

4-1-1969

Round Robin

Dorothy E. Smith

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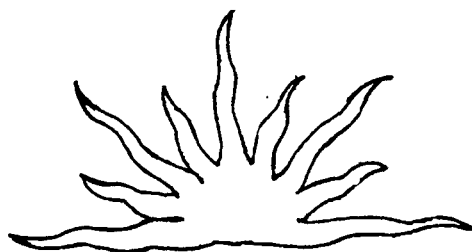
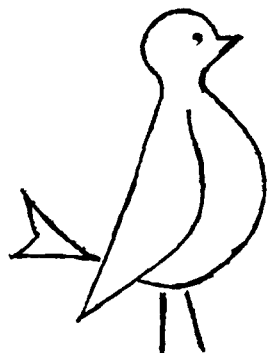


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Recommended Citation

Smith, D. E. (1969). Round Robin. *Reading Horizons: A Journal of Literacy and Language Arts*, 9 (3).
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ROUND ROBIN

Dorothy E. Smith, Editor

Here, below, is the final section of the Annotated Bibliography of Books for Junior High School Retarded Readers, by Mary Small, Remedial Reading Teacher at Northeastern Junior High School, Kalamazoo, Michigan. Everyone who works with junior high school students will recognize the unique quality of Mrs. Small's annotations and the wide range of the types of books listed.

MATERIALS FOR THE RETARDED READER IN THE JUNIOR HIGH SCHOOL: AN ANNOTATED BIBLIOGRAPHY

By Mary P. Small

Section III

Except for the anthologies in Holt's *Impact Series* and the SRA Pilot Library, which are suitable for a classroom library, and Scholastic's *Word Mysteries and Puzzles*, which some students may enjoy doing on their own, the materials listed in the section on textbooks and workbooks have a place in an individualized reading program primarily as sources of exercises and lessons from which the teacher may draw in developing lessons on specific reading skills. For this purpose, Smith's *Be a Better Reader: Foundations* and Gainsburg's *Advanced Skills in Reading* appear to be the most useful.

TEXTBOOKS AND WORKBOOKS

Abramovitz, Jack, gen. ed. *The Follett Basic Learnings Program: English*. Chicago: Follett, 1966.

Heber, Harold L. *Learning Your Language/ One*. (Grade 7)

—————, and Florence Nolte. *Learning Your Language/ Two*. (Grade 8)

A program comprising six booklets at each level designed especially for slow learners. Lessons are based on short reading selections preceded by a vocabulary list and reading directions and followed by comprehension, vocabulary, and composition exercises. The selections, which are generally good, include reprints of stories, poems, biographies, essays, full-length novels, and a drama. Longer selections are divided into two or more lessons. The development of reading and language skills is stressed. Workbook format.

Brooks, Charlotte, gen. ed. *Holt's Impact Series, Level 1*. New York: Holt, Rinehart and Winston, 1968.

Brooks, Charlotte, and Lawana Trout. *I've Got a Home*.

Trout, Lawana, and Allan D. Pierson. *At Your Own Risk*.

Stull, Edith G. *Cities*.

—————, *Larger Than Life*.

A language arts program for junior high school students who are "turned off as far as education is concerned." Each of the four paperbound anthologies includes a variety of selections related to a general theme. The selections are good; and the books, illustrated with black and white photographs, line drawings, and reproductions of works of art, are handsome. The teacher's guides contain detailed lesson plans in which the development of concepts related to the unit theme and basic comprehension of the rhetoric of literature are emphasized. A recording and a classroom library of paperbacks for independent reading are available for each anthology. (Because students should find these books quite attractive, it would be desirable to have copies available for individual browsing.) The lesson plans should be quite useful in specific cases but, I suspect, only if the teacher is fully aware of the implications of the over-all scheme according to which they are organized. The teacher should have previous acquaintance with a sophisticated analysis of literary rhetoric, such as Percy Lubbock, *The Craft of Fiction* (London, 1921), or E. M. Forster, *Aspects of the Novel* (London, 1927).

Charry, Lawrence B., and Harold L. Herber. *Word Puzzles and Mysteries*. Scholastic, 1967.

A paperbound book containing cross-word puzzles, word games in the areas of English, social studies, and science, and word “mysteries” in which the student supplies the missing articles (or conjunctions, prepositions, etc., as directed) in short selections. The teacher’s edition includes suggestions for using the exercises and an answer key. Cartoon type illustrations. (Except for the cross-word puzzles, the “games” are essentially workbook exercises and therefore may be of limited appeal to students who do not enjoy testing themselves in this area.)

Gainsburg, Joseph C., and others. *Advanced Skills in Reading*. New York: Macmillan.

Book 1. 1962. (Grades 7-8)

Book 2. 1962. (Grades 7-8)

Book 3. 1964. (Grades 9-12)

A series intended for developmental reading programs in junior high and high school. The emphasis is on how to read various types of material analytically, and the approach is primarily rhetorical. Books 2 and 3 treat in a more sophisticated manner the skills developed in the preceding book or books. (An interesting and rigorous approach; these materials, however, are probably too difficult at the indicated grade levels for students with reading problems. The teacher, however, will find many useful suggestions for lessons.)

Hodkinson, Kenneth, and Joseph G. Ornato. *Wordly Wise*, Books 1 and 2. Cambridge, Mass.: Educators Publishing Service, 1967.

A vocabulary workbook. Each of the 30 lessons contains a list of about 12 words and a series of exercises which students are to complete after having studied in the glossary the meanings of the words on the list. Answers are given at the end of each lesson so that students may check their own work. (Of limited use and appeal.)

Parker, Don. *SRA Pilot Library*. Chicago: Science Research Associates, 1963.

Pilot Library IIa. Grade 4. (rd 2-7)

Pilot Library IIc. Grade 6. (rd 4-9)

Pilot Library IIIb. Grades 7-8. (rd 5-12)

Each of the three Pilot Libraries includes 72 selections published

in separate booklets. The short selections are excerpts from books recommended for children and young adults. A Teacher's Handbook, Student Record Key, and Key Booklets are available. (The material in Pilot Libraries IIc and IIb should be useful for students reading below grade level in junior high school.)

Parker, Don. *The SRA Reading Laboratory*. Chicago: Science Research Associates, 1957.

A multilevel developmental reading program for use in the upper elementary grades, junior and senior high school, and college. It is based on graded reading selections followed by comprehension and vocabulary exercises, which the student corrects himself. A Student Record Book is included. (Probably quite useful for some students reading below grade level; I gather, however, that students tire of this material.)

Smith, Nila Banton. *Be a Better Reader* (2nd ed.). Englewood Cliffs, N.J.: Prentice Hall, 1963.

Books I, II, III, IV, V, and VI. (Grades 7-12)

A series of six text-workbooks prepared for use in a developmental reading program in junior high and high school. The emphasis and the format of Books I through III is similar to that of *Be a Better Reader: Foundations* (described below). In addition to sections on reading in the content areas, Books IV through VI include lessons on such reading skills as previewing, skimming, finding main ideas and main topics, etc. (Good material and a sound approach. *The Foundations* books in the same series may be more appropriate for retarded readers in junior high school.)

Smith, Nila Banton. *Be a Better Reader: Foundations*. Englewood Cliffs, N.J.: Prentice Hall, 1968.

Book A. (rd. 4)

Book B. (rd. 5)

Book C. (rd. 6)

A series of three text-workbooks designed for use in a developmental reading program in the upper elementary grades or in a remedial program in junior high or high school. The emphasis is on development of the special skills required for reading in science, social studies, and mathematics; and the approach is derived from Smith's analysis of the various patterns of writing—e.g., classification pattern, cause and effect pattern, etc.—used in books on these subjects. Lessons are based on short selections of textbook type

material in science, social studies, and mathematics. In addition, there are lessons designed to reinforce the basic reading skills. (Could be highly useful with junior high school students reading below grade level, particularly if material from the students' own textbooks is also used in the lessons. In order to avoid communicating gross misunderstandings to the students, the teacher should have at least a nodding acquaintance with formal logic. Most good college freshman rhetoric texts contain enough information on logical analysis to keep the teacher from going too far astray.)

Turner, Richard H. *The Turner-Livingston Communication Series*. Chicago: Follett, 1965.

The Television You Watch.

The Phone Calls You Make.

The Newspapers You Read.

The Movies You See.

The Letters You Write.

The Language You Speak.

A series of six "low-reading-level text-workbooks" recommended for use in grades 8, 9, and 10. Each book contains 23 lessons, a final examination, and a glossary of some of the more difficult words in the book. Each lesson includes a brief reading selection followed by a series of comprehension and vocabulary exercises and questions designed to elicit the student's opinion and evaluation of various topics related to the theme of the book. The reading selections within each book form a loose narrative with teen-agers as the main characters. One of several Follett programs designed especially for inner-city disadvantaged, or unmotivated teen-age students. Teacher's guide available. (A practical approach which may be useful—although hardly exciting—for some students reading below grade level.)

LISTS OF MATERIALS FOR RELUCTANT OR POOR READERS

Dunn, Anita E., and Mabel E. Jackman. *Fare for the Reluctant Reader* (3rd ed.). Albany, N.Y.: Capital Area School Development Association, 1964.

Lists, with brief annotations, titles suitable for reluctant readers in grades seven through twelve, including trade books, series books, abridgements, adaptations, paperbacks, school editions, magazines, and newspapers. Trade books are grouped in three grade-level

categories—grades 7 and 8, grades 9 and 10, and grades 11 and 12—and within these categories are organized according to subject (animal stories, sports stories, etc.). Reading level is not indicated. Author and title indexes.

Emery, Raymond C., and Margaret B. Houshower. *High Interest—Easy Reading for Junior and Senior High School Reluctant Readers*. Champaign, Ill.: National Council of Teachers of English, 1965.

Lists, with brief annotations, titles suitable for reluctant readers of junior and senior high school age. Trade books are organized according to subject—adventure, biography, informational, etc. Also included are series books, reading improvement materials, and a sample interest inventory. Approximate reading and interest levels by grade are indicated for each title or series. Appears to be based to some extent on Spache's *Good Reading for Poor Readers*. Author and title indexes.

Spache, George D. *Good Reading for Poor Readers* (rev. 1964). Champaign, Ill.: Garrard Publishing Co., 1964.

Lists, with brief annotations, titles suitable for poor readers of junior and senior high school age as well as a smaller number of books for younger children. Trade books are organized according to subject (family life, sea, America, etc.), and reading and interest levels by grade are indicated for each title. (Spache warns that "the estimates of the interest levels are rather optimistic," a judgment with which I would agree.) In addition, there are lists of adapted and simplified materials; textbooks, workbooks, and games; magazines and newspapers; series books; book clubs; and programmed materials. Chapters on reading interests, bibliotherapy, and use of readability formulas are included. Author and title indexes.

Strang, Ruth, and others. *Gateways to Readable Books* (4th ed.). New York: H. W. Wilson Co., 1966.

An annotated list of over 1,000 titles, including trade books, reading texts and workbooks, books in series, adapted and simplified editions, and simplified dictionaries. Trade books are organized according to subject, and many recent titles are included. Reading level is indicated for each title or series; in addition to author and title indexes, there is an "Index to Grade Level of Difficulty." The majority of titles are fifth-, sixth-, and seventh-grade levels of difficulty. Extremely useful.

A number of other lists which may be of interest to reading teachers

are contained in the following publication:

U.S. Office of Education. *Book Selection Aids for Children and Teachers in Elementary and Secondary Schools*. Washington, D.C.: U.S. Government Printing Office, 1966.

A sixteen-page circular in which general book lists, specialized book lists, and periodicals which review books are described. Price is indicated. Includes a directory of publishers. (Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402; catalog No. FS 5.230.30019; price 15 cents.)

The reading teacher at the secondary level should also be familiar with the following book, which is extremely useful:

Carlsen, G. Robert. *Books and the Teen-Age Reader*. New York: Bantam Books, 1967.

A discussion of the reading interests of teen-agers at various stages of their development. An annotated bibliography is included in chapters on the adolescent novel, the popular adult book, significant modern literature, the classics, poetry, biography, nonfiction, and reading for the college bound.