

1-1-1970

Round Robin

Dorothy E. Smith

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons

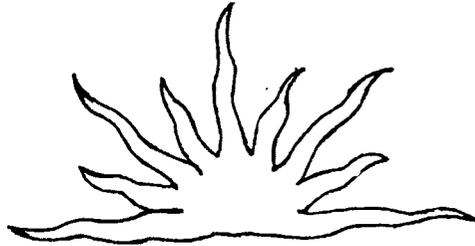
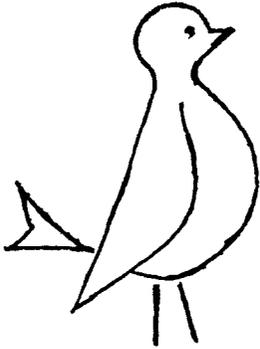


Part of the Education Commons

Recommended Citation

Smith, D. E. (1970). Round Robin. *Reading Horizons: A Journal of Literacy and Language Arts*, 10 (2). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol10/iss2/9

This Article is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor,

Below is a draft of selected "Basic Understandings Necessary in Teaching Reading to Children," which was developed via committee work by some of my students recently. Your readers might be interested. To teach children how to read, these basic understandings are necessary:

1. We, as teachers, must be knowledgeable, flexible, alert, and ready to select or pool the elements of the various approaches in teaching reading to better meet the individual needs of the students.
2. Reading for the individual in this rapidly changing world is very important and we must be able to help children realize the advantages of reading as a vital communication tool as well as a vital "self-development" tool.
3. In order to read effectively, teaching plans must consider the many areas of growth that are highly correlated and dependent upon one another. (Emotional, intellectual, perceptual, physical, experiential.)
4. Developing worthy interests and tastes in reading is a multiple assignment requiring the cooperation of the teacher, librarian, administrator, and parents.
5. Whatever is done to help children grow in reading proficiency should not only be fitted into growth sequences, but projected into life-related experiences which challenge, engage, and validate aspiring endeavors.
6. Teachers must become increasingly aware of the experimentation

- and research in reading and be challenged to find solutions to the unique reading problems of their pupils.
7. The development of effective reading skills is a continuous process with each new step dependent upon the success of the previous one and with the knowledge that individuals vary in their ability to progress from step to step.
 8. Helping children develop significant purposes for reading is necessary if they are to learn the basic comprehension and study skills, the ability to adjust rate to what is being read, and to adjust methods of reading to the type of content being read.
 9. The rapid pace in the development of books, machines, educational television, films, filmstrips, tapes, and programmed materials to aid children in learning to read demands that teachers need to explore, examine with care, and use carefully selected criteria in evaluating the new media.
 10. Reading is an exceedingly complex process and this learned skill lays the foundation for much of one's success in school and on the jobs of tomorrow.
 11. Reading is a highly individualized process and therefore demands a wide use of individualized materials, individual conferences with the teacher, and independence in applying learned skills.
 12. The teacher's ability to teach reading effectively is directly related to the teacher's reading interests and skills and the ability to communicate effectively.
 13. Evaluation in reading is a continuous process based upon the purposes to be accomplished.
 14. Grouping for instruction is based upon the findings from the evaluation processes. (Needs)

Esther Schroeder
Professor Emeritus of Education
Western Michigan University