Escape | Adventure and excitement, World War II. |
| Bronson, Lynn | Popular Girl | |
| Burchard, Peter | Jed, Story of a Yankee Soldier and a Southern Boy | Not difficult, Civil War. |
| Burnford, Sheila | The Incredible Journey | Animal odyssey. |
| Butterworth, W. E. | Stock Car Racer | |
| Carlson, N. S. | The Empty Schoolhouse | Early desegregation. |
| Cavanna, Betty | Sixteen | |
| Christopher | The White Mountains<br>The City of Gold and Lead<br>The Pool of Fire | Should really be read in the order listed—science fiction—excellent for this age level. |
| Church, Richard | Five Boys in a Cave | |

A BIBLIOGRAPHY OF HIGH INTEREST, EASY READING (continued)

| AUTHOR | TITLE | BRIEF DESCRIPTION |
|---|---|---|
| Cleary, Beverly | Beezus and Ramona<br>Fifteen<br>Henry Huggins<br>Henry and Ribsy<br>Mouse and the Motorcycle<br>Ribsy<br>Senior Prom<br>Sweet Sixteen | Humorous, real make-believe. |
| Cleaver, Vera and Bill | Ellen Grae | Simple story—kids seem to like it. |
| Coatsworth, Elizabeth | Sword of the Wilderness | |
| Cunningham, Julia | Dorp Dead | Too subtle for many kids. |
| Dahl, R. | Charlie and the Chocolate Factory | Seems to appeal to all kids. |
| Devilin, W. | Old Black Witch! | |
| Dixon, Franklin W. | Hardy Boy Stories | |
| DuJarden, Rosamond | Practically Seventeen | |
| DuMaurier, Daphne | Rebecca | Romantic, but difficult. |
| Dunn, Mary Lois | The Man in the Box | Vietnam War, excellent, human compassion. |
| Eager, Edward | Knight's Castle | Light reading, fantasy. |
| Edmonds, Walter | Matchlock Gun | Easy and short, historic. |
| Emery, A. | Dinny Gordon<br>Going Steady | |
| Eyerly, J. | Escape From Nowhere | The drug problem. |
| Fair, A. A. | Pass the Gravy | |
| Farley, Walter | Black Stallion<br>Black Stallion's Filly | |
| Felsen, Henry | Hot Rod | Quite popular, 20th Century. |
| Fitzgerald, J. D. | The Great Brain | Humorous. |
| Forbes, Esther | Johnny Tremain | Boys' adventure in 19th Century setting. |
| Frank, Anne | The Diary of Anne Frank | An affirmation of life. |
| Frazier, Neta L. | The General's Boots | |

A BIBLIOGRAPHY OF HIGH INTEREST, EASY READING (continued)

| AUTHOR | TITLE | BRIEF DESCRIPTION |
|---|---|---|
| Freedman, Nancy and Benedict | Mrs. Mike | Girls enjoy this narrative about Canadian wife. |
| Friermood, Elisabeth | Molly's Double Rainbow | |
| Gardener, Earle Stanley | Perry Mason, the Case of the Lucky Loser | |
| Garner, Alan | The Owl Service | On the supernatural side. |
| Gilbreth, Frank | Cheaper by the Dozen | |
| Gipson, Fred | Old Yeller | Animal story, popular among most readers. |
| Gunther, John | Death Be Not Proud | Serious theme, 20th Century. |
| Hano, Harold | Willie Mays | Good biography. |
| Harter, Walter | The Dog That Smiled | Another for animal lovers. |
| Hayward, Carolyn | Betsy and the Boys<br>The Boveart Children | |
| Hill, E. S. | Pardon My Fangs | Subtle humor—fantastic. |
| Hinton, S. E. | The Outsiders | Excellent read aloud, appeals to all students, very contemporary. |
| Hitchcock, Alfred | Mystery at Terror Mountain | |
| Hoff, Syd | Irving and Me | Ethnic group—contemporary. |
| Honour, Alan | Care of Riches: The Story of the Dead Sea Scrolls | |
| Household, Geoffrey | Mystery of the Spanish Cave | |
| Hunt, Irene | Across Five Aprils | |
| James, Will | Smokey | |
| Johnson, A. | Count Me Gone | Contemporary. |
| Johnson, William | Sorry Chief<br>Get Smart<br>Get Smart Once Again | Getting dated, but kids still like it.<br>" " " " |
| Keene | Nancy Drew Stories | |
| Keith, Donald | Mutiny in the Time Machine | Science fiction. |

A BIBLIOGRAPHY OF HIGH INTEREST, EASY READING (continued)

| AUTHOR | TITLE | BRIEF DESCRIPTION |
|---|---|---|
| Keller, Helen | The Story of My Life | Moving autobiography. |
| Kendall, Carol | The Gammage Cup | A "Hobbit" type—easier to read. |
| Key, Alexander | The Forgotten Door | |
| Kjelgaard, Jim | Big Red | Good animal story, popular. |
| | Irish Red | Like Big Red. |
| | Fire Hunter | Doesn't have general appeal, prehistoric. |
| Konigsburg, E. L. | From the Mixed-Up-Files of Mrs. Basil E. Frankweiler | Appeals to "readers." |
| | Jennifer, Hecate, McBeth, William McKinley and Me | Good. |
| L'Engle, N. | The Arm of the Starfish | Good mystery. |
| | The Young Unicorns | Modified mystery, contemporary. |
| Lampman, Evelyn S. | The Shy Stegosaurus of Cricket Creek | |
| Lawson, Robert | Ben and Me | |
| | Rabbit Hill | One of the better liked Newberry Award winners. |
| | Mr. Revere and I | |
| Leskov, N. | The Wild Beast | Very short—high interest. |
| London, Jack | Call of the Wild | Always popular among kids. |
| | White Fang | More difficult than Call, but kids like it. |
| Mays, Willie | Born to Play Ball | Good autobiography. |
| McCloskey, Robert | Homer Price | |
| | More Homer Price | |
| Maule, Tex | Championship Quarterback | |
| Mayberry, F. V. | The Dachshunds of Mama Island | Dog lovers will like this one. |
| Montgomery, Rutherford | Capture of the Golden Stallion | |
| | Gray Wolf | |
| | Yellow Eyes | |
| , Walt | Gentle Ben | Enjoyed by all. |

A BIBLIOGRAPHY OF HIGH INTEREST, EASY READING (continued)

| AUTHOR | TITLE | BRIEF DESCRIPTION |
|---|---|---|
| Morse, Carol | Double Trouble | |
| Myers, John | The Alamo | Historical setting, adventure. |
| Neville, E. C. | Berries Goodman | Contemporary. |
| Neville, Emily | It's Like This Cat | |
| Norton, Mary | The Borrowers | Involving "little" people, good fantasy. |
| Nourse, Alan E. | The Mercy Men | Science fiction. |
| Pease, Howard | The Jinx Shop<br>Tattooed Man | Mystery, popular among boys.<br>Mystery. |
| Poole, J. | Moon Eyes | Chilling tone, supernatural. |
| Proudfit, Isabel | River Boat, The Story of Mark Twain | Good biography, would interest those who like reading. |
| Reid, P. R. | Escape From Colditz | Adventure, very engaging, World War II. |
| | The Colditz Escape | Prinsonbreak, thrilling. |
| Ritchie, Rita | Secret Beyond the Mountain | |
| Robertson, Keith | Henry Reed's Baby-Sitting Service | |
| Rosenbaum, Eileen | The Kidnappers Upstairs | Humorous, contemporary. |
| Rosny, J. H. | The Quest for Fire | Prehistoric, good fiction. |
| Roveche, B. | The Incurable Wound | |
| Schoor, Gene | Willie Mays, Modest Champion | Good biography. |
| Serling, Rod | Twilight Zone | Science fiction, all kids seem to like it. |
| Shotwell, Louisa R. | Roosevelt Grady | Ethnic, realistic. |
| Silverberg, R. | Three Survived | Science fiction type. |
| Sperry, Armstrong | Call it Courage<br>John Paul Jones, Fighting Sailor | Good biography. |
| gue, Gretchen | Signpost to Terror | Suspense, contemporary. |

A BIBLIOGRAPHY OF HIGH INTEREST, EASY READING (continued)

| AUTHOR | TITLE | BRIEF DESCRIPTION |
|---|---|---|
| Steele, William | Perilous Road<br>Wilderness Journey | |
| Stewart, M. | The Gabriel Hounds | Full of suspense. |
| Sutton, G. | The Programmed Man | Science fiction type. |
| Tolkien, J. R. R. | The Hobbitt | |
| Tarkington, Booth | Seventeen | Dated. |
| Tashlin, F. | The Bear That Wasn't | The title speaks for itself—easy reading. |
| Trumbull, Robert | The Raft | Survival, exciting adventure, 20th Century. |
| Twain, Mark | The Adventures of Huckleberry Finn | Needs no endorsement. |
| Urmston, Mary | Mystery of the Bright Keys | |
| Verne, Jules | Mysterious Island | Science fiction vocabulary, a little difficult, but successful. |
| Waldeck, Theodore | White Panther | |
| Walden, A. E. | The Spy on Danger Island | Mystery. |
| Warren, Robert | The Alamo | Historic setting, interesting, vivid personalities. |
| Washington, Booker T. | Up From Slavery | Very popular, ethnic struggle. |
| Wells, H. G. | War of the Worlds | Difficult vocabulary, science fiction, but popular. |
| White, E. B. | Charlotte's Webb | |
| White, Robb | Secret Sea<br>The Survivor | |
| Whitney, Phyllis | Mystery of the Golden Horn<br>Secret of the Emerald Star | Mystery. |
| Wilder, Laura Ingalls | Little House in the Big Woods<br>Little House on the Prairie<br>On the Banks of Plum Creek | These are a must for this age level and should be "pushed" by teachers. |
| Wilder, Gertrude | Browning "The World's Greatest Gunmaker" | |
| | Deep Sea Series | |

A BIBLIOGRAPHY OF HIGH INTEREST, EASY READING (continued)

Biography Series

4 - 6 ability high in interest:

George Rogers Clark
Mark Twain
George Washington Carver
Nathan Hale
Babe Ruth
Buffalo Bill
Kit Carson
Jim Thorpe
John Paul Jones
Paul Revere
Wilbur and Orville Wright
Sacagawea
William Penn
Squanto
John F. Kennedy
Davy Crockett
Knute Rockne

WAYS OF DEVELOPING INDIVIDUALIZED READING PROGRAMS

MATTER OF FICTION - T.V. BOOK TALK

After the fourth week in September, 1970, 15-minute book talk sessions will be available to teachers to show to students on video tape equipment in intermediate schools throughout the District. Fifteen discussions of books, popular among intermediate students will be discussed in a series of literature appreciation seminars for grades 6 through 8, made available through television station KQED. A "Matter of Fiction" is filmed on location in Europe and the United States, providing documentary films, illustrations, and scenes with actors providing visual support to readings from the books. Many authors are interviewed. The series is designed to stimulate the student's desire to read. The following topics are subject areas that are included in the series: American Historical Fiction; Black Brothers; Adventures in Russia; Animals; Mind Control; Bronze Age Romance; Survival; Devotion/ Deceit; Middle Ages' Adventure; Juvenile Delinquency; and Just Pure Adventure. The following titles will be the fifteen available for any teachers:

1. The Pit by Reginald Maddock and Smoke by William Corbin
2. A Slave's Tale by Erik Christian Haugaard
3. Ash Road by Ivan Southall
4. Donbas by Jacques Sandulescu and The Endless Steppe by Esther Hautzig
5. All the Dark Places by J. Allan Bosworth and Five Boys in a Cave by Richard Church
6. The Faraway Lurs by Henry Behn
7. The White Mountains by John Christopher and The City of Gold and Lead by John Christopher
8. Durango Street by Frank Bonham
9. The Innocent Wayfaring by Marchette Chute and A Traveler in Time by Allison Uttley
10. The Outsiders by S. E. Hinton
11. The Year of the Jeep by Keith Robertson
12. Undertow by Finn Havrevold and Count Me Gone by Annabelle and Edgar Johnson
13. Across Five Aprils by Irene Hunt
14. The Day of the Bomb by Karl Bruckner and The Little Fishes by Erik Christian Haugaard
15. Book Bag: The Black Pearl by Scott O'dell, and White Fang by Jack London, Boy Alone by Reginald Ottley, The Mutineers by Richard Armstrong, Leon by Helen Griffiths and The Bushbabies by William Stevenson

WAYS OF DEVELOPING INDIVIDUALIZED READING PROGRAMS

## SOME RECOMMENDATIONS FOR GROUPING THE CLASS FOR READING

Dr. Lawrence Carrillo of San Francisco State College cites the following principles for grouping:

1. There is no standard or ideal number of children per group.
2. There is no ideal number of groups per classroom. It is better to have two well run ability groups, for example, than three or four disorganized groups.
3. The keynote of grouping is flexibility. Children should be able to change from group to group at any time. Groups should form and dissolve during the course of the school year.
4. Different children should be group companions for differing purposes.
5. Names of the groups should not imply the quality of the work that group is capable of doing as compared to grade standards. If the group needs to be named, use the names of group members or of the material or books.
6. Grouping within the classroom demands a knowledge and understanding of the individuals concerned.
7. Independent activities must be carefully provided, and they must be varied in nature.
8. Completely homogeneous groups are impossible to attain. You will still have a collection of individual differences.

Additional techniques for providing for individual differences are suggested below:

1. Giving "contract" assignments. All pupils complete the minimum. Average and superior pupils work on additional independent or group projects.
2. More capable pupils have additional opportunity for independent reading.
3. Superior pupils are given extra library privileges.
4. Pupils work with tape recorders to identify own weaknesses and to improve oral reading.

For further study, see James Moffett's A Student-Centered Language Arts Curriculum: K-13, and Gerard Poirier's Discipline and Classroom Management (especially Chapter 6, "The Concept of Team Learning," and Chapter 7, "Team Learning Activities for Co-operative Competition.").

A HUMANITIES APPROACH TO ENHANCE READING

A HUMANITIES APPROACH TO ENHANCE READING

## THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

Titles in the Core Bibliography are coordinated under themes that would enable a student, by referring to specific literary works, to achieve certain behavioral objectives described by the 7th and 8th grade CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM of the Mt. Diablo Unified School District. For instance, Jack London's story, "To Build a Fire," could provide an 8th grader with many ways of fulfilling the 16th behavioral objective: Distinguish between (man's) internal and external environment by listing five characteristics of each environment. Though the primary goal of teaching a story is to provide the student with an experience, one that evokes a response attesting his understanding and appreciation of the human condition, a teacher could ask a student to specify characteristics of both the external environment and the inner state of an individual, pitted against that environment. The point is not that stories become the means by which a student can perform certain behaviors that indicate success or failure, but that secondary to the central purpose of a work, the listing of concrete examples may help him strengthen, deductively, his version of the story's theme or may help him discover, inductively, a theme. For instance, in London's story, the central theme is that when man challenges indifferent nature, he reveals his pride, his huberis, contrasted with animal instinct. The listing of details of the external and internal environment is of secondary importance.

Neither the ability to state the theme nor the act of listing details reveals the student's capacity to feel the human experience embodied in the story. Consequently, such performance should not be used as a basis for grading in English, though it may be of such use in social studies. In a core program, neither should the teacher with a social studies major use literary works primarily to illuminate historical settings nor should the teacher with an English major use the Declaration of Independence primarily to demonstrate linguistic principles. Rather, the core teacher can teach the concepts of internal environment, external environment, and setting or "physical wants," "psychological wants," and characterization by using a story like "To Build a Fire" or an episode like "The Donner Party."

Though this revised reading guide does not prescribe literature to be "covered," hoping that no teacher would feel compelled to teach an entire anthology, it does recommend teaching selections that engage the students and that the teacher enjoys. The stories contain almost every 7th grade objective enumerated on page 18, and 8th grade objective page 22, of the Social Studies Curriculum Guide in addition to a multitude of concepts within the province of English, values, beliefs, emotions, such as courage, pride, love, charity, virtue, etc.

In addition to providing a cross reference of behavioral objectives from the Social Studies Curriculum Guide, concepts and generalizations from MAN AND HIS ENVIRONMENT 7th Grade Suggested Course of Study and MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study are cross referenced under literary themes below.

A HUMANITIES APPROACH TO ENHANCE READING

## THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### A. MAN'S DESTINY IN MYTH AND METAPHOR

The way man views his origins affects his fate.

"All are but parts of one stupendous whole/Whose body Nature is and God the Soul." —Pope

Some questions to consider:
Do we use myth today?
In what forms?
Is it relevant today?
Do we use myth or does myth use us?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objective (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, page 18)

1. List and explain several theories of the beginning of earth and man.

Concepts and Generalizations (from MAN AND HIS ENVIRONMENT 7th Grade Suggested Course of Study, Unit I, Lessons 1, 2, 6; pages 2, 4, 12 respectively)

Man differs from the other animals in physical features, in his capacity to build and invent tools or objects, and in his ability to study himself.

Man has the senses of sight, smell, hearing, feeling, and tasting. While all people have these senses they perceive their world in different ways. The culture (family) in part, determines what a person will hear, taste, see, etc. Usually a man uses a combination of senses to identify, classify, and evaluate objects in his world.

Man is able to communicate through motions and expressions, a spoken language, and in the case of civilized man, a written language, symbolic. Man needs to communicate in order to survive with other men. Man needs to communicate in order to perpetuate his culture.

State Adopted Anthologies

ADVENTURES FOR READERS I

1. "Pandora," story, page 186
2. "Prometheus, the Fire Bringer," story, page 113
3. "When I Consider Thy Heavens," poem, page 124
4. "Paul Bunyan," tale, page 29
5. "Plaethon and the Chariot of the Sun," story, page 537

PROJECTION

1. "The Blackfoot Genesis," tale, page 394
2. "How the Lame Boy Brought Fire From Heaven," tale, page 400
3. "The Origin of Death," tale, page 403
4. "Why the Sun and the Moon Live in the Sky," tale, page 404
5. "The Separation of God From Man," tale, page 425

## THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies (continued)

SUCCESS IN READING I

1. "Words and Their Meanings," essay, page 1
2. "The Atom is 2,000 Years Old," essay, page 48

DIMENSIONS

1. "Orion, the Great Warrior," story, page 139
2. "Echo and Narcissus," story, page 146
3. The Warrior Scarlet, novel, page 462

LEARNING YOUR LANGUAGE I

1. "Krencipal and Krencipalka," story, page 145

STORIES IN SONG AND VERSE

1. "Adam and Eve and the Serpent," poem, page 51

COPING

1. "The Cyclops," story, page 58

FOUR FAMOUS ADVENTURES

1. Gods, Heroes, and Men of Ancient Greece, story, page 323

PLAYS TO ENJOY

1. In the Fog, play, page 113

Recommended reading from books not adopted by the State

1. The Magic and The Sword - M. Cox, Harper and Row

A HUMANITIES APPROACH TO ENHANCE READING

THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

B. SOLITUDE WITHIN THE FAMILY OF MAN

Though every man shares a common path through life, each human being encounters unique experiences. He is at once uniquely individual and universally relevant, expressing his singularity through typically spiritual and social conflicts, thus truthfully reflecting his age.

"In solitude we are least alone." —Byron-Childe Harold

"No man is an Iland, intire of it selfe; every man is a peece of the Continent, a part of the maine; if a Clod bee washed away by the Sea, Europe is the lesse, as well as if a Promontorie were, as well as if a Mannor of thy friends or of thine own were. Any mans death diminishes me, because I am involved in Mankinde. And therefore never send to know for whom the bell tolls. It tolls for thee."
—John Donne

Some questions to consider:
Can we stand alone?
Are we our brother's keeper?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 18, 19)

2. List in two categories the unique and shared characteristics of human beings and explain the difference between them.
8. Using the 7th grade model, page 16, explain the relationship between the concepts included in the model.
14. List and discuss eight universals that are found in human culture.
17. Contrast the different ways that people of different cultures meet the four great crises of life: birth, passage into adult status, marriage and death.

Concepts and Generalizations (from MAN AND HIS ENVIRONMENT 7th Grade Suggested Course of Study, Unit I, Lessons 5, 6, 8, pages 10, 12, 17 respectively; Unit III, Lessons 1, 2, pages 47, 48 respectively)

All men have emotions which can vary in degree and the manner in which they are expressed. Man has socially accepted ways of expressing his emotion either as an individual or group.

Man is able to communicate through motions and expressions, a spoken language, and in the case of civilized man, a written language, symbols. Man needs to communicate in order to survive with other men. Man needs to communicate in order to perpetuate his culture.

All societies and groups of people develop customs which are influenced by age, area, food, sex, religion, culture, and function of action.

ll men have needs and wants. Needs and wants vary depending on man's environment nd culture.

## THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### Concepts and Generalizations (continued)

Human beings categorize or group ideas differently. Categories or groupings are often based on values and attitudes people have. (Psychological, physical, cultural, social, economic)

### State Adopted Anthologies

ADVENTURES FOR READERS I

1. "A Christmas Carol," story, page 299
2. "Columbus," poem, page 38
3. "David and Goliath," story, page 3
4. "Helen Keller," essay, page 78

PROJECTION

1. "The Gift," story, page 56
2. "A Ride Through Spain," essay, page 487
3. "The Pheasant Hunter," story, page 56
4. "The New Kid," story, page 216
5. "Nancy," story, page 228
6. "Hunger," autobiography, page 275
7. "I'm Nobody," poem, page 241
8. "At the Aquarium," poem, page 376
9. "Market-Woman in Nigeria," poem, page 452
10. "Misery," story, page 494
11. "Old Age Sticks," poem, page 68

DIMENSIONS

1. "Father William," poem, page 156
2. "The Lone Grave," story, page 158
3. "A Boy's Need," poem, page 349
4. "Your World," poem, page 351
5. "The Heritage," poem, page 369

LEARNING YOUR LANGUAGE I

1. "Robin Hood," story, pages 119, 121, 124
2. "Lou Gehrig," biography, page 163
3. "Roy Campanella," biography, page 167
4. "Babe Didrikson," biography, page 165
5. "Bob Mathias," biography, page 198

BE A BETTER READER A

1. "Alone on Misery Island," story, page 2

BE A BETTER READER B

1. "Columbus and the Hitchhikers," story, page 22
2. "The Travels of Columbus," biography, page 26

A HUMANITIES APPROACH TO ENHANCE READING

THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies (continued)

A FAMILY IS A WAY OF FEELING

1. "Ha'penny," story, page 47
2. "Thank you, Ma'am," story, page 69

STORIES IN SONG AND VERSE

1. "The Enchanted Shirt," poem, page 73

WHO AM I?

1. "The Trouble With Johnny," play, page 97
2. "The Loss of a Hero," story, page 79
3. "A Game of Catch," story, page 73

COPING

1. "Valedictorian," autobiography, page 7
2. "The Streets of Memphis," autobiography, page 7
3. "The Tree and the Reed," tale, page 79
4. "A Proverb From the Old Testament," page 86

FOUR FAMOUS ADVENTURES

1. I Remember Mama, novel, page 697
2. Treasure Island, novel, page 511

PLAYS TO ENJOY

1. I Remember Mama, play, page 93
2. Inside a Kid's Head, play, page 4
3. Dr. Heidegger's Experiment, play, page 35

A HUMANITIES APPROACH TO ENHANCE READING

THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

C. NATURE'S EFFECT ON MAN

How environment affects man is revealed in his culture. Everyone encounters stones in his path. What he does will determine whether they are stepping stones or stumbling blocks.

"Speak to the Earth, and it shall teach thee." —Job 12:8

A question to consider:
Is man a product of his environment?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 18, 19)

3. Identify at least five different kinds of geographical features and predict their possible influences on the development of a civilization or nation.
5. Define economic scarcity and abundance and be able to recognize them by observing pictures or reading written accounts.
9. Write a definition of scarcity.
15. Give examples of at least two places in the world where people domesticated different plants and animals, i.e., barley and wheat in the Middle East, corn in Central America and Colombia.

Concepts and Generalizations (from MAN AND HIS ENVIRONMENT 7th Grade Suggested Course of Study, Unit I, Lesson 7, page 14; Unit II, 1, 3, 4, 8, 9, 11, pages 21, 22, 26, 36, 39, 43 respectively)

Man has biological needs (food, water, shelter, clothing, air, reproduction), psychological needs (love, explanation of the unknown, sleep, creativity, organization vs. unorganization, security, variety) and social needs (communication, groups).

There is a relationship between man and his physical environment (topography, plains, mountains, bodies of water, valleys, deltas). Man is affected by his physical environment. Man is also able to affect his physical environment.

Climatic factors such as temperature and precipitation are affected by the latitude and longitude of a place and the nearness of a place to large bodies of water. There is a relationship between man and his physical environment. Man can adapt his physical environment. Man can change his physical environment.

There is a relationship between bodies of water and land bodies. This relationship can be favorable or unfavorable depending on a number of factors (i.e., landsize, size of water body, climate, latitude, longitude, whether water is salt or fresh, etc.).

Nearness to large bodies of water has far-reaching effects on many aspects of a people's development. The Greeks are affected by their nearness to large bodies of water. The Greeks are able to utilize their nearness to large bodies of water.

## THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

Concepts and Generalizations (continued)

There are different kinds of plant and animal life at the various elevations and this growth always follows the same pattern. Man's way of life will be affected by the growth pattern and climate of the elevation at which he lives.

State Adopted Anthologies

ADVENTURES FOR READERS I

1. The Big Wave, play, page 414
2. "The Art of Seeing Things," essay, page 137
3. "Matthew Henson," biography, page 59
4. "The Wild Duck's Nest," story, page 210
5. "Love of Life," story, page 482
6. "Thanksgiving Hunter," story, page 153

PROJECTION

1. "Thanksgiving Hunter," story, page 16
2. "The Pasture," poem, page 197
3. "A Loud Sneer for our Feathered Friends," story, page 265
4. "The Skunk," poem, page 274
5. "Metropolitan Nightmare," poem, page 358
6. "To a Dead Goldfish," poem, page 367
7. "Wander, Wander," poem, page 372
8. "Thoughts in a Zoo," poem, page 377
9. "The Man Who Acted as the Sun," tale, page 405
10. "My Father and the Hippopotamus," story, page 444
11. "Midnight Storm," poem, page 194
12. "Death by Drowning," poem, page 54
13. "Goodbye and Keep Cold," poem, page 198

DIMENSIONS

1. "Cavern of Mystery," essay, page 64
2. "Family at Sea," essay, page 25
3. "Exploring the Silent World," essay, page 93
4. "The Endless Desert," essay, page 79
5. "The Otter's Tail," story, page 9
6. "Long, Lonely Leap," essay, page 105
7. "The Way Through the Woods," poem, page 163
8. "Wander, Wanderlust," poem, page 36
9. "Malvina Hoffman," biography, page 332

LEARNING YOUR LANGUAGE I

1. The Call of the Wild, novel, pages 42, 45, 49, 53
2. "Camel and the Eagle," story, page 207, 211

A HUMANITIES APPROACH TO ENHANCE READING

THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies (continued)

BE A BETTER READER A

1. "It Happened at the Sea Coast," essay, page 2
2. "Snow and Shadows," essay, page 84
3. "The Fascinating Jungle," essay, page 126

BE A BETTER READER B

1. "Birds and Rockets in Flight," essay, page 2
2. "Difficult Times in Plymouth Colony," essay, page 44

A FAMILY IS A WAY OF FEELING

1. "The Cow-Tail Switch," story, page 105

WHO AM I?

1. "First Kill," story, page 30
2. "Nature Cannot Be Changed," tale, page 27

A HUMANITIES APPROACH TO ENHANCE READING

THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

D. MAN AND SOCIETY

Man influences and is influenced by his community.

Some questions to consider:
Can a person ever leave his culture?
Does the idea "There's no place like home" contradict the idea that "The other side of the mountain is always greener"?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 18, 19)

4. Identify economic, social, psychological, and political needs and show how these needs are satisfied in a culture.
7. Define conflict and compromise and in a given written account be able to identify the causes of the conflict and the resulting compromise.
8. Using the 7th grade model, page 16, explain the relationship between concepts included in the model.
10. Write or tell how men are interdependent in their various groups.
17. Contrast the different ways that people of different cultures meet the four great crises of life: birth, passage into adult status, marriage and death.

Concepts and Generalizations (from MAN AND HIS ENVIRONMENT 7th Grade Suggested Course of Study, Unit I, Lessons 5, 6, 7, 8, pages 10, 12, 14, 17 respectively; and Unit III, Lessons 1, 2, 7, 8, 9, pages 47, 48, 55, 56, 58 respectively)

All men have emotions which can vary in degree and the manner in which they are expressed. Man has socially accepted ways of expressing his emotion either as an individual or group.

Man is able to communicate through motions and expressions, a spoken language, and in the case of civilized man, a written language, symbols. Man needs to communicate in order to survive with other men. Man needs to communicate in order to perpetuate his culture.

Man has biological needs (food, water, shelter, clothing, air, reproduction), psychological needs (love, explanation of the unknown, sleep, creativity, organization vs. unorganization, security, variety), and social needs (communication, groups).

All societies and groups of people develop customs which are influenced by age, area, food, sex, religion, culture, and function of action.

All men have needs and wants. Needs and wants vary depending on man's environment and culture. Human beings categorize or group ideas differently. Categories or groupings are often based on values and attitudes people have.

Human beings are probably never satisfied. When a man obtains one satisfaction, he may feel he needs or wants more.

## THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### Concepts and Generalizations (continued)

Man has physical, psychological and social needs. He has unique needs (I am me) and shared needs (the group).

An individual's needs and wants may be different from a group's needs and wants. At times, differences between individual's needs and wants come into conflict with the group's needs and wants. When there is conflict between individual's needs and wants and group's needs and wants, some type of compromise or change is made or the conflict continues.

### State Adopted Anthologies

ADVENTURES FOR READERS I

1. "Florence Nightingale," biography, page 41
2. "My City," poem, page 375
3. "Mandalay," poem, page 452
4. "The Athenian Boy's Oath," tale, page 586
5. "The Secret of the Machines," poem, page 456
6. "Home," poem, page 190

PROJECTION

1. "The Dubbing of General Garbage," story, page 4
2. "The Monsters are Due on Maple Street," play, page 132
3. "Harriet Tubman," biography, page 129
4. "The Lesson," story, page 42
5. "The Green Ribbon," story, page 242
6. "The Jar," story, page 454
7. "On Hearing French Children Speak French," poem, page 463
8. "The Strangers That Came to Town," story, page 248

DIMENSIONS

1. "Thailand," essay, page 224
2. "Cheaper by the Dozen," biography, page 209
3. "Shepherd of the Unwanted," biography, page 352
4. "The Golden Valley," essay, page 386
5. "From Force to Law," essay, page 430
6. "Gifts of the Sea," story, page 413
7. "Giving Away Secrets," story, page 150

LEARNING YOUR LANGUAGE I

1. "Lord Randal," poem, page 127
2. "Chanina and the Angels," story, page 133
3. "The Brahmin, the Tiger," story, page 135
4. "Roland," story, pages 149, 152, 155
5. "Wilma Rudolph," biography, page 186
6. "I Dream a World," poem, page 301
7. "Cheaper by the Dozen," biography, pages 264, 267

A HUMANITIES APPROACH TO ENHANCE READING

THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies (continued)

A FAMILY IS A WAY OF FEELING

1. "Mallie, Her Children," biography, page 9
2. "Taught Me Purple," poem, page 17
3. "Half a Gift," story, page 20
4. "The Argument," story, page 25
5. "Anita's Gift," story, page 63

WHO AM I?

1. "Why is Ann Weak?" story, page 12
2. "Little Brown Boy," poem, page 91
3. "The Loss of a Hero," story, page 79
4. "I've Always Wanted to Be Somebody," biography, page 50
5. "Powerless Ones," story, page 1

COPING

1. "A Tree Grows in Brooklyn," story, page 30
2. "Valedictorian," autobiography, page 7
3. "Dick Gregory Laughs It Off," biography, page 17
4. "After 20 Years," story, page 1
5. "Stronger Lessons," story, page 6
6. "Ordeal in the Desert," story, page 92
7. "Ian, the Man," poem, page 45
8. "Kantchil's Lime Pit," story, page 82

SUCCESS IN READING I

1. "The Last Frontier," essay, page 67
2. "The Creatures of the Artic Sea," essay, page 125

PLAYS TO ENJOY

1. Grandpa and the Statue, page 71

Recommended readings of books not adopted by the State

1. Who Gets the Drumstick - H. Beardsley, Random House

A HUMANITIES APPROACH TO ENHANCE READING

THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

E. MAN IN BATTLE

Through struggle man attains wisdom.

"War then is a relation, not between man and man, but between State and State, and individuals are enemies only accidentally, not as men, nor even as citizens, but as soldiers; not as members of their country, but as its defenders. Finally, each State can have for enemies only other States, and not men; for between things disparate in nature there can be no real relation..." —Rousseau

"Our goal is not the victory of might, but the vindication of right; not peace at the expense of freedom, but both peace and freedom here in this hemisphere, and, we hope, around the world." —John F. Kennedy

Some questions to consider:
What is the difference between boldness and courage?
Is war necessary?
Was Jefferson right when he said that the ballot was a substitute for the bullet?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 18, 19)

6. Draw a diagram and explain the interaction between two civilizations in terms of conflicts and compromises over the scarcity of resources.
11. Classify conflict into categories.
12. Tell or write descriptions of three methods of compromise.
17. Contrast the different ways that people of different cultures meet the four great crises of life: birth, passage into adult status, marriage and death.

Concepts and Generalizations (from MAN AND HIS ENVIRONMENT 7th Grade Suggested Course of Study, Unit I, Lessons 5, 6, pages 10, 12 respectively; Unit III, Lessons 6, 10, pages 47, 61 respectively)

All men have emotions which can vary in degree and the manner in which they are expressed. Man has socially accepted ways of expressing his emotions either as an individual or group.

Man is able to communicate through motions and expressions, a spoken language, and in the case of civilized man, a written language (symbols). Man needs to communicate in order to survive with other men. Man needs to communicate in order to perpetuate his culture.

All men have needs and wants. Needs and wants vary depending on man's environment and culture.

People satisfy needs and wants in various ways. There are legitimate and illegitimate means of achieving wants and needs. The culture of a society says what legitimate and illegitimate needs and wants are. This often leads to conflict.

A HUMANITIES APPROACH TO ENHANCE READING

## THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### State Adopted Anthologies

ADVENTURES FOR READERS I

1. "The Erne From the Coast," story, page 89
2. "How Perseus Slew the Gorgon," story, page 545
3. "The Golden Fleece," story, page 559
4. "In Flander's Fields," poem, page 377
5. "David and Goliath," story, page 3
6. "The Dubbing of General Garbage," story, page 4

PROJECTION

1. "The Heart of Little Shikara," story, page 106
2. "The Pharmacist's Mate," play, page 138
3. "The Kite," story, page 258
4. "Hunger," autobiography, page 275
5. "Jabberwocky," poem, page 320
6. "The Dubbing of General Garbage," story, page 4

DIMENSIONS

1. "The Erne From the Coast," story, page 264
2. "The Lion in the Gateway," story, page 399
3. "The Flower of Courage," story, page 231
4. "The Base Stealer," poem, page 207
5. "The Height of a Man," story, page 187
6. "The Strong Swimmer," poem, page 455
7. "Lift Every Voice," poem, page 457

LEARNING YOUR LANGUAGE I

1. Escape to Danger, novel, page 57
2. "Jessie Owens," biography, page 192
3. "Jackie Robinson," biography, page 201

SUCCESS IN READING I

1. "Precision and Polish on Parade," story, page 45
2. "Fort Ticonderoga," essay, page 252

BE A BETTER READER A

1. "First Flights," essay, page 44

BE A BETTER READER B

1. "Thunder and Gunpower," essay, page 68
2. "Seeing Both Sides," essay, page 90

A FAMILY IS A WAY OF FEELING

1. "A Licking A Boy Could Be Proud Of," story, page 53

A HUMANITIES APPROACH TO ENHANCE READING

THE 7TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies (continued)

WHO AM I?

1. "Fifty-Yard Dash," story, page 39
2. "The Trouble With Johnny," play, page 97
3. "The Wheelbarrow Boy," story, page 92

COPING

1. "The Streets of Memphis," autobiography, page 7
2. "Tender Warriors," story, page 69

FOUR FAMOUS ADVENTURES

1. The White Company, novel, page 1

PLAYS TO ENJOY

1. The Big Waves, play, page 129

A HUMANITIES APPROACH TO ENHANCE READING

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

Titles in the Core Bibliography are coordinated under themes that would enable a student, by referring to specific literary works, to achieve certain behavioral objectives described by the 7th and 8th grade CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM of the Mt. Diablo Unified School District. For instance, Jack London's story, "To Build a Fire," could provide an 8th grader with many ways of fulfilling the 16th behavioral objective: Distinguish between (man's) internal and external environment by listing five characteristics of each environment. Though the primary goal of teaching a story is to provide the student with an experience, one that evokes a response attesting his understanding and appreciation of the human condition, a teacher could ask a student to specify characteristics of both the external environment and the inner state of an individual, pitted against that environment. The point is not that stories become the means by which a student can perform certain behaviors that indicate success or failure, but that secondary to the central purpose of a work, the listing of concrete examples may help him strengthen, deductively, his version of the story's theme or may help him discover, inductively, a theme. For instance, in London's story, the central theme is that when man challenges indifferent nature, he reveals his pride, his huberis, contrasted with animal instinct. The listing of details of the external and internal environment is of secondary importance.

Neither the ability to state the theme nor the act of listing details reveals the student's capacity to feel the human experience embodied in the story. Consequently, such performance should not be used as a basis for grading in English, though it may be of such use in social studies. In a core program, neither should the teacher with a social studies major use literary works primarily to illuminate historical settings nor should the teacher with an English major use the Declaration of Independence primarily to demonstrate linguistic principles. Rather, the core teacher can teach the concepts of internal environment, external environment, and setting or "physical wants," "psychological wants," and characterization by using a story like "To Build a Fire" or an episode like "The Donner Party."

Though this revised reading guide does not prescribe literature to be "covered," hoping that no teacher would feel compelled to teach an entire anthology, it does recommend teaching selections that engage the students and that the teacher enjoys. The stories contain almost every 7th grade objective enumerated on page 18, and 8th grade objective page 22, of the Social Studies Curriculum Guide in addition to a multitude of concepts within the province of English, values, beliefs, emotions, such as courage, pride, love, charity, virtue, etc.

In addition to providing a cross reference of behavioral objectives from the Social Studies Curriculum Guide, concepts and generalizations from MAN AND HIS ENVIRONMENT 7th Grade Suggested Course of Study and MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study are cross referenced under literary themes below.

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

A. MAN'S QUEST FOR THE UNKNOWN

"One small step for Man, one giant leap for Mankind." —Neil Armstrong

DREAMS

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.
—Langston Hughes

Some questions to consider:
Why do men climb unconquerable mountains?
Is there a limit to man's achievements?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, page 22)

1. Compare maps of the world as drawn by cartographers before 1492 noting the accuracies and fallacies.
2. Show expansion by outlining maps which showed the known world in 1492, 1506 and 1640.
3. Write an essay giving examples of the advantages and disadvantages of colonization to the (a) Indians, (b) England and (c) mankind in general.

Concepts and Generalizations (from MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study, Unit II, Lesson 2, page 28)

Countries would send explorations to the planet in search of knowledge, power, and profit. People would try to organize in order to visit, explore or colonize the new land. (Additional concepts: Land, ownership, innovation, borrowing, physical needs, psychological needs, nationalism.)

State Adopted Anthologies

COUNTERPOINT

1. "Top Man," story, page 40
2. "The Flying Machine," story, page 166
3. "Fifteen," poem, page 15
4. "Travels With Charlie," essay, page 344

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies (continued)

SUCCESS IN READING II

1. "Pony Express," essay, page 262
2. "The Sniper," story, page 231

CHALLENGES

1. "The Magnificent Failure," autobiography, page 333
2. "Nautilus 9Ø North," essay, page 313
3. "Beyond Time," autobiography, page 386
4. "The Professor and the Yo-Yo," biography, page 428
5. "Dr. Einstein Answers," biography, page 435
6. "The Sentinel," essay, page 299
7. "The First Pile," essay, page 175
8. "Bridge in the Sky," essay, page 399

LEARNING YOUR LANGUAGE II

1. "Thomas Edison," biography, pages 86, 89
2. "Astronaut," biographies, pages 110, 113, 116
3. "The Wright Brothers," biography, pages 105, 108
4. "Johnny Appleseed," poem, page 213

BE A BETTER READER C

1. "Alexander the Great," biography, page 18
2. "A Conch Shell for Babette," story, page 78
3. "Two-Legged Lightning," story, page 56

PLAYS TO REMEMBER

1. The Jest of Hahalaba, drama, page 103

FIVE AMERICAN ADVENTURES

1. On Borrowed Time, drama, page 379

Recommended reading not in State Adopted Texts

1. "Dream Preferred" by Langston Hughes

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

B. MAN IN CONFLICT

From man's conflict with nature, with others, or with himself, he defines his essence, his values, his dreams, and his weaknesses.

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away." —Henry David Thoreau

Some questions to consider:
Does one attain wisdom through suffering?
Is avoidance of conflict always desirable?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 22, 23)

3. Write an essay giving examples of the advantages and disadvantages of colonization to the (a) Indians, (b) England and (c) mankind in general.
4. Classify the immigrants' problems as to reasons for coming to America.
16. Distinguish between physical and social parts of his external environment by listing four items in each category.
17. Construct a model showing the relationships between land, air, water, and man.
18. Write a definition of the word institution.
21. Distinguish between conformity and dissent by a collection of newspaper articles or pictures which demonstrate each concept.
22. Identify examples of change caused by dissent without using written work.
23. Write examples of innovation, invention and borrowing which show change.
25. Show in writing the relationship of change on man's actions and reactions by observing people of different ages.
26. Write down examples of conflict within each social institution.

Concepts and Generalizations (from MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study, Unit I, Lessons 1, 3, 4, 5, pages 7, 9, 10, 12, 13 respectively; Unit II, Lessons 1, 5, 8, 9, 10, pages 23, 24, 46, 61, 67, 70 respectively; and Unit IV, Lessons 1, 2, pages 94, 97 respectively)

A gang is an organized group of people working together for a common purpose which benefits the group as a whole.

Power is an idea in which certain people control the behavior of themselves and other people.

The power in a gang is usually held by gang membership. This is considered to be a democratic concept of gang.

In a totalitarian "gang" the leadership wishing to control the group holds the power. In a democratic "gang" the power is centered in the gang itself. (Power structure)

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

Concepts and Generalizations (continued)

All human beings have the need for food, clothing, and shelter. (Physical) All human beings have psychological needs for love, protection, diversity, stability, acceptance and esthetics.

Man's wants, both physical and psychological, are in large part determined by the culture. All human groups make decisions which are political in nature. These include some kind of government, a system of decision making, enforcement of laws, etc. All societies institutionalize certain forms of behavior and action. The basic economic decisions of what to produce, who will produce it and for whom it will be produced are basic questions which all societies must answer.

In practice the colonial system has generally added to the wealth and power of the Mother country. As colonies have developed there has been a tendency to protest against unfair trade practices and exploitation of natural resources. People who protest against the established government are often considered radical. More restrictions upon people who feel they have a just cause often will result in greater dissension.

If war is man-made, then we accept the idea that war does not necessarily have to occur. Individual's decisions are based on their frame of reference and environment.

Minority groups have often found it necessary to dissent in order to bring about equality for its members. A change in a political, social or economic system may be preceded by a small group of radicals who use extreme measures to make their cause known.

Institutions tend to undergo change. Social and economic conditions are affected by war or a national emergency. As custom and tradition break down, there is a tendency toward liberalizing outmoded rules and regulations. When faced with a need or an emergency, man is apt to respond with new ways of doing things. A revolution can occur in many areas—social, economic and political—and may or may not involve war.

Sometimes concessions made in compromise though they seem large at the time, may be comparatively insignificant compared to war. There comes a time in emotion-packed discussions when neither side can, or is willing, to sacrifice their values to the other side. Other alternatives are sought.

Considering all the advantages the North had over the South, one would expect the North to win the war (Civil). When a group, tribe, or nation has power advantage it usually wins arguments or conflicts. In the case of the Civil War, the North had many advantages: manufacturing, population, transportation, capital, food production. In the case of the Civil War, the South had fewer advantages: fighting on home soil, fighting a defensive war, tradition of the military.

When a group, tribe, or nation holds on to the past it has difficulties, particularly if the past includes what people consider wrong: slavery, wealthy land owners, outdated customs and traditions. It is very difficult to evaluate all the advantages and disadvantages of an area that you are emotionally involved in and contrast it with the advantages and disadvantages of another area, especially when you feel your issues are so fundamental and the opponent is just being irrational.

A HUMANITIES APPROACH TO ENHANCE READING

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### State Adopted Anthologies

ADVENTURES FOR READERS II

1. "Odysseus and the Cyclops," story, page 15
2. "The Stone," drama, page 3
3. "The Raven," poem, page 444
4. "Man Without a Country," story, page 187
5. "Johnny Tremain," (exerpt from "Salt Water Tea"), page 159
6. "Memorial," essay, page 537
7. "The Battle of Zama," story, page 602
8. "The Eruption of Vesuvius," essay, page 625
9. "Mending Wall," poem, page 522
10. "Fire and Ice," poem, page 525
11. "Epic of Courage," story, page 87
12. "Lost in a Snow Storm," autobiography, page 506

COUNTERPOINT

1. "Flowers for Algernon," story, page 172
2. Diary of Anne Frank, drama, page 486
3. "To Build a Fire," story, page 402
4. "The Great French Duel," story, page 384
5. "The Labors of Heracles," story, page 432
6. "After the Anteater," essay, page 24
7. "A Man of Peace," story, page 4
8. "Nightmare Number Three," poem, page 194
9. "The Man Who Rode the Bear," story, page 294
10. "The Bride Comes to Yellow Sky," drama, page 304
11. "Dreams," poem, page 350
12. "Lord Randal," poem, page 151
13. "Survival" essay, page 24

CHALLENGES

1. "The Summit," autobiography, page 373
2. "The Fight for Everest," essay, page 359
3. "The Snow Goose," story, page 183
4. "Stone Age Man in the Twentieth Century," essay, page 344
5. "The Town That Refused to Die," essay, page 126
6. Sunrise at Compobello, drama, page 509

LEARNING YOUR LANGUAGE II

1. "John Henry," song, page 199
2. "The Lady With the Lamp," biography, page 76
3. "The Devil and Daniel Webster," story, pages 49, 53, 56

BE A BETTER READER C

1. "Alone on an Island," essay, page 164
2. "Saru and the Small Canoe," story, page 150

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies (continued)

PLAYS TO REMEMBER

1. The Meadow, drama, page 163
2. The Leader of the People, drama, page 119
3. Sorry, Wrong Number, drama, page 5

FIVE AMERICAN ADVENTURES

1. Old Yeller, novel, page 113

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

C. MAN IN SEARCH OF HIMSELF

Man pursues self-knowledge, apprehending his many personnae as a result of dealing with others.

"The unexamined life is not worth living." —Socrates

"All the world's a stage, And all the men and women merely players: They have their exits and their entrances; And one man in his time plays many parts, His acts being seven ages. At first the infant, Mewling and puking in the nurse's arms. And then, the whining school-boy, with his satchel, And shining morning face, creeping like snail Unwillingly to school. And then the lover, sighing like furnace, with a woful ballad Made to his mistress' eyebrow. Then a soldier, Full of strange oaths, and bearded like the pard, Jealous in honour, sudden and quick in quarrel, Seeking the bubble reputation Even in the Cannon's mouth. And then the justice, In fair round belly with good capon lin'd, With eyes severe, and beard of formal cut, Full of wise saws and modern instances; And so he plays his part. The sixth age shifts Into the lean and slipper'd pantaloon, With spectacles on nose and pouch on side, His youthful hose well sav'd, a world too wide For his shrunk shank; and his big manly voice, Turning again toward childish treble, pipes And whistles in his sound. Last scene of all, That ends this strange eventful history, Is second childishness and mere oblivion, Sans teeth, sans eyes, sans taste, sans everything." —Shakespeare

Some questions to consider:
Is there one me, or are there many faces in my personality?
Can one ever know himself?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 22, 23)

5. Write a definition of "personality." (This objective relates to psychological needs and wants. For example, why did certain men become leaders during the American Revolution?)
7. Describe the various status and roles in which six people of varying ages, etc., might find themselves.
26. Write down examples of conflict within each social institution.

Concepts and Generalizations (from MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study, Unit I, Lesson 6, page 14; Unit II, Lesson 1, pages 23, 24)

All people have written or unwritten rules made by individuals or groups affecting the behavior of the individual or group.

All human beings have the need for food, clothing, and shelter. (Physical) All human beings have psychological need for love, protection, diversity, stability, acceptance, and esthetics. Man's wants, both physical and psychological, are in large part determined by the culture. All human groups make decisions which are political in nature. These include some kind of government, a system of decision making, enforcement of laws, etc. All societies institutionalize certain forms of behavior and action.

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

Concepts and Generalizations (continued)

The basic economic decisions of what to produce, who will produce it and for whom it will be produced are basic questions which all societies must answer. All societies must combine human, natural and capital resources in order to produce goods/services. When people immigrate from one area to another they take their frame of reference with them.

State Adopted Anthologies

ADVENTURES FOR READERS II

1. "Boyhood Reminiscences," short story, page 472
2. "The Apprentice," short story, page 320
3. "Advice to Actors," speech, page 554

COUNTERPOINT

1. "Flowers for Algernon," story, page 172
2. "The First Lesson," poem, page 97
3. "Music Inside My Head," autobiography, page 334
4. "Dr. Heidegger's Experiment," story, page 356
5. "Meditation on his 91st Year," poem, page 282

CHALLENGES

1. "Love is a Fallacy," story, page 101
2. "The Incredible Place Kick," story, page 10
3. "Ladder to the Sky," story, page 38
4. "Too Tall," story, page 26
5. "The Bridge," story, page 70

LEARNING YOUR LANGUAGE II

1. "Storyteller and Reformer," biography, page 337
2. "Mark Twain," biography, pages 340, 343, 345
3. "Champion of the Rights of Women," essay, page 73

PLAYS TO REMEMBER

1. The Leader of the People, drama, page 119

FIVE AMERICAN ADVENTURES

1. The Great Stone Face, novel, page 1

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### D. MAN TODAY, YESTERDAY, AND TOMORROW

An African chief once said that the land we possess now was inhabited by many more than us in the past and will be by vastly more in the future.

"Civilization is a movement and not a condition, a voyage and not a harbor." —Toynbee

"If I seem to see further than others, it is because I stand on the shoulders of giants." —Newton

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 22, 23)

6. Describe the several ways that culture is transmitted from one group to another (acculturation).
19. List similarities and differences of five listed institutions.
20. Explain the relationship of customs and traditions to man's environment.
24. Distinguish between acceptable and unacceptable forms of dissent by observing student behavior.

Concepts and Generalizations (from MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study, Unit II, Lessons 2, 5, 6, 9, 10, pages 28, 46, 54, 67, 70 respectively; Unit III, Lessons 1, 2, pages 85, 87 respectively, and Unit IV, Lesson 2, page 97)

Countries would send explorations to the planet in search of knowledge, power, and profit. People would try to organize in order to visit, explore or colonize the new land.

In practice the colonial system has generally added to the wealth and power of the Mother country. As colonies have developed there has been a tendency to protest against unfair trade practices and exploitation of natural resources. People who protest against the established government are often considered radical. More restrictions upon people who feel they have a just cause often will result in greater dissension.

People behave the way they do because of the customs and traditions of their cultural groups. Those who question accepted customs and traditions are usually considered to be radical. Changes in customs and traditions usually occur slowly.

When a custom or tradition is changed or challenged, it may be necessary to write a law to either protect it or to prohibit it. Men who have experienced "rights" and liberties resent losing those rights, and will often fight to preserve them.

Institutions tend to undergo change. Social and economic conditions are affected by war or a national emergency. As custom and tradition break down, there is a tendency toward liberalizing outmoded rules and regulations. When faced with a need or an emergency, man is apt to respond with new ways of doing things. A revolution can occur in many areas—social, economic and political, and may or may not involve war.

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

Concepts and Generalizations (continued)

Minority groups have often found it necessary to dissent in order to bring about equality for its members. A change in a political, social or economic system may be preceded by a small group of radicals who use extreme measures to make their cause known.

A constitutional government has limited powers. The Fathers of the Constitution reflected their fear of government by providing separation of powers. Government in democratic societies derives its power from the people.

In democratic societies pressures by dissatisfied citizens often bring changes in constitutional governments. The people have used many different methods in bringing about change or reform in government. The American culture considers some methods of bringing about change in constitutional government legitimate, while it considers other methods to be illegitimate.

Considering all the advantages the North had over the South one would expect the North to win the war. When a group, tribe, or nation has power advantage it usually wins arguments or conflicts. In the case of the Civil War, the North had many advantages: manufacturing, population, transportation, capital, food production.

In the case of the Civil War, the South had fewer advantages: fighting on home soil, fighting a defensive war, tradition of the military. When a group, tribe, or nation holds on to the past, it has difficulties, particularly if the past includes what people consider wrong: slavery, wealthy land owners, outdated customs and traditions.

It is very difficult to evaluate all the advantages and disadvantages of an area that you are emotionally involved in and compare and contrast it with the advantages and disadvantages of another area, especially when you feel your issues are so fundamental and the opponent is just being irrational.

State Adopted Anthologies

ADVENTURES FOR READERS II

1. "Odysseus and the Cyclops," story, page 15
2. "Will Stutely's Rescue," story, page 32
3. "The Gettysburg Address," speech, page 208
4. "Julius Caesar," biography, page 610
5. "The Wooden Horse," story, page 577
6. "Old Ironsides," poem, page 117
7. "How Horatius Held the Bridge," poem, page 597
8. "The Adventures of Aeneas," story, page 582
9. "The Kid in the Park," poem, page 463
10. "Midas," story, page 107
11. "Paul Revere's Ride," poem, page 171
12. "The Stone," drama, page 3
13. "Sir Gawain," story, page 26
14. "Baucis and Philemon," story, page 103
15. "The Charge of the Light Brigade," poem, page 58
16. "Cub Pilot on the Mississippi," autobiography, page 481

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### State Adopted Anthologies (continued)

ADVENTURES FOR READERS II

17. "Oh Captain! My Captain!" poem, page 210
18. "Concord Hymn," poem, page 176
19. "Sonnet 71," poem, page 553
20. "Lochinvar," poem, page 441
21. "The Heart of the City," essay, page 631
22. "The Dark Hills," poem, page 461

COUNTERPOINT

1. "A Christmas Memory," story, page 130
2. "Mateo Falcone," story, page 224
3. "The Great French Duel," story, page 386
4. "Palace of Olympus," story, page 424
5. "The Labors of Heracles," story, page 432
6. "The First Day," autobiography, page 327
7. "Paul Revere's Ride," poem, page 288

CHALLENGES

1. "Hero, Prophet, Adventurer," biography, page 454
2. "Birth of an Age," essay, page 168
3. "At Home in India," essay, page 54

SUCCESS IN READING II

1. "A Miserable Merry Christmas," story, page 280.

LEARNING YOUR LANGUAGE II

1. "Paul Bunyan's Cornstalk," story, page 215
2. "Hercules," story, pages 263, 265
3. "Odysseus," story, pages 280, 284, 288
4. "The Palace of Olympus," story, pages 235, 237
5. "Daniel Boone," story, page 221
6. "The Trojan War," story, page 276
7. "Daedalus," story, page 274
8. "Theseus," story, pages 269, 271
9. "Jason," story, pages 249, 252
10. "Old Ironsides," poem, page 177
11. "Ambassador of Jazz," biography, page 293
12. "The American Folk Hero," story, page 196
13. "Arturo Toscanini," biography, pages 300, 302, 305
14. "Writer for Americans," biography, page 337

BE A BETTER READER C

1. "The Myth of Gefion," story, page 130
2. "Brother Cosmo's Garden," story, page 28
3. "The Flight of Daedalus," story, page 2

FIVE AMERICAN ADVENTURES

1. Old Times on the Mississippi, autobiography, page 25

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### E. MAN'S VALUES

For what is a man advantaged, if he gain the whole world, and lose himself, or be cast away? —Mark 9:25

A question to consider:
Do one's values come from within or are they a result of one's culture?

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, page 22)

8. Contrast the ways that people with scientific background and people without a scientific background look upon natural phenomena such as weather and sickness.

Concepts and Generalizations (from MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study, Unit I, Lesson 3, page 9; Unit II, Lessons 6, 8, 9, pages 54, 61, 67 respectively; Unit V, Lesson 1, page 100)

Power is an idea in which certain people control the behavior of themselves and other people. People behave the way they do because of the customs and traditions of their cultural groups. Those who question accepted customs and traditions are usually considered to be radical. Changes in customs and traditions usually occur slowly.

When a custom or tradition is changed or challenged, it may be necessary to write a law to either protect it or to prohibit it. Men who have experienced "rights" and liberties resent losing those rights, and will often fight to preserve them.

If war is man-made, then we accept the idea that war does not necessarily have to occur. Individual's decisions are based on their frame of reference and environment.

Minority groups have often found it necessary to dissent in order to bring about equality for its members. A change in a political, social or economic system may be preceded by a small group of radicals who use extreme measures to make their cause known.

There are several characteristics that distinguish Black people who have power from Black people who don't have power—solidarity, leadership, economic power, and educational power.

A HUMANITIES APPROACH TO ENHANCE READING

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### State Adopted Anthologies

ADVENTURES FOR READERS II

1. "The Blind Man and the Elephant," poem, page 113
2. "The Gift and the Giver," story, page 114
3. "Stopping By Woods," poem, page 520
4. "The Road Not Taken," poem, page 519
5. "Think and I Think," poem, page 132
6. "A Choice of Weapons," poem, page 132
7. "Mending Wall," poem, page 522
8. "As the Night the Day," story, page 144
9. "The Countess and the Impossible," story, page 139
10. "The Man Without a Country," story, page 187
11. "Midas," story, page 107

COUNTERPOINT

1. "The Turtle," story, page 60
2. "Mateo Falcone," story, page 224
3. "A Man of Peace," story, page 4
4. "The Scarlet Letter," story, page 80
5. "The Tell-Tale Heart," story, page 356
6. "A Christmas Memory," story, page 130
7. "The Great French Duel," story, page 386
8. "The Colt," story, page 151

CHALLENGES

1. "Betrayed by a Well," story, page 157
2. "Certain Unalienable Rights," essay, page 142
3. "At Home in India," essay, page 54

LEARNING YOUR LANGUAGE II

1. "Pygmalion," story, page 254
2. "Prometheus," story, page 242
3. "Storyteller and Reformer," biography, page 337
4. "The Devil and Daniel Webster," story, pages 49, 53, 56
5. "Champion of the Rights of Women," biography, page 73

BE A BETTER READER C

1. "Raju of the Rich," story, page 102

PLAYS TO REMEMBER

1. The Valiant, drama, page 50
2. The Leader, drama, page 145

FIVE AMERICAN ADVENTURES

1. The Human Comedy, novel, page 207

## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

### F. MAN'S COMPROMISE WITH SOCIETY

Man joins in a social contract so that he can benefit from the security of the law, though he forfeits a degree of freedom.

"Each of us puts his person and all his power in common under the supreme direction of the general will, and, in our corporate capacity, we receive each member as an indivisible part of the whole." —Rousseau

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 22, 23)

9. Compare and contrast the ideas about justice that are held by people of differing cultures.
14. Distinguish, orally or in writing, between legitimate, necessary uses of power, and illegitimate, unnecessary uses of that same power.
15. Distinguish between his internal and external environments by listing five characteristics of each environment.

Concepts and Generalizations (from MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study, Unit I, Lesson 6, page 14; Unit III, Lessons 1, 2, pages 85, 87 respectively; Unit IV, Lessons 1, 2, pages 94, 95 respectively)

All people have written or unwritten rules made by individuals or groups affecting the behavior of the individual or group.

A constitutional government has limited powers. The Fathers of the Constitution reflected their fear of government by providing separation of powers. Government in democratic societies derives its power from the people.

In democratic societies pressures by dissatisfied citizens often bring changes in constitutional governments. The people have used many different methods in bringing about change or reform in government. The American culture considers some methods of bringing about change in constitutional government legitimate, while it considers other methods to be illegitimate.

Sometimes concessions made in compromise, though they seem large at the time, may be comparatively insignificant compared to war. There comes a time in emotion-packed discussions when neither side can, or is willing, to sacrifice their values to the other side. Other alternatives are sought.

Considering all the advantages the North had over the South one would expect the North to win the war. (Civil) When a group, tribe, or nation has power advantage it usually wins arguments or conflicts. In the case of the Civil War, the North had many advantages: manufacturing, population, transportation, capital, food production. In the case of the Civil War, the South had fewer advantages: fighting on home soil, fighting a defensive war, tradition of the military.

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## THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

Concepts and Generalizations (continued)

When a group, tribe or nation holds on to the past it has difficulties, particularly if the past includes what people consider wrong: slavery, wealthy land owners, outdated customs and traditions.

It is very difficult to evaluate all the advantages and disadvantages of an area that you are emotionally involved in and compare and contrast it with the advantages and disadvantages of another area, especially when you feel your issues are so fundamental and the opponent is just being irrational.

State Adopted Anthologies

ADVENTURES FOR READERS II

1. "The Man Without a Country," story, page 187
2. "Antony's Oration," speech, page 622
3. "Boyhood Reminiscences," autobiography, page 472
4. "The Road Not Taken," poem, page 517
5. "Mending Wall," poem, page 522
6. "A Father's Advice to His Son," speech, page 550

COUNTERPOINT

1. "Doc Marlowe," story, page 124
2. "The Night the Cops Got Me," story, page 208
3. "The Man Who Rode the Bear," story, page 294
4. "Feathertop," drama, page 372

CHALLENGES

1. "Stone Age Man in the Twentieth Century," essay, page 344

SUCCESS IN READING II

1. "Auto-Intoxication in Los Angeles," essay, page 174
2. "Smog and Smoke," essay, page 170

BE A BETTER READER C

Several essays on the following cultures:

1. Africa, page 56
2. France, page 78
3. India, page 102
4. Scandinavia, page 130
5. Polynesia, page 150

PLAYS TO REMEMBER

1. Feathertop, drama, page 24

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

G. MAN AS ARTIST

The artist frames a window through which man looks at his world during the day, and on which he reflects upon himself at night.

Man can see more sharply and more clearly through a tear than a telescope.

"Art is not an end in itself, but a means of addressing humanity."
—M. P. Moussorgsky

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, page 22)

10. Describe, by giving examples from four different cultures, the place that art plays in various cultures.

Concepts and Generalizations (from MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study, Unit II, Lessons 1, 8, pages 23, 61 respectively)

All human beings have the need for food, clothing, and shelter (physical). All human beings have psychological need for love, protection, diversity, stability, acceptance, and esthetics. Man's wants, both physical and psychological, are in large part determined by the culture. All human groups make decisions which are political in nature. These include some kind of government, a system of decision making, enforcement of laws, etc. All societies institutionalize certain forms of behavior and action.

If war is man-made, then we accept the idea that war does not necessarily have to occur. Individual's decisions are based on their frame of reference and environment.

State Adopted Anthologies

ADVENTURES FOR READERS II

1. "Stopping By Woods," poem, page 520
2. "Fire and Ice," poem, page 525
3. "Advice to Actors," speech, page 554
4. "I Like to See It Lap the Miles," poem, page 465
5. "The American Heritage in Painting," page 179
6. "Paintings by Old Masters," page 79
7. "How Painters Express Action," page 293
8. "Movement and Rhythm in Painting," page 401
9. "Winslow Homer," page 489
10. "Roman Art," page 589
11. "Thurber's Cartoons," page 546

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies (continued)

COUNTERPOINT

1. "Music Inside My Head," autobiography, page 334

CHALLENGES

1. "Hero, Prophet, Adventurer," essay, page 445
2. "Interlochen," essay, page 115
3. "The Battle of Musical Chairs," essay, page 117
4. "On Reading Poetry," essay, page 89

LEARNING YOUR LANGUAGE II

1. "Ambassador of Jazz," biography, page 293
2. "Andrew Wyeth," biography, page 328
3. "Artist of the Old West," biography, page 315
4. "Marian Anderson," biography, page 310
5. "Arturo Toscanini," biography, pages 300, 302, 305
6. "Miracle-Man of Music," biography, page 296

BE A BETTER READER C

1. "The Flight of Daedalus," story, page 2

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

H. MAN'S STRUGGLE WITH POVERTY

Man is ennobled by his struggle with poverty.

Corin: No more but that I know the more one sickens the worse at ease he is; and that he that wants money, means, and content, is without three good friends; that the property of rain is to wet, and fire to burn; that good pasture makes fat sheep, and that a great cause of the night is lack of the sun; that he that hath learned to wit by nature nor art may complain of good breeding, or comes of a very dull kindred.

Touchstone: Such a one is a natural philosopher. (from As You Like It)
—Shakespeare

Any of the titles from the State adopted anthologies below will provide students with ideas and literary content so that they may fulfill the following behavioral objectives and discuss the following concepts and generalizations.

Behavioral Objectives (from CURRICULUM GUIDE FOR SECONDARY SOCIAL STUDIES PROGRAM Grades 7-12, pages 22, 23)

12. Given an example in which something is scarce for a plant or animal, the student should be able to describe conditions under which that scarcity will cause a human response.
13. Write a classification of various human groups and organizations to see whether they have sovereignty (complete power to chart their own internal and external courses).

Concepts and Generalizations (from MAN AND HIS INSTITUTIONS 8th Grade Suggested Course of Study, Unit II, Lessons 1, 9, 10, pages 23, 67, 70 respectively; Unit V, Lesson 1, page 100)

All human beings have the need for food, clothing, and shelter (physical). All human beings have psychological need for love, protection, diversity, stability, acceptance, and esthetics. Man's wants, both physical and psychological are in large part determined by the culture. All human groups make decisions which are political in nature. These include some kind of government, a system of decision making, enforcement of laws, etc. All societies institutionalize certain forms of behavior action.

Minority groups have often found it necessary to dissent in order to bring about equality for its members. A change in a political, social or economic system may be preceded by a small group of radicals who use extreme measures to make their cause known.

Institutions tend to undergo change. Social and economic conditions are affected by war or a national emergency. As custom and tradition break down, there is a tendency toward liberalizing outmoded rules and regulations. When faced with a need or an emergency, man is apt to respond with new ways of doing things. A revolution can occur in many areas—social, economic and political—and may or may not involve war.

There are several characteristics that distinguish Black people who have power om Black people who don't have power—solidarity, leadership, economic power, d educational power.

A HUMANITIES APPROACH TO ENHANCE READING

THE 8TH GRADE CORE BIBLIOGRAPHY OF READING FROM STATE ADOPTED TEXTS

State Adopted Anthologies

ADVENTURES FOR READERS II

1. "George Washington Carver," biography, page 390
2. "Kid in the Park," poem, page 463

COUNTERPOINT

1. "The Kitten," autobiography, page 141
2. "A Parsley Garden," story, page 217
3. "Children of the Harvest," story, page 198
4. "Taught Me Purple," poem, page 223

CHALLENGES

1. "Depression," poetry, page 166
2. "Betrayed by a Well," story, page 157

SUCCESS IN READING II

1. 'Antaeus," story, page 245

LEARNING YOUR LANGUAGE II

1. "Booker T. Washington," biography, pages 80, 83
2. "Marian Anderson," biography, page 310
3. "George Washington Carver," biography, pages 93, 96

PLAYS TO REMEMBER

1. Abe Lincoln in Illinois, drama, page 91

## EVALUATION OF THE READING PROGRAM

Just as the pupil's progress in reading must be regularly appraised, so too, the teacher in a school and the individual teachers should periodically evaluate the reading program in the school. Questions such as the following may serve as guidelines for such evaluations:

1. Is the program providing instruction in those reading skills needed by 7th and 8th grade students generally, and by particular classes and individuals?

2. Is appraisal being made of the reading levels and growths of pupils?

3. Are efforts being made to provide for individual differences and needs in reading?

4. Are purposes established for reading?

5. Are pupils given extensive opportunities for independent reading?

6. Is practice provided in oral and silent reading?

7. Are opportunities provided for the sharing of independent reading?

8. Is the reading program coordinated with the total District program for reading instruction grades 7 and 8?

The assessor of a reading program or a student's program should keep in mind that total scientific detachment measuring quantifiably a process such as reading is a myth. Rather than relying solely on standardized tests, one's impressionistic evaluation is an important dimension in determining success or failure: the locus of evaluation should include subjective and objective study. Students' and teachers' evaluation of the achievements of a reading program should merit equal importance as a means of determining success or failure of the program.

Ultimately, the answers to the following questions provide the best measure of a student's reading: (a) Is he or she reading? and (b) Does he or she seek advice about what to read from the teacher?

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