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ABSTRACT

A total of 42 selected publications, dating from 1948 to 1970, are collated and organized under 15 broad categories in this guide to useful materials related to secondary reading. The materials include texts, books, yearbooks, monographs, bibliographies, and a comprehensive research index. The fifteen categories are (1) the nature of reading development, (2) the need for secondary reading programs, (3) developmental and sequential reading, (4) trends and practices in organization of secondary reading, (5) reading programs--kindergarten through college, (6) educational personnel and reading, (7) parents and reading improvement, (8) reading skills and how to teach them, (9) reading in content areas, (10) reading interests--personal development through reading, (11) materials--mass media--mechanical devices in reading, (12) measurement and evaluation in reading, (13) diagnosis and remediation of reading difficulties, (14) research in reading, and (15) reading reference materials. For each category, subheadings, chapters, and page numbers of relevant materials are listed. (AW)

RESEARCH AND NON RESEARCH RESOURCES IN SECONDARY READING

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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An increasing number of junior and senior secondary schools are attempting to meet the reading needs of their students. Such programs range from the small remedial student who is in serious reading and academic difficulty to some few comprehensive developmental, corrective and remedial instruction for the total secondary school population. An important feature of such programs is total staff involvement including emphasis on content classes. Such a program is usually planned and directed by at least one teacher in each secondary building. As interest in secondary reading has increased recently, the information available on this topic including both research and non research materials have appeared the need for organization and integration of sources has become. This document was developed to serve as a guide to some of the more useful older and newly developed secondary reading.

A total of 42 selected publications have been collated. Although this number is far from the total volume of materials available on secondary reading, the compilation provides a complete listing and integration of sources presently in existence. The contents are organized under fifteen broad categories as follows.

- I. The Nature of Reading Development
- II. The Need for Secondary Reading Programs
- III. Developmental and Sequential Reading
- IV. Trends and Practices in Organization of Secondary Reading
- V. Reading Programs - Kindergarten Through College
- VI. Educational Personnel and Reading
- VII. Parents and Reading Improvement
- VIII. Reading Skills and How to Teach Them
- IX. Reading in Content Areas
- X. Reading Interests - Personal Development Through Reading
- XI. Materials - Mass Media - Mechanical Devices in Reading
- XII. Measurement and Evaluation in Reading
- XIII. Diagnosis and Remediation of Reading Difficulties
- XIV. Research in Reading
- XV. Reading Reference Materials

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RESEARCH RESOURCES IN SECONDARY READING

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ior secondary schools are attempting to initiate programs which will. Such programs range from the small remedial class designed for the emic difficulty to some few comprehensive type programs which provide ruction for the total secondary school population as needed. An staff involvement including emphasis on reading skills as needed in planned and directed by at least one well trained reading specialist. secondary reading has increased recent years have been a marked rise including both research and non research publications. As more mat- tion and integration of sources has become apparent. This compilation of the more useful older and newly developed materials related to

ve been collated. Although this number is not all inclusive relative on secondary reading, the compilation probably represents the most presently in existence. The contents of the publications are organized

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Categories VIII and IX have extensive sub sections. In all ten texts, three year four books of readings, six bibliographies and one comprehensive research index contents categorized.

For each category the reader will find the content of relevant textbooks, monographs and the like listed which have been published since approximately World War II. Curriculum guides in secondary reading is listed although such a publication would be a comprehensive guide to instructional materials available for secondary reading is (22) and (37) do provide perhaps the most complete listing now available in print. They do make reference to and provide limited listings of instructional materials.

A few comments are in order about the contents. For anyone wishing a fairly complete measurement and evaluation in reading general reference (38) can be used. Much material on these topics on the secondary level. This reference also includes a complete guide to tests on secondary reading now in print, a guide to the research related to such tests, and reviews of secondary tests. By using the Index cited as reference (41) the reader can locate research literature in reading including journal articles, conference proceedings, and doctoral dissertations. This publication indexes such materials up to the mid sixties. Summaries of research on reading published in the Reading Teacher and the Reading Research Abstracts, and the ERIC publication Research in Education, the research on secondary reading since the publication of the Index can also be located. If one is interested in secondary reading the following two publications are useful: 1) Published Research Literature in Reading and Doctoral Studies in Reading, 1919-1960 (ED 011 486). Through use of these references a bibliography of published research relative to most topics in secondary reading can be compiled.

In all instances the separate publications and chapters within those publications are placed under categories which indicate the major focus of the material. Many references and chapters have been placed under several topics but it was felt that the possible return from such cross referencing in a general publication such as this did not justify the extra time

ve extensive sub sections. In all ten texts, three yearbooks, eighteen monographs, six bibliographies and one comprehensive research index have been analyzed and their

e reader will find the content of relevant textbooks, monographs, bibliographies, research have been published since approximately World War II. No comprehensive source of current reading is listed although such a publication would be invaluable. In addition, no instructional materials available for secondary reading is included although references perhaps the most complete listing now available in print. Parts of other publications provide limited listings of instructional materials.

n order about the contents. For anyone wishing a fairly complete analysis of testing, n in reading general reference (38) can be used. Much of the analysis pertains to dary level. This reference also includes a complete guide to the available standardized g now in print, a guide to the research related to such tests, and a listing of pertinent s. By using the Index cited as reference (41) the reader has access to published ading including journal articles, conference proceedings, USOE research on reading, and This publication indexes such materials up to the mid sixties. Through the annual sum- ding published in the Reading Teacher and the Reading Research Quarterly, Dissertation blication Research in Education, the research on secondary reading which has appeared the Index can also be located. If one is interested in the historical research record tions are useful: 1) Published Research Literature in Reading, 1900-1949 (ED 013 970) eading, 1919-1960 (ED 011 486). Through use of these resources a comprehensive biblio- rch relative to most topics in secondary reading can be compiled.

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