

II. Curriculum Planning

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Curriculum Division
Grimes State Office Building
Des Moines, Iowa 50319

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READING: DEVELOPING A CURRICULUM

Many schools are initiating an in-depth study of their total reading program. Such a study should result in developing long- and short-range goals and the procedures for achieving these goals. This careful planning will then be a blueprint for instruction and should have a bearing on the selection of instructional materials, selection of personnel, and plans for inservice education.

The following guidelines are made to assist you in evaluating your reading program and involving your staff in improving it.

Procedure

Establish a standing reading committee. Members should be representative of each school and from various levels. In addition to teachers it is wise to include the librarian, remedial reading teacher, and the principals. This committee should be organized on a K-12 basis. A project of this importance requires sufficient time to ensure quality, at least one year. Quality work also implies the need for regular released time for this committee to work.

1. Study the present reading program to identify strengths and weaknesses. It is best to involve the staff in this study. Input should also be elicited from community representatives.
2. When basic needs have been identified, then state the related objectives and some procedures for achieving these objectives. To be effective, this planning should include priorities, time limits, follow-up, and plans for evaluation.
3. Eventually a curriculum guide in reading will need to be developed to fit the unique needs of your district. Such a guide is educationally sound when organized on a district framework basis. It could well include:
 - a. Broad, district rationale and policies
 - b. Goals/objectives
 - c. A comprehensive testing program
 - d. A checklist of reading skills
 - e. Articulation progressively through the grades: K-12
 - f. Reading in the content areas
 - g. A wide variety of materials and media, both basic and enrichment.
 - h. Relationship of the remedial program to the total reading program
 - i. Sample units
 - j. Professional materials
4. The actions of this committee will undoubtedly result in a continuing inservice program to communicate and implement their stated objectives. Some suggestions for inservice are:
 - a. Administering and interpreting the informal reading inventory.
 - b. Setting up and using interest/work centers in classrooms and libraries.
 - c. Using the checklist of reading skills so it is a functional, ongoing appraisal of each child.
 - d. Interpreting all test results in sound terms of each child's instructional program.
 - e. Utilizing your existing personnel: counselor, remedial reading teacher in a team approach with the classroom teacher.

4. (cont.)

- f. Relating the remedial reading program to the total reading program.
- g. Other--as needed.

5. Develop a comprehensive testing program and provide help to teachers so that test results will be interpreted in terms of the instructional program.

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INTEREST SURVEY*

Part A

Directions to the teacher:

The child will need the survey sheet only. Give plenty of time to read the items and fill in the blanks. Help with spelling, etc. only if requested.

Directions to the children:

Today you have an interest survey to fill out. This will help me choose books and activities for the class that we will all enjoy. Read each question and answer it the best you can. In some places you are to mark your choices, in other places you must write things in, so if you have any questions while you are working just raise your hand. You may start now.

NAME _____

Directions:

Circle the answers to these questions.

1. Do you like to read? Yes No
2. Do you have a favorite book? Yes No
3. Have you ever read a book more than once? Yes No
4. Have you ever read a book one of your friends said was good? Yes No
5. Do you go to the library? Yes No
6. Do you ever ask the teacher or librarian for help if you are looking for a book? Yes No
7. Do you ever read a book instead of watching television? Yes No
8. Do you read a book if you have seen the movie or television program based on it? Yes No

Directions:

Write the answers to the next questions.

1. What is the name of your favorite book or story? _____

*Thomas C. Potter and Gwenneth Rae, "Interest Survey," Informal Reading Diagnosis: a practical guide for the classroom teacher (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), pp. 150-151.

2. Name any book you have read more than once. Write how many times next to it. _____
3. Write the name of a book you *didn't* like and why.

Directions:

Below is a list of different kinds of books and stories. Put a 1 by all of the types of books you like best and a 2 by the kinds you like next best. Put an X by those you don't like. You may mark as many as you would like to.

- | | |
|---------------------------------|-----------------------------|
| _____ Adventure | _____ Horse stories |
| _____ Animal stories | _____ Humor |
| _____ Hobby stories | _____ Fantasy |
| _____ Biography | _____ History |
| _____ Autobiography | _____ Geography |
| _____ Science | _____ Fables and myths |
| _____ Western stories | _____ Art and music |
| _____ Sports | _____ Religion |
| _____ Fairy tales | _____ People of other lands |
| _____ Poetry books | _____ Newspaper |
| _____ Mystery | _____ Magazines |
| _____ Motorcycles and minibikes | _____ Comic books |
| _____ Love and romance | _____ Ghost stories |
| _____ Science fiction | _____ Family stories |
| _____ Car magazines | _____ Riddles and jokes |

Directions:

Now do the same thing for the subjects you like and don't like in school.

- | | |
|-----------------------|--------------------------|
| _____ Arithmetic | _____ Music |
| _____ Spelling | _____ Art |
| _____ Reading | _____ Physical education |
| _____ Writing stories | _____ Health |
| _____ Science | _____ Book reports |
| _____ Social studies | _____ English |

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How do the children feel about people and situations which they come in contact with most frequently?

The list is set up to be checked on a "degree of feeling" basis, and should provide us with some insights which may be useful in planning effective ways of working with each child.*

HOW DO YOU FEEL ABOUT . . . ?

	Just Great	Pretty Good	Fair	Not so Good	Don't Care
1. Your close friend(s)	_____	_____	_____	_____	_____
2. Other boys and girls	_____	_____	_____	_____	_____
3. Your mother	_____	_____	_____	_____	_____
4. The teacher in this class	_____	_____	_____	_____	_____
5. Your father	_____	_____	_____	_____	_____
6. Yourself	_____	_____	_____	_____	_____
7. Life in this class	_____	_____	_____	_____	_____
8. Life at home	_____	_____	_____	_____	_____
9. Doing things with play- mates after school	_____	_____	_____	_____	_____
10. Doing things alone	_____	_____	_____	_____	_____

*Handbook for Classroom Guidance: Recommended Classroom Guidance Materials. Compiled by Margaret Stull and Lawrence Bosen, Project ABC Consultants. Printed by the Area VII Media Production Center, 501 Jefferson Street, Waterloo, Iowa.

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INCOMPLETE SENTENCES

Name _____ Age _____ Grade _____ Date _____

Directions: Here is a list of sentences that have been started but not completed. You are to write an ending for each of these. This is your chance to write exactly the way you feel. You may write anything you like but it must be just what you think.

1. Today I feel _____

2. When I have to read, I _____

3. I get angry when _____

4. To be grown up _____

5. My idea of a good time is _____

6. I wish my parents knew _____

7. School is _____

8. I can't understand why _____

9. I feel bad when _____

10. I wish teachers _____

11. I wish my mother _____

12. Going to college _____

13. To me, books _____

14. People think I _____

15. I like to read about _____

16. On weekends I _____

17. I'd rather read than _____

18. To me, homework _____

19. I hope I'll never _____

20. I wish people wouldn't _____

21. When I finish high school _____

22. I'm afraid _____

23. Comic books _____

24. When I take my report card home _____

25. I am at my best when _____

26. Most brothers and sisters _____

27. I don't know how _____

28. When I read math _____

29. I feel proud when _____

30. The future looks _____

31. I wish my father _____

32. I like to read when _____

33. I would like to be _____

34. For me, studying _____

35. I often worry about _____

36. I wish I could _____

37. Reading science _____

38. I look forward to _____

39. I wish _____

40. I'd read more if _____

41. When I read out loud _____

42. My only regret _____

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PROFESSIONAL RESOURCES FOR THE CLASSROOM TEACHER AND ADMINISTRATOR

Handbook for Classroom Guidance, compiled by Margarte Stull and Lawrence Bosen.

This booklet contains some ideas or tools to help a teacher better understand each child in the classroom. Since a good self-concept is essential to successful reading, this booklet will be a valuable resource for each classroom teacher. It has been previously distributed to each district. If you desire another copy, it may be requested from the Guidance Services Section, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

Strategies for the Implementation of Guidance in the Elementary School: Role of the Teacher.

This booklet provides direction and strategies for the classroom teacher who has the key role in implementing the concepts of guidance in the classroom. It has been distributed to schools. Additional copies are available from the Guidance Services Section of the Department of Public Instruction.

Informal Reading Diagnosis: A Practical Guide for the Classroom Teacher, Thomas C. Potter and Gwenneth Rae (Prentice-Hall, 1973).

While this work offers an overview of the diagnostic process, it emphasizes specific informal testing techniques. The tests included may be utilized in an initial diagnosis of groups or individual children or for an ongoing evaluation of a reading program. This is an invaluable source of information for both the classroom teacher and the administrator.

Additional professional resources may be found in Guidelines for Reading Instruction which may be obtained from the Division of Curriculum, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

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