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ABSTRACT

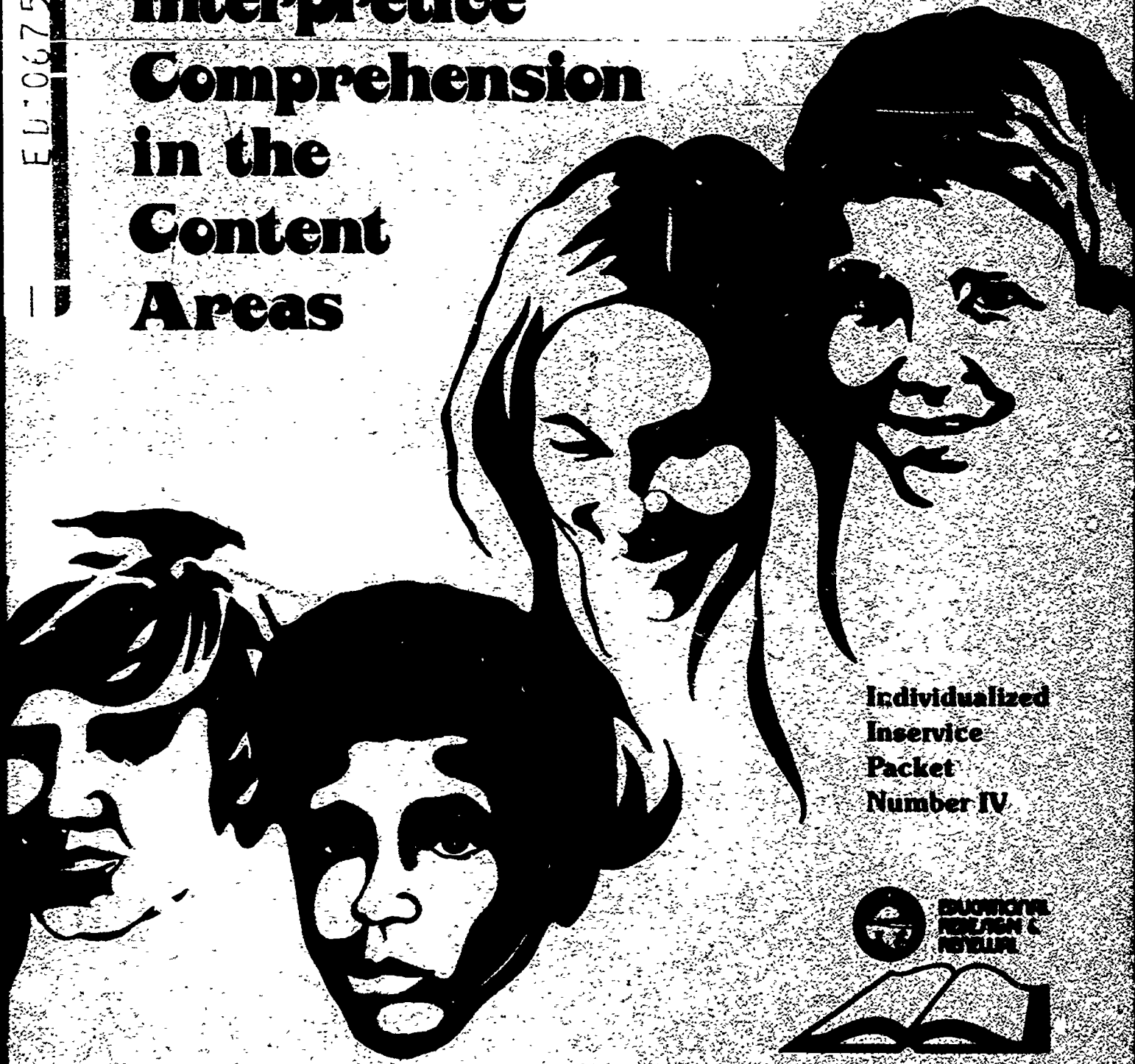
Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. The fourth packet provides teachers with information and instructional guidelines relating to the development of interpretive comprehension skills. Discussions of and suggested teaching techniques for the following areas are included: locating the main idea, finding and relating the support details, drawing conclusions, summarizing, inferring sequence, hypothesizing, making comparisons, categorizing, inferring cause and effect, recognizing character traits, interpreting figurative language, reading critically, and utilizing reading for problem solving. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (L1)

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Interpretive Comprehension in the Content Areas



Individualized
Inservice
Packet
Number IV



NATIONAL INSTITUTE OF
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TEACHING TEEN READING SERIES

Ohio Department of Education
Columbus

001 376



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FOREWORD

The American dream of opportunity through education has been an inspiration and a reality to millions and millions. Equipping students with the skills of reading is fundamental to this essential contribution of our schools. It is well recognized that the ability to read and the active use of reading are cornerstones supporting the foundation of lifetime learning. Personal fulfillment, positive self-concept, participating citizenship, and meeting the demands of job and society are dependent upon effective reading.

All teachers are teachers of reading, individualizing and personalizing learning of all students on the ability spectrum. Without the acquisition of reading skills, the content of any subject area remains untapped and inaccessible between the covers of books. The students presently enrolled in our schools will live part of their lives in the 21st century. The need is to assure them of reading skills with which to cope with the rapid and ever-expanding stockpile of information and book-stored knowledge.

The Department of Education is the agency through which the Ohio General Assembly expresses its response to the will of the citizenry on matters of education. Reflective of this, legislation was enacted which made provision for the department to make available inservice materials and services for elementary and secondary school teachers. Hence, the Division of Educational Redesign and Renewal is responsible for the development of stand-free inservice education materials which may be used individually by teachers or by teacher leaders working together with small groups of colleagues. The materials are designed to give condensed professional information which will meet an instructional need or interest.

Because reading incorporates the principles of accountability for all teachers, **The Teaching Teen Reading Series** was prepared as a helpful resource for the teachers of upper elementary, middle and secondary schools. The content fuses with the use of any print materials supplied within the schools.

The post-Vietnam period offers an opportunity—and an imperative—to strive for excellence surpassing all prior achievements in our nation's scholastic history. It is our hope that these and other inservice materials will be beneficial to teacher endeavor toward achieving that excellence.

Martin W. Essey

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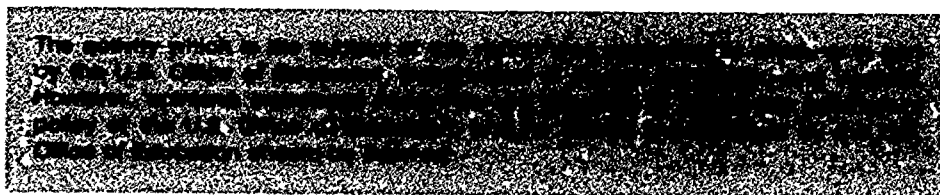
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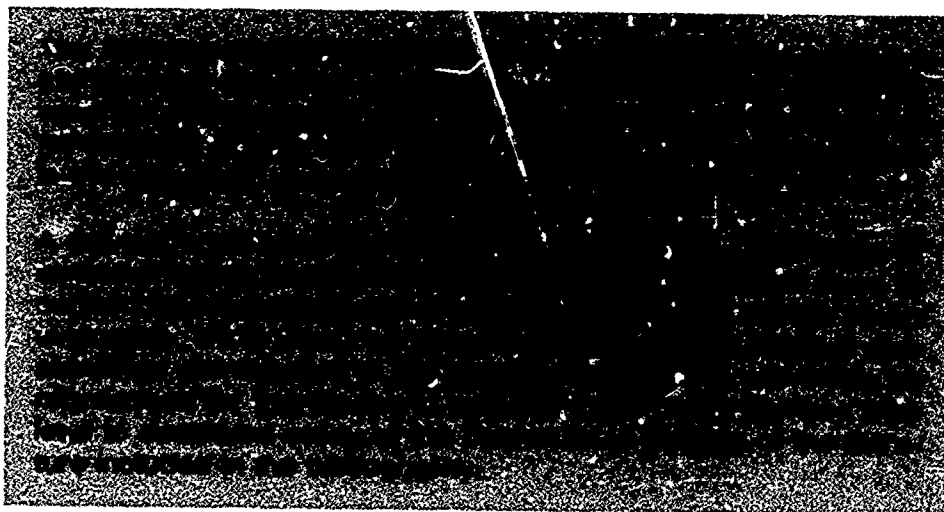
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INTRODUCTION

The purpose of this INDIVIDUALIZED INSERVICE PACKET is to provide the teacher with instructional guidelines and information relating to the development of interpretive comprehension skills. The content deals with helping students to gain meaning from the printed page as compared to decoding or locating single facts. Interpretation of content meaning calls for the teacher to assist students to combine experience with thoughtful reading in terms of making inferences and arriving at conclusions and understandings.

The packet deals with reading competencies which apply to varied types of reading and to all learning disciplines. The content does not refer to particular print materials but relates to the acquisition of interpretive comprehension skills using the books, reference sets, periodicals and other print sources which are on hand.

To receive maximum benefit from the packet, it is recommended that teachers apply the sections to the textbook generally used by their students. The intent is that the ideas presented in the packet will create particular teaching situations for meeting the reading needs of particular students.



INTERPRETIVE COMPREHENSION IN THE CONTENT AREAS

**INTERPRETATION =
FACTS + EXPERIENCE + IMPLICATIONS**

OBJECTIVE

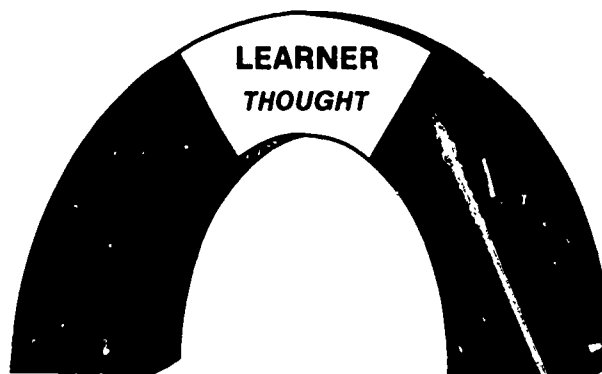
To enable the teacher to guide students to advance beyond the literal level of information gathering to interpretive thinking and acquisition of meaning.

INSTRUCTIONAL CONCEPT

Interpretive comprehension requires the examination of relationships toward making inferences from the facts identified on the literal level. The learner does not find this answer on the printed page. This type of answer is not a content statement but results from thinking about the facts, relating them to both real and vicarious personal experience and perceiving implied meaning.

This skill requires memory for facts, along with experience related to the topic, perception of relationships, recognition of implied meaning, and judgment making.

Thought is the "KEYSTONE" to INTERPRETATION



GENERAL INSTRUCTIONAL GUIDELINES

Interpretive comprehension is demonstrated when the learner uses facts directly stated in a selection along with his intuition and personal experiences as a basis for building a hypothesis. Stimulate this level of comprehension through setting purposes for reading and skillful questioning.

The key instructional technique involves asking the right questions. First the material is read silently and examined through discussion to determine what is stated. Next, assess the learner to determine whether or not his experience will allow him to infer from the facts. Then create the questions that will guide the learner in making interpretive judgments. Answers are verified only through inductive or deductive reasoning.

If it is discovered that the learners do not possess the necessary experience to make interpretive judgments, provide this experience through a film, picture reading, story, or discussion giving the background experience for interpretive thinking.

Most interpretive questions will begin with the word "why." Generally these questions demand more than one word answers. Adapt the purpose setting formula (WHO? WHAT? WHEN? WHERE?) to include the key question "WHY."

A range of aptitude for interpretive comprehension is found in any class. One group may be guided to the page, column, and paragraph. Others may be directed only to the page and column. Some learners may use only the page while others will need no locational aid. The learner experiences success as he works on his own level and contributes meaningful information during class discussion. He benefits from hearing the work of other students.

SUGGESTED APPLICATION WITH LEARNERS

I LOCATING THE IMPLIED MAIN IDEA

The guidelines of the purpose setting formula of literal comprehension are used for the first reading. (WHO? WHAT? WHEN? WHERE?) The "WHY" is added. Then the teacher directs students to read silently, either by paragraph or page, with the purpose to determine the author's main idea to be expressed in the student's own words.

Following the initial silent reading, the teacher directs the discussion toward the identification of ideas which are too general to have pertinent meaning.

The next step the teacher uses is to have students enumerate unessential details and make note in a discard list.

Through the discussion which is pointed toward assisting students to eliminate generality and specificity, they are led to state in their own words the core idea or main thought which remains.

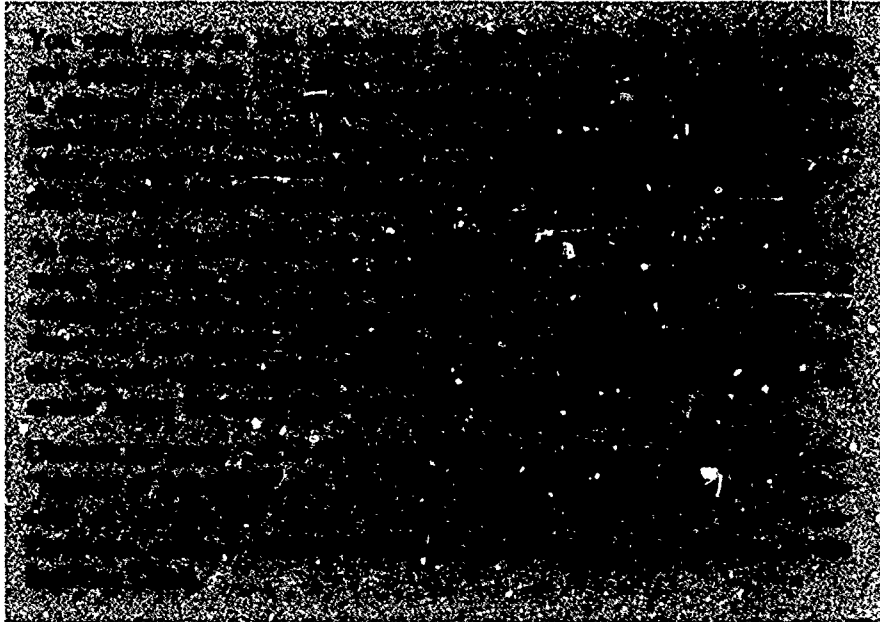
The teacher encourages students to proceed in directed silent reading applying the thought process of discarding generality and unessential detail. As sections of varying lengths are read in this manner, the teacher asks students to give the main ideas for outlining purposes or to express the author's key idea in terms of a headline. These statements are called for in terms of the student's own words as compared to direct restatement from the context.

Suggested Teaching Tactic

Read this selection and select the main idea. Be sure that you select the one that most clearly describes the total selection.

1. Ohio's Influence and Power
2. "Mother of Presidents"
3. Ohio's Leadership in Many Fields
4. Ohio—An Industrial State

Content Example—Social Studies



Excerpt *Ohio Geography—History—Government* Roberts (Ladlaw Brothers, 1969), 262

Suggested Criterion Referenced Measurement

Given a passage of content material, the student will demonstrate his ability to identify the main idea. The learner may be asked either to select from choices provided or to summarize the main idea in his own words.

SUGGESTED APPLICATION WITH LEARNERS

2 FINDING AND RELATING THE SUPPORT DETAILS

The learner's attention is directed to verbal symbols which assist him in recognizing essential support details. Through purpose setting, the teacher directs the student in locating the author's detail cues.

Helpful leads may include:

enumeration (listing)

importance (most, greatest)

appearance

time (then, before, after)

sensory description (visual, auditory, taste, touch)

sequence

cause and effect (because, therefore)

comparison and contrast (but, however)

Suggested Teaching Tactic

Direct the learner's attention to the verbal symbols which lead the reader toward the support details. Through purpose setting, direct him to the author's detail cues.

After having read "Old Ballads," the student is directed to the use of the word, "First," in the second paragraph. Then ask the student to discover the other similar verbal symbols used.

Having provided the verbal symbols in a passage that indicate the main details of the topic, the teacher directs the learner to use his own words to describe these main details.

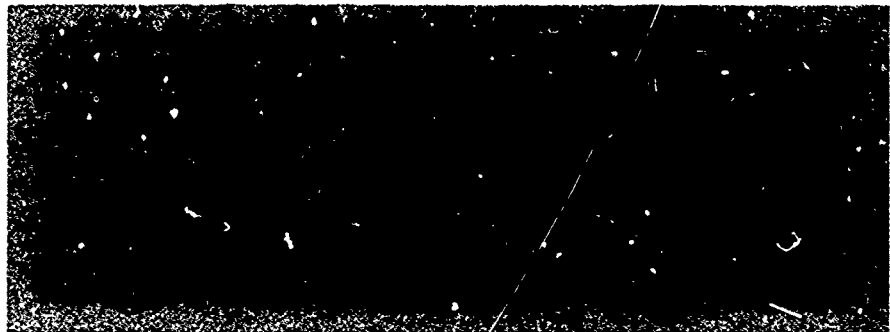
Verbal Cues:

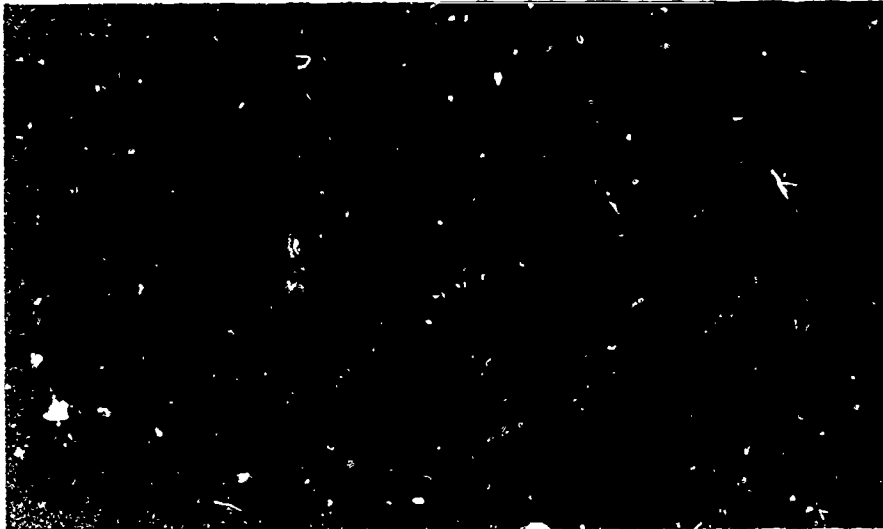
"First" —

"Second" —

"Third" —

Content Example—Literature





Excerpt *Counterpoint in Literature* Pooley, Daniel, Farrell, Grommon, Niles (Scott, Foresman and Company 1967)

**Suggested
Criterion
Referenced
Measurement**

Given a portion of content material in which details support the main idea, the learner will identify the key details.

SUGGESTED APPLICATION WITH LEARNERS

3 DRAWING CONCLUSIONS

To teach the ability to draw conclusions, the teacher emphasizes reading for the author's main point of the entire selection, using both fact thinking and inferential thinking. A conclusion is based upon multiple facts and inferred meanings. Hence, the teacher uses open-ended questions which lead the learner to analyze the content and then state in his own words the resulting total meaning based upon substantiation of logical reasons.

In another approach, the teacher instructs the student to use the format clue in looking for the author's concluding statements at the closing of the content. However, along with this reading, the teacher guides the student through the conclusion-drawing process at different stages of the content reading to ascertain why the author concluded in the stated manner.

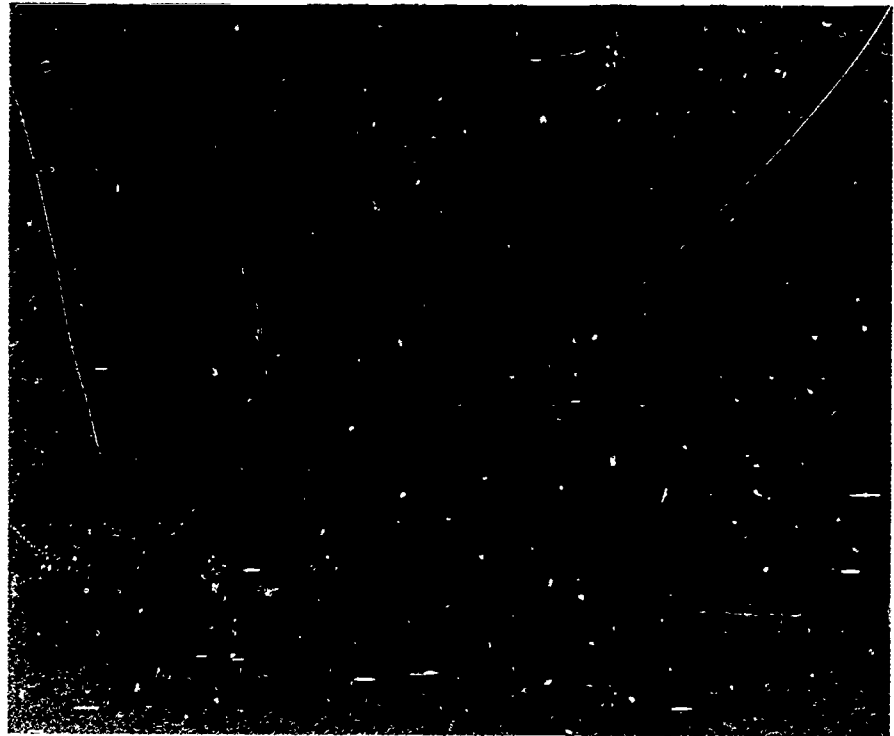
In some instances, the students are given the opportunity to draw conclusions before reading the author's concluding statements and then compare their ideas with those of the author.

Suggested Teaching Tactic

After reading Archy's poem, ask the students what conclusions might be drawn concerning what type of an animal he is. Have the students underline the parts of the poem which support this conclusion.

The reader might conclude that people generally feel differently toward the hen and the oriole. Circle the parts that support this conclusion.

Content Example—Literature



Excerpt *Counterpoint in Literature*. Pooley, Daniel, Farrell, Grommon, and Niles (Scott, Foresman and Co., 1967), 269

Suggested Criterion Referenced Measurement

Given a passage of content material, the student will make conclusions and be able to support all conclusions made.

SUGGESTED APPLICATION WITH LEARNERS

4 SUMMARIZING

The teacher guides the student in locating the main points contained in the passage. Next, the teacher asks that the supporting

details that accompany the main points are identified. Finally, the student is instructed to use these facts to summarize the total passage in his own words.

Readiness content may be prepared for the student to apply the following steps:

1. Circle the most important points of the passage.
2. Underline the supporting details which accompany each main point.
3. Using only the key features of the passage, summarize the author's meaning. (The student uses his own words.)

The teacher provides a passage containing much superfluous information for the student to read silently. The student is then directed to summarize the paragraph in his own words. He is cautioned to use only the key features for his summary. He uses his judgment concerning the relative worth of the information provided.

Teacher directions may include:

1. Note the main points and all supporting details.
2. Cross out all parts of the passage which are not of enough importance to be included in a summary.
3. Using only the remaining key features, summarize the passage in your own words.

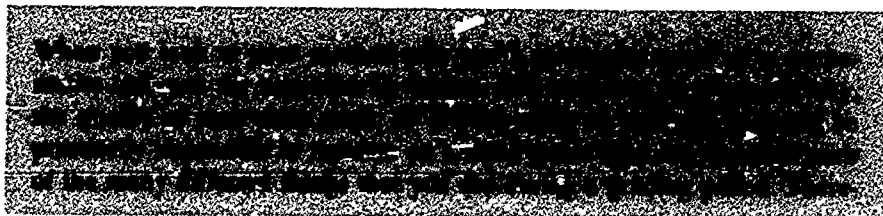
The teacher directs the student to read a typical content area chapter summary. Then, the student is asked to evaluate the author's summary by comparing and contrasting the passage with his perception of the chapter's key points. The teacher directs the readers through the following steps:

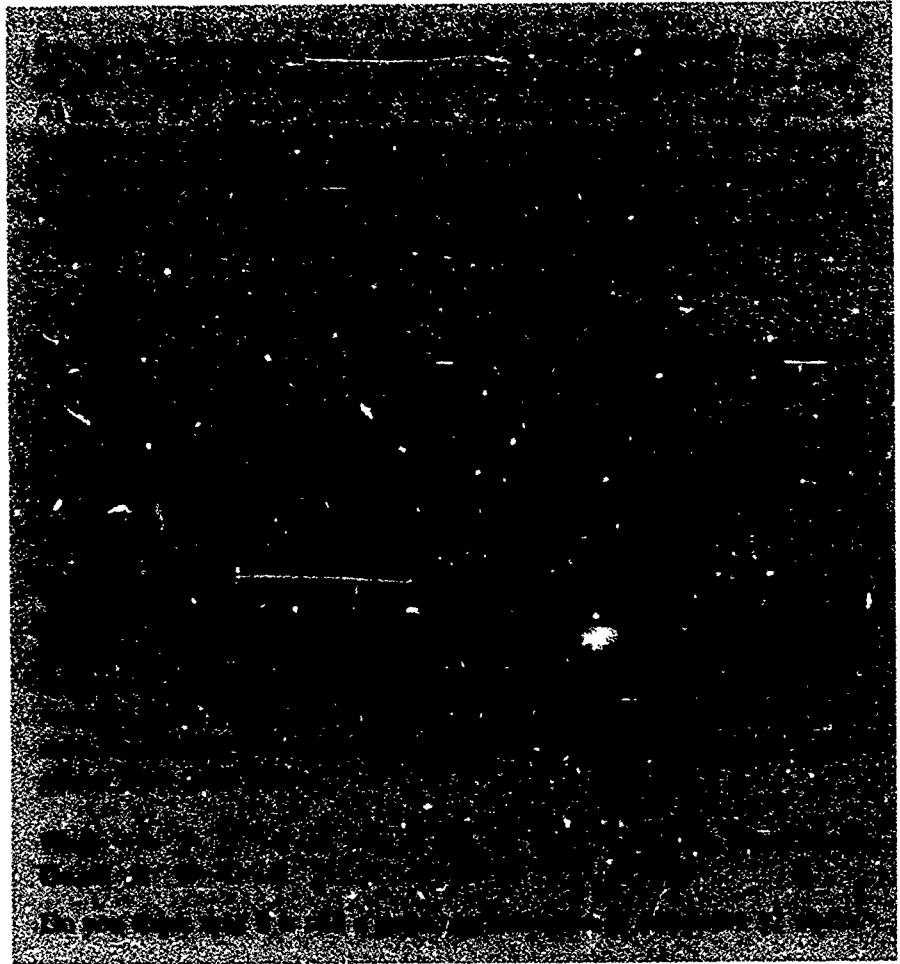
1. Carefully analyze each sentence in the chapter summary.
2. Cross out sentences which are not key points for this summary.
3. Add points which you feel are necessary for this summary.
4. Defend your deletions and additions.

Suggested Teaching Tactic

Summarize, in your own words, what you have learned about statistics and how this field of study relates to the grade you receive in mathematics.

Content Example—Mathematics





Excerpt *Mathematics—An Integrated Series*. Book One. Price, Peak, Jones (Harcourt, Brace and World Inc. 1965)

**Suggested
Criterion
Referenced
Measurement**

Given a passage of content material, the student identifies the key points and expresses these points in a concise summary.

SUGGESTED APPLICATION WITH LEARNERS

5 INFERRING SEQUENCE

The teacher instructs the reader in recognizing and using mile-post words which denote sequence such as **and**, **next**, **then**, and **following**. Literal comprehension is applied first in noting sequential steps. Then the teacher guides the student to infer sequence

by speculating as to what may occur next or as to what may have taken place between two incidents. The reader supports his inference through recalling literal facts in his own words, "reading between the lines," and telling why.

Suggested Teaching Tactic

Have students read this selection, and put the following events in the correct sequence:

- pedal keys for the feet
- organist pumped bellows with one hand
- instrument powered by water
- organ carried on a strap around the neck
- composing of art music for the instrument

Ask students to reread the paragraph, looking for any details that might have been left out of the sequence of events, and adding these details to complete the sequence.

Content Example—Music

DEVELOPMENT OF THE PIPE ORGAN

One of the most important instruments of the Middle Ages was the pipe organ. The instrument had originated in Egypt around 2000 B.C. and was improved upon by the Greeks and Romans. These instruments were powered by water. When the Dark Ages fell upon Europe, the pipe organ was found only in the Middle East. By the eighth century, pipe organs were again being built in Europe. During the Middle Ages, there were several sizes of organ, including one that could be carried on a strap around the neck. The organist played with one hand, and with the other hand, he used small bellows to force air into the pipes. The large church organs were still crude—they took a block with a chimney for a pipe. The wind bellows were operated by men or animals. The first pipe organ to have pedal keys for the feet was built in the Netherlands Cathedral, Germany, in 1361. By the fifteenth century, the basic mechanism of the pipe organ had been developed and the composing of art music for the instrument dates from this time.

Excerpt *Our Musical Heritage—Discovering Music Together* Leonard, Krone Wolfe, Fullerton (Follett Educational Corporation 1970) 134

Suggested Criterion Referenced Measurement

Given a selection containing a sequence of events, the student will place a list of these events in the proper sequence. Then he is requested to supply missing steps, infer actions between two stated incidents, and/or anticipate a final incident

SUGGESTED APPLICATION WITH LEARNERS



HYPOTHESIZING

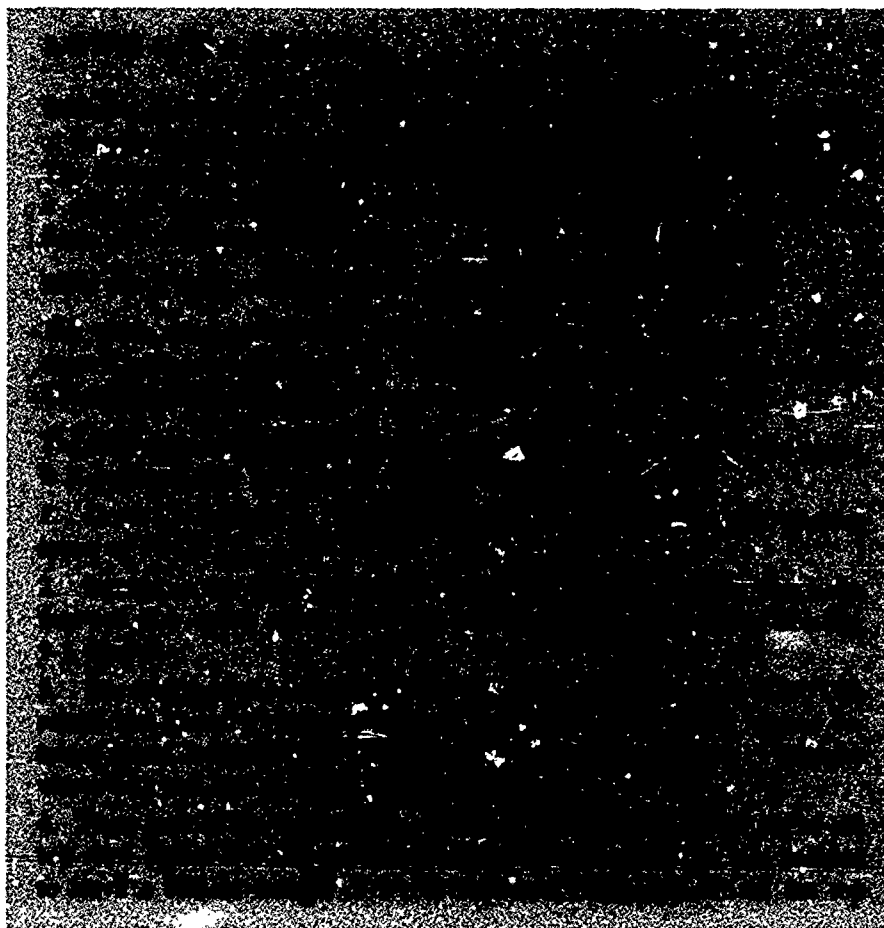
The teacher assists the reader to hypothesize by utilizing the interpretive comprehension skills of detecting the main point and major support details along with noting sequence in making an assumption about a next step or outcome.

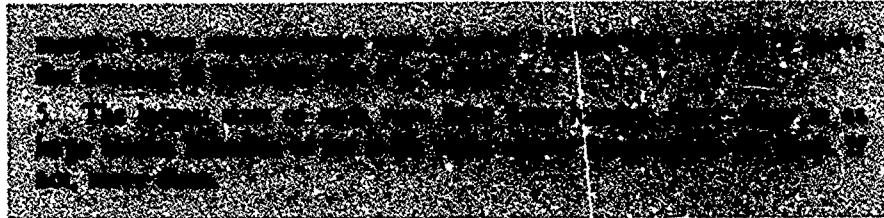
Based upon directed silent reading, the student justifies his hypothesis by discussing his reasoning with factual and inferred knowledge.

Suggested Teaching Tactic

Have students read through step number five and hypothesize as to the last two steps necessary for completion of the drawing.

Content Example—Industrial Arts





Excerpt *Basic Industrial Drafting—Communicating Graphically*, Spence (Chas A Bennett Co., Inc., 1974), 96

**Suggested
Criterion
Referenced
Measurement**

Given an incomplete content selection, the student will hypothesize as to the missing portion. He must be able to justify his decisions with factual and inferred knowledge.

SUGGESTED APPLICATION WITH LEARNERS



MAKING COMPARISONS

The teacher develops the meaning of comparison and contrast by first having students select concrete objects and then applying the terms in discussion of words and experiences. In noting comparison, the teacher assists students in identifying like and corresponding features; in contrasting students are helped to cite unlike factors.

The teacher may prepare working examples of selections which explicitly provide both comparisons and contrasts. The direction to students is to cite first comparisons and then contrasts:

Nouns, Verbs, Adjectives

Comparisons:	_____	_____
	_____	_____
	_____	_____
Contrasts:	_____	_____
	_____	_____
	_____	_____

Students may also write paragraphs which describe major comparisons and contrasts.

A more advanced application is for the teacher to direct students to find two sources on the same topic and compare and contrast the provided facts.

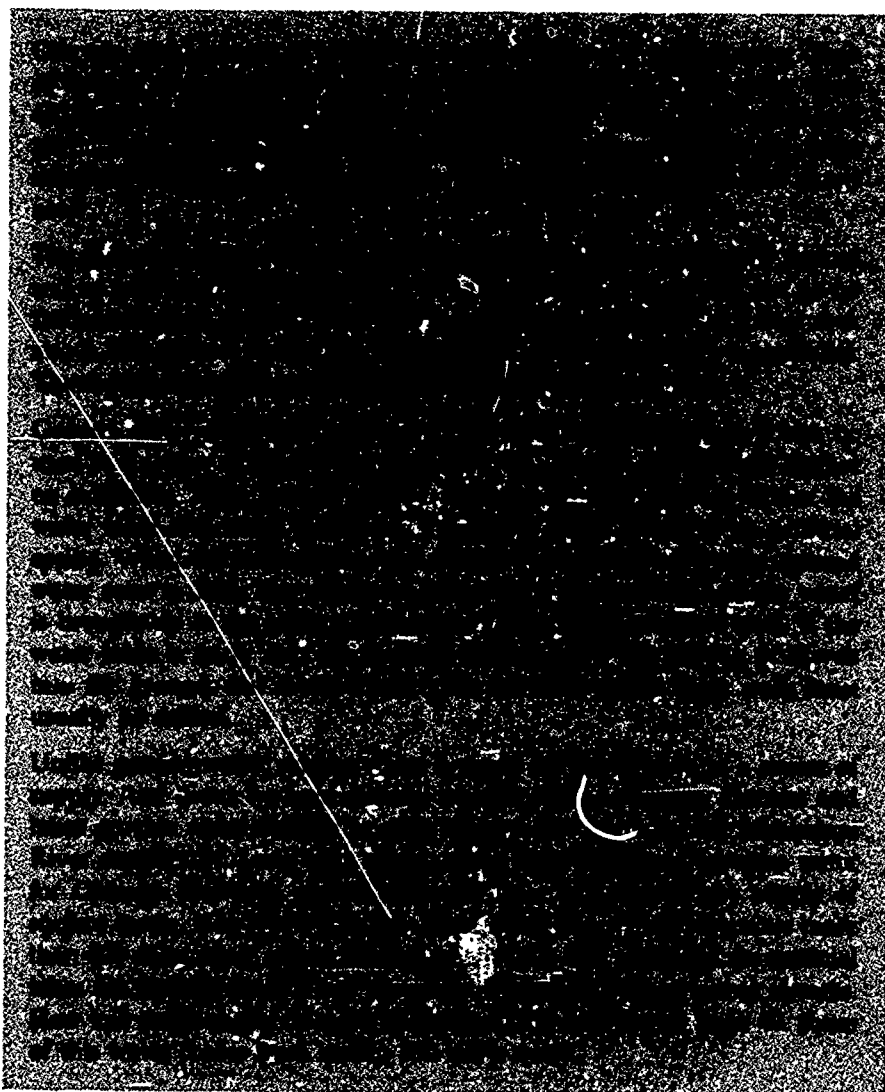
Example:

- "The Revolutionary War—The Canadian Viewpoint"
- "Our Revolutionary War" by General George Washington
- "The Battle of Gettysburg" by an Atlanta Journalist
- "Gettysburg—My Home and My Battleground"

Suggested Teaching Tactic

Have students compare the two main sources of water and list first all of the ways in which they are alike and then how they are different.

Content Example—Science



Excerpt *Science Problems 2* Beauchamp, Mayfield Hurd (Scott, Foresman and Company 1965) 128

**Suggested
Criterion
Referenced
Measurement**

Given a content selection in which a comparative relationship exists, the student will determine first what this relationship is and next its contrasts.

SUGGESTED APPLICATION WITH LEARNERS

8 CATEGORIZING

The objective is to teach readers to analyze and synthesize. These processes are inherent in the ability to engage in interpretive comprehension.

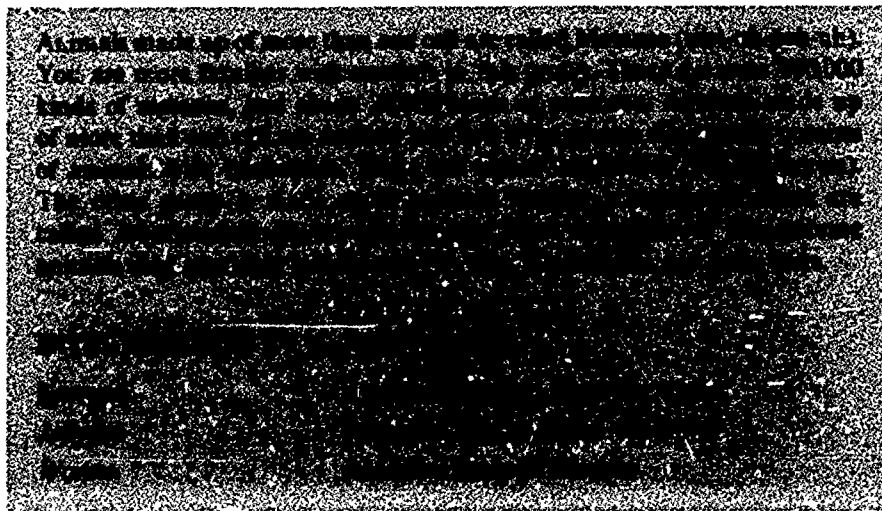
Knowledge of word meaning is the key to this type of reading along with the insight to recognize relationships. Many opportunities are provided students for acquiring the skill of classifying ideas and placing people, things, places and/or events into categories.

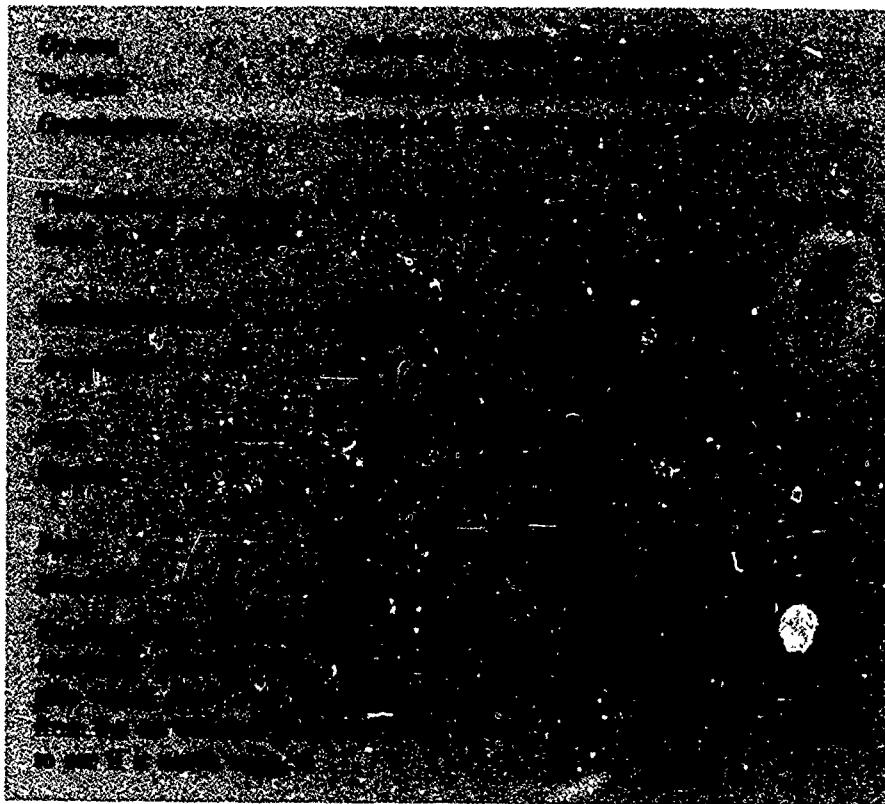
Suggested Teaching Tactic

Direct students to examine the animal names below. Determine their classification and place each one in the appropriate category.

- | | |
|-------------|-------------|
| dog | trout |
| crayfish | sponge |
| worm | oyster |
| frog | grasshopper |
| robin | jellyfish |
| rattlesnake | |

Content Example—Science





Excerpt *Science 2 Experiment and Discovery*, Davis, Burnett, Gross, Prichard (Holt, Rinehart and Winston, Inc., 1969)

**Suggested
Criterion
Referenced
Measurement**

Given a compilation of knowledge, the learner will determine the necessary categories and the items under the appropriate categories.

SUGGESTED APPLICATION WITH LEARNERS



INFERRING CAUSE AND EFFECT

The teacher stimulates students to use inference in reasoning cause and effect. In comprehension at this level, the reader does not draw upon factual statements by the author citing cause and effect but rather reads between the lines to assume either a cause or an effect or both.

The teacher approaches this type of reading and thinking by using small portions of applicable content and providing the student with open-ended questions which state the cause. The student responds with the corresponding inferred effect. Another means

may be to provide a variety of causes and effects from a selection and direct the reader to match them.

The most sophisticated approach is to have students discuss and debate inferred causes and effects following silent reading and reasoning.

Suggested Teaching Tactic

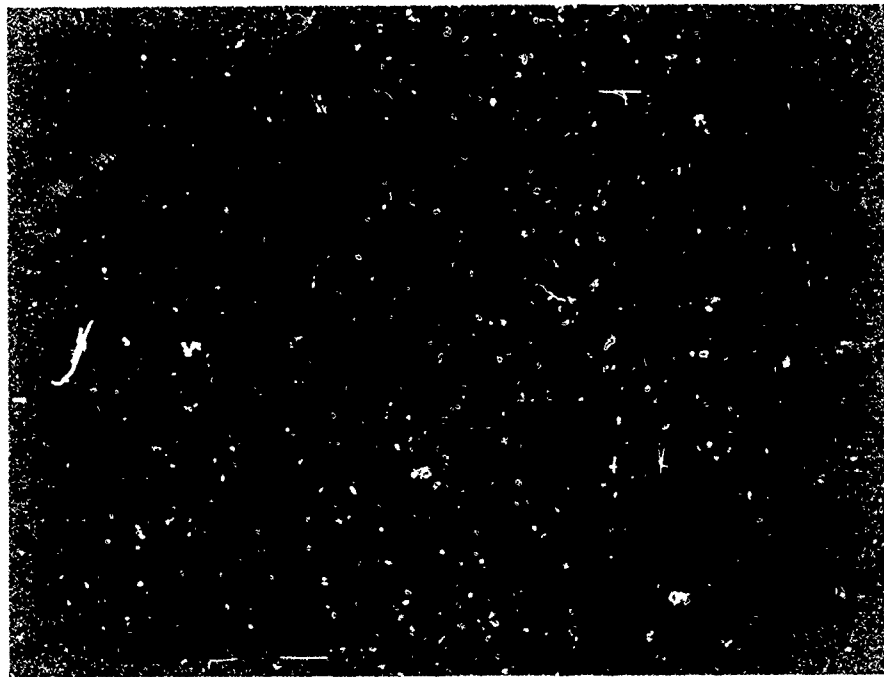
Either discussion or individual written responses may be directed to the following:

How might she be affected by remaining in the neck-deep water?
(cause-effect)

Using the first paragraph, briefly indicate the cause of her dilemma.
(cause-effect)

Having read the fourth paragraph, what do you suppose has happened to her family? (cause-effect)

Content Example—Periodical



Excerpt "Terror at Shoshone Creek", Blank, Joseph P., *Reader's Digest* (October, 1973)

Suggested Criterion Referenced Measurement

Given a selection of material, the learner will identify cause-effect relationships by inference.

SUGGESTED APPLICATION WITH LEARNERS

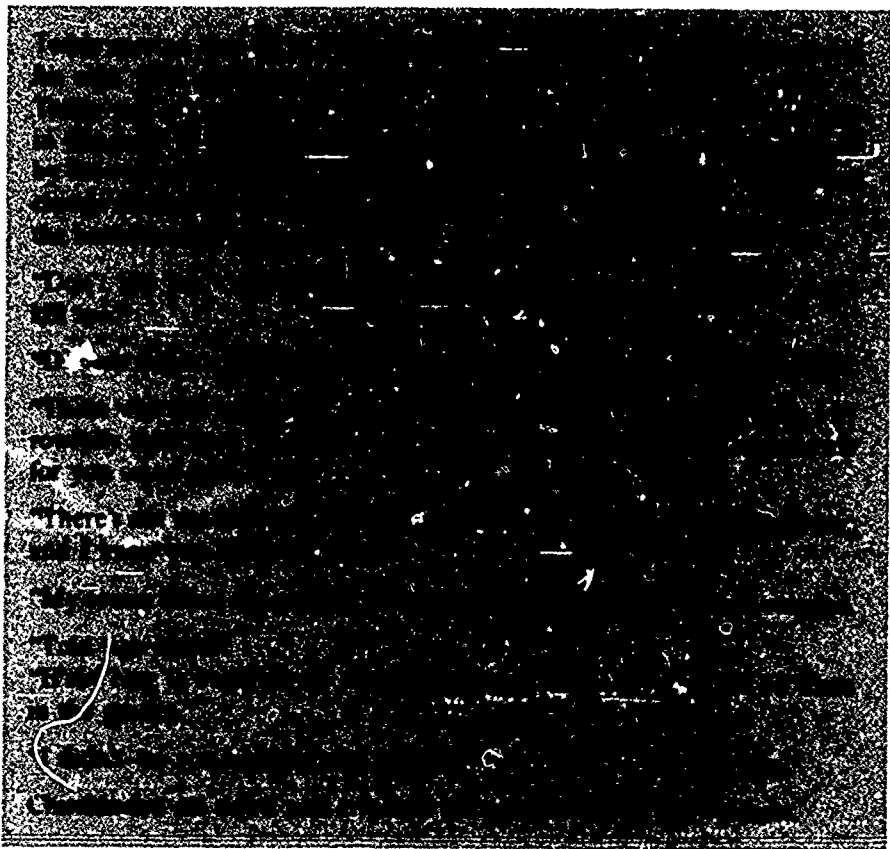
10 RECOGNIZING CHARACTER TRAITS

The teacher guides the reader beyond the literal understanding of a character which is based upon factual description to assuming character traits as evidenced through acts, conversation, thoughts, and intentions, and to comparing and contrasting one character with another in the selection or in life.

Suggested Teaching Tactic

Having read the passage in which Chuchundra is first introduced to the readers, ask the readers to describe the type of character that he is. Carefully select two words other than those used by Kipling to describe him.

Content Example—Literature



Excerpt *Adventures for Readers—Book 1*, O'Daly and Nieman (Harcourt, Brace and World, Inc., 1968), 463 Excerpt from "Rikki-Tikki-Tavi" by Rudyard Kipling

**Suggested
Criterion
Referenced
Measurement**

Given a passage of content material, the student will use implied information to infer character traits

SUGGESTED APPLICATION WITH LEARNERS

II INTERPRETING FIGURATIVE LANGUAGE

The teacher stimulates the reader to enjoy and appreciate the use of figurative language by reading many poems to the class and encouraging the students to write creative poetry.

Since figurative language is found in all media, including advertising, the lyrics of popular music, and the description of characters in a play, another preparatory learning experience may be to select figurative expressions which are familiar to the student and have him rewrite the phrases using his own words.

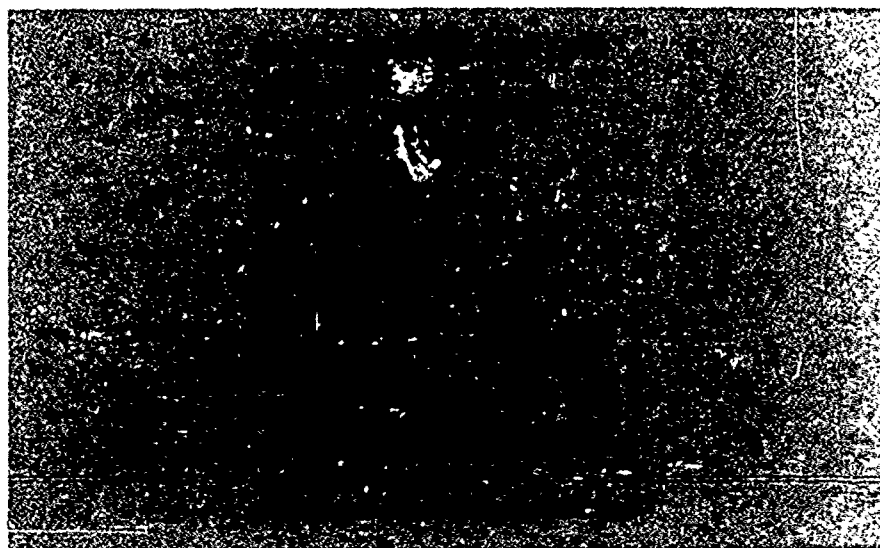
Choosing a selection which contains figurative language, the teacher asks the student to read aloud phrases which are particularly appealing to him and then restate the section orally or in writing in his own words.

Suggested Teaching Tactic

The teacher may use the following approach:

The writer uses figurative language in this poem. What do you think is meant by the words "... making moving pictures"?

Content Example—Poetry



Reread the poem. How might you have written a poem on the idea of what causes shadows?

**Suggested
Criterion
Referenced
Measurement**

Given a selection of content material, the student will identify the figurative language used and will be able to express the meaning in his own words.

SUGGESTED APPLICATION WITH LEARNERS

12 READING CRITICALLY

As the teacher and students work together with the printed word, the continuous objective of the teacher is to ensure that students examine the content thoughtfully discriminating between truth and fallacy; fact and fiction; propaganda and actuality; and bias and objectivity.

Ongoing experiences are provided which require the student to evaluate content with relevancy to his daily personal life.

Critical reading is encouraged through planned experiences for the students to

- Keep questions in mind while reading.

- Learn to read words in their precise sense in relationship to the particular content distinguishing between dictionary and contextual use.

- Read for the author's underlying meaning and intent.

- Read to determine if the content has factual validity or is a statement of the author's personal opinion.

- Learn to read "between the lines."

- Read factual material from many sources comparing them for currency.

- Check the textbook against the proof of other media sources and life.

- Compare stories, biographies and history with life.

- Look for emotion-laden words which create bias, form a mental picture and create a mood.

- Recognize books which are resources for research as compared to fiction.

- Evaluate news stories and editorials in terms of factual happenings.

Suggested Teaching Tactic

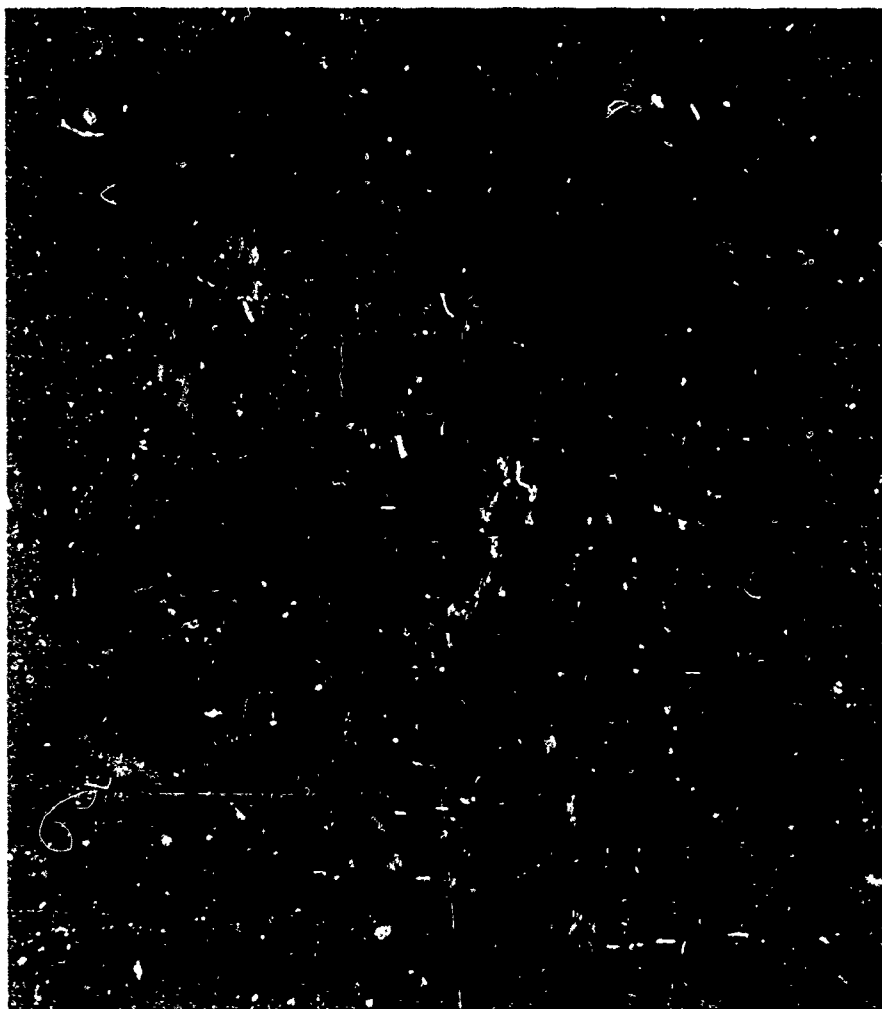
Put the heading "No One Can Lose" on the board and discuss the logic expressed. Then direct the student to note the words or phrases that might indicate possible deception.

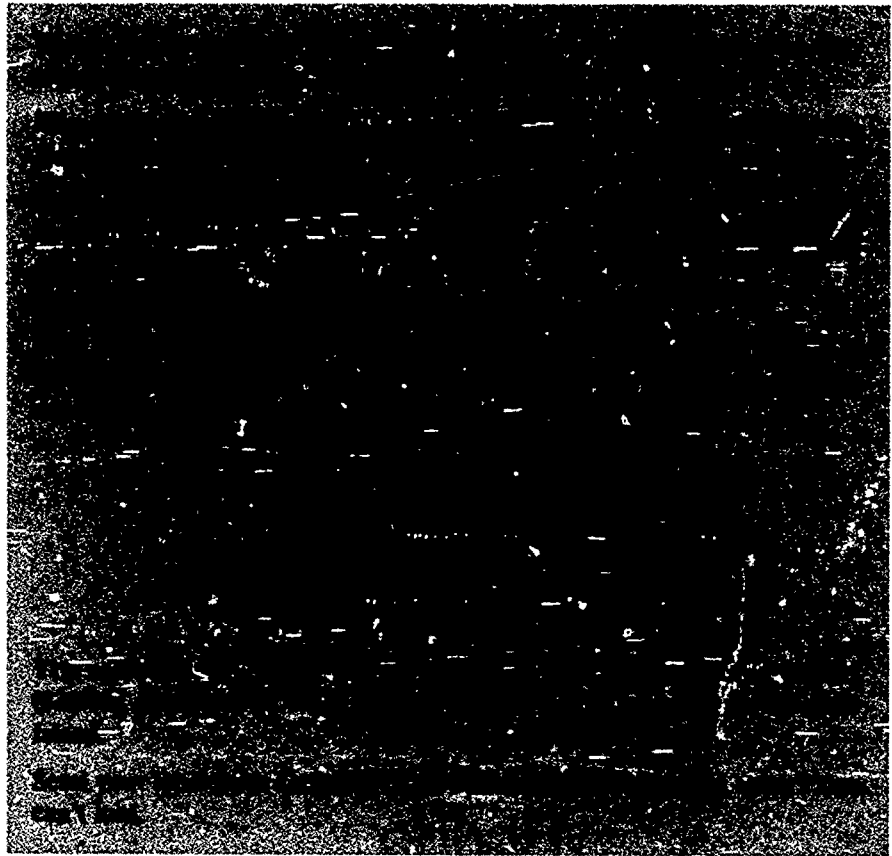
Have the student look for points that a contest loser might use to protest this advertisement.

Have the student rewrite the advertisement without the use of such phrases as "can't lose" or "absolutely free." Would this change the reader appeal? Next, have the student locate the words that create a favorable bias or mood, such as "glorious." Discuss how such words affect a reader's feelings toward an advertisement.

Direct the student to consider the word "free." Have him infer how such a contest might work.

Content Example—Advertising





Suggested Teaching Tactic

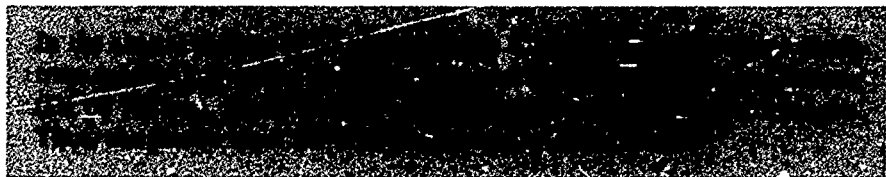
After the student has silently read the excerpt, or a similar one, direct him to note the source of the information. Have him give reasons why he would feel that the article is accurate.

Direct the student to underline all portions of the article that might sound unbelievable to him. Have him tell why he feels this way.

Discuss how he might discover if such a plant exists.

Have the student compare and contrast this article to one that is constructed about an imaginary plant or animal. Have him note the similarities and differences in the manner in which the "facts" are presented.

Content Example—Reference Source



The *Dioscorea* grows about a foot high. It bears a cluster of small, white blossoms at the top of the flower stalk. The blossoms rise from a tuft of strangely shaped leaves. The leaves have two parts. The lower portion of the leaf is blade-like. The upper portion has two lobes hinged to a rib. Each lobe has three sensitive hairs on its surface. The edges of the lobes are fringed with sharp barbs.

When an insect lands in one of the lobes, the two lobes of the leaves snap shut. The insect is trapped inside the leaf. Fluid secreted by special glands of the leaf digests the soft parts of the insect.

When the plant has fed on its food, the leaf opens and is once again ready to snap shut on another victim. The leaf withers and dies when it has caught several insects.

Adapted *The World Book Encyclopedia* (Field Enterprises Educational Corporation, 1974)

Suggested
Criterion
Referenced
Measurement

Given a content passage, the student will make an evaluative judgment that requires critical thinking.

SUGGESTED APPLICATION WITH LEARNERS

13 UTILIZING READING FOR PROBLEM SOLVING

The teacher constantly makes students aware that the value of reading lies in its use not simply in possession of skill. With the exception of recreational reading, the major function of reading is problem-solving in both the student's in-school and out-of-school personal life, both immediate and long-term.

Although reading in the content areas is purposeful and functional, the problem-solving correspondence is taught and then used in numerous applied experiences. Guidelines for teaching this reading skill are to assist the student to

Become aware of the problem.

Clarify it.

Read for possible solutions.

Analyze and select the most appropriate solution.

Draw a conclusion.

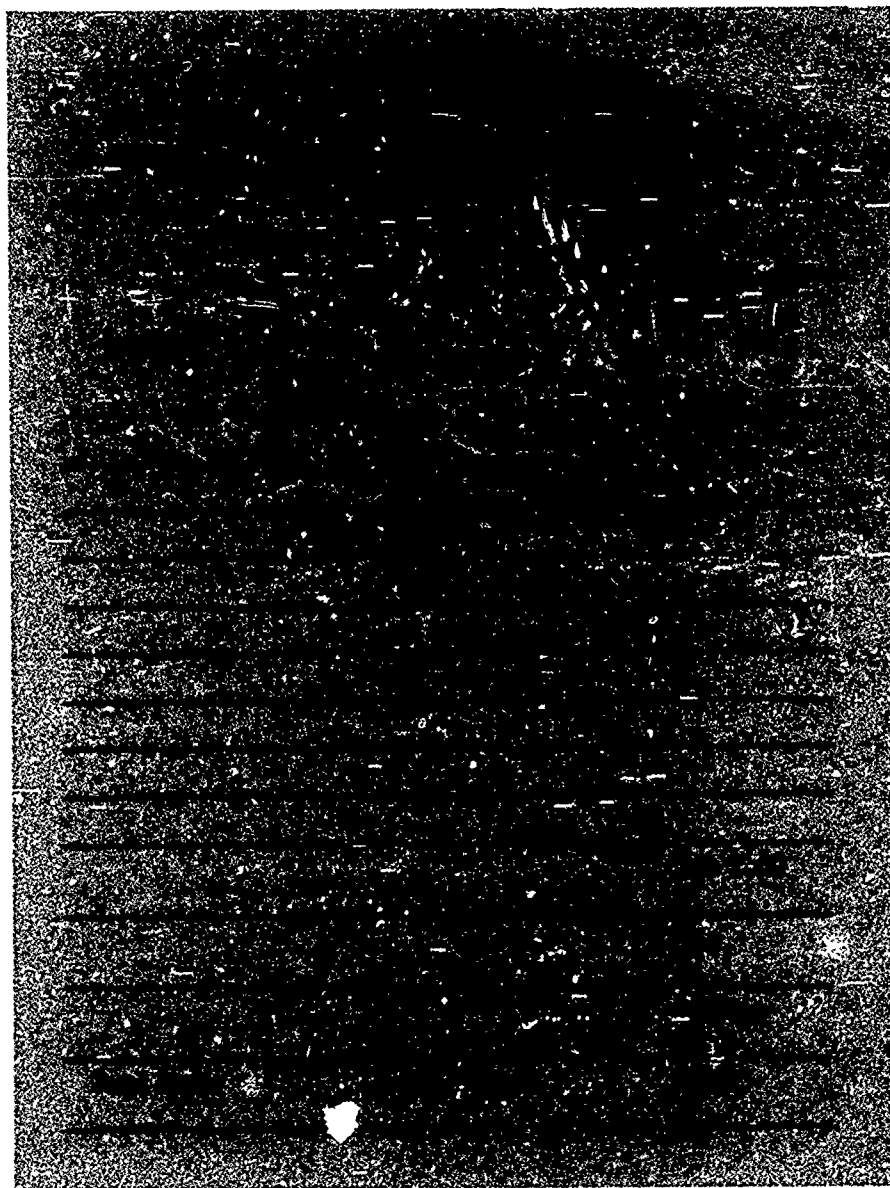
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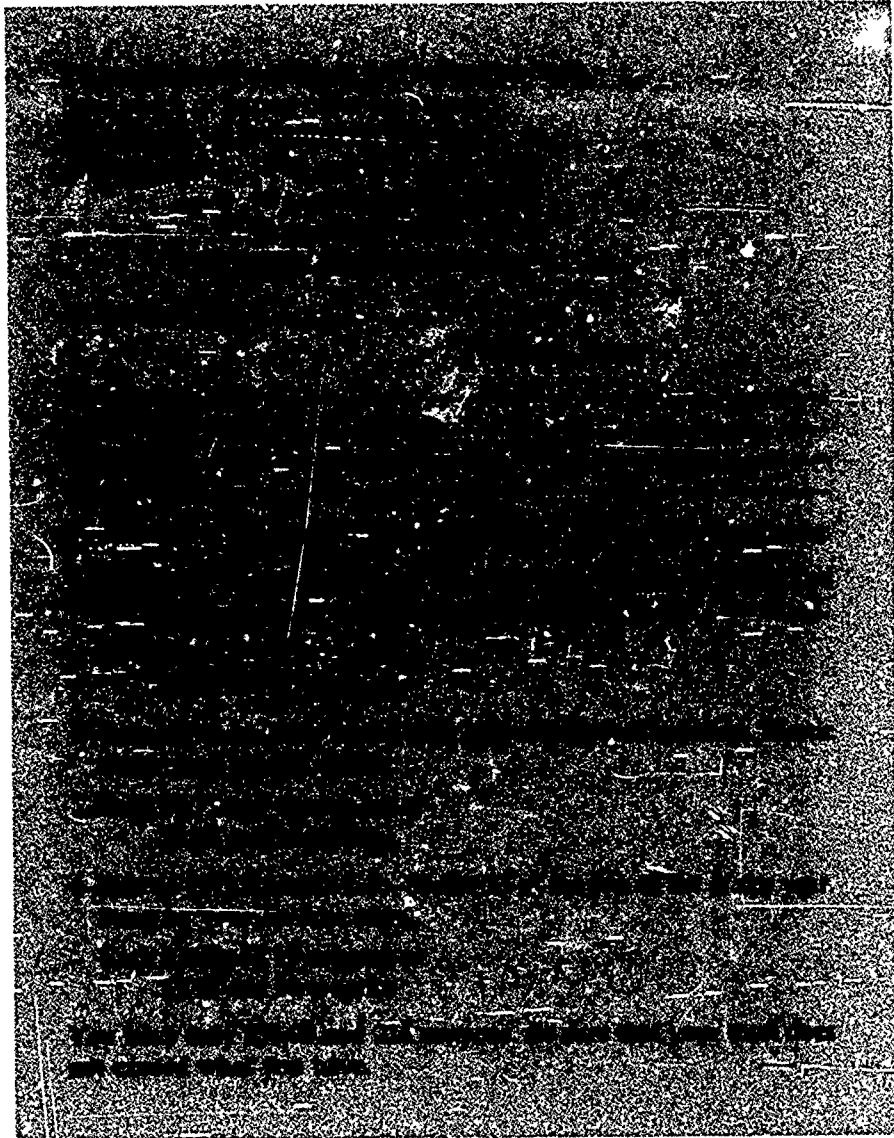
Suggested Teaching Tactic

Direct the student to complete the order form. Have him first fill out the sections that he knows or that he can copy directly from the catalog. Draw attention to the final section in which he must compute the variety of possibilities for payment (money and coupons).

Have the student rewrite the order form to simplify it. Have him justify the changes.

Content Example—Mathematics





**Suggested
Criterion
Referenced
Measurement**

Given content information that requires him to read and reason to perform the problem solving process, the student will complete the appropriate information

GLOSSARY

Analyze	a thinking process which is inherent in the ability to determine categories and classifications and to understand their relationship to one another and to the whole
Aptitude	a range of natural ability within a group of students. The recognition of varied learning capacity influences the nature and amounts of guidance groups of students require with comprehension on the interpretive level
Deductive reasoning	thinking from the general to the particular. Interpretive judgments may be verified through this type of thinking
Discard operation	thinking which eliminates generality and unessential detail. Following this process readers are guided to state in their own words the core idea which remains
Figurative language	words expressing one thing in terms which would normally denote another. In context these two things become analogous
Hypothesis	an assumption or interpretation based upon the learner's intuition and personal experience
Inductive reasoning	an inference which draws a general significance from particular components. A means of verifying an interpretive judgment
Inferences	logical conclusions not stated in, but derived from evidence given in, printed matter.
Interpretive comprehension	perception of an implied meaning from facts related to both real and vicarious experiences
Synthesize	the combination of elements that form a whole. Once relationships have been identified through the analytical process, these common elements are listed in one category. The ability to reconstitute after having analyzed. The process is inherent in the ability to categorize on the interpretive level
Verbal symbols	various types of terms in the context of material which help the learner recognize support details for the main idea

SELF-CORRECTIVE POST TEST

Now that you have completed this packet, rate yourself.

1. Do you know how to identify a variety of interpretive questions.

Yes Partially No

2. Can you explain how an interpretive question is different from one on the literal level?

Yes Partially No

3. Are you able to construct meaningful interpretive questions?

Yes Partially No

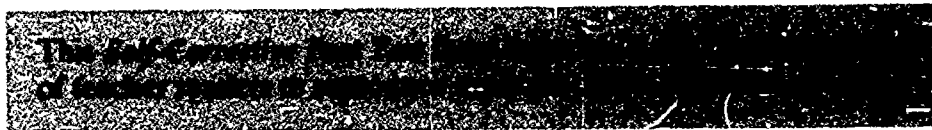
4. Are you aware of the relationships which can be shown through interpretive questioning?

Yes Partially No

5. Can you construct different forms of questions on the interpretive level?

Yes Partially No

6. How many of these forms *have* you utilized in the teaching of your last content unit?



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Non-Print Resources

1. *Teaching Reading in Secondary Schools* from Syracuse University

“Developing Comprehension Skills”

“Developing Skills for Reading Literature”

Contact Information:

Marketing Division of Film Rental Library
1455 East Colvin Street
Syracuse, New York 13210

2. Far West Laboratory Minicourses

“Effective Questioning—Elementary”

“Higher Cognitive Questioning — 4 and up”

Contact Information:

Product Services
Far West Laboratory for Education Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705
415-841-9710

COMPETENCY CRITERIA

The following characteristics of effective content-related reading instruction may serve as self-appraisal guidelines.

Students are enabled to gain information, knowledge, wisdom and enjoyment from reading, for my teaching procedures include:

- _____ Planning and tailoring my teaching to accommodate the wide range of reading strengths and weaknesses represented within the class.
- _____ Fusing reading with other components of language (listening, speaking, and writing) to reinforce meaning.
- _____ Relating the content to the varied experiential background of the students.
- _____ Encouraging students to react to the meaning of print content by thinking critically about it.
- _____ Utilizing many types of reading sources comprising multi-readability levels.
- _____ Teaching vocabulary and comprehension skills on various levels to assure that all students experience success.
- _____ Guiding silent reading through pre-reading preparation, vocabulary assistance, and skillful questioning.
- _____ Providing for varied uses of reading in problem solving, gaining information, and enjoyment.
- _____ Modeling positive attitudes for students by being a high interest reader myself.
- _____ Being committed to improve reading abilities and book interest within the class and school.