

**IMPLEMENTING READING SKILLS IN THE FOURTH GRADE  
SOCIAL STUDIES PROGRAM**

by 500

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## THE PROBLEM AND DEFINITIONS OF TERMS USED

We live in a changing world. Social studies, more than any of our other subjects, prepare children to live in this changing world. To promote a worthwhile program in the public school, great care has been exercised in the selection of basal textbooks and much improvement has been made with the unit-study approach and its many cumulating activities.

Through written information a child should enlarge his attitudes and appreciations in man's social achievements. The development of reading skills assumes an important role in the school curriculum. Yet, it would seem that the skills formally presented in the reading class were not being transferred to the functional reading task needed in the social studies context.

### The Problem

Statement of the problem. In order to improve instruction and to make the social studies program more meaningful to the pupils, the classroom teacher encounters the difficulties of directing, implementing, and evaluating the skills needed.

Objectives of the study. It was the purpose of this study to determine which skills are needed in the area of

social studies for functional reading purposes at the fourth grade instructional level; and to present some explicit techniques for implementing these skills in an effort to reinforce and enhance reading proficiency in the social studies area.

Limitations and delimitations. The study was conducted in a fourth grade classroom composed of thirty pupils, seventeen boys and thirteen girls. A SRA Achievement Test was administered at the end of the first month, grade four. The achieving range in social studies was 3.1 to 6.3 for the boys and 3.1 to 6.4 for the girls. Reading achievement ranged from 3.1 to 8.6 for the boys and from 3.7 to 8.3 for the girls.

#### Definitions of Terms Used

Implementing. The carrying out or putting into actual practice by concrete measures the reading skills needed in the social studies program.

SRA Achievement Tests. National standardized tests published by Science Research Association, Inc. designed to measure achieving levels in terms of centile norms and grade equivalent norms.

Functional reading. Reading for a purpose as distinguished from developmental and recreational reading. Accord-

ing to Lodge (77), it is not mutually exclusive but often closely related.

Unit study. The unit approach is centered upon the concepts that learning is an active process; that learning must be meaningful with clearly defined objectives; and that a wealth of material is needed to provide for differences which exist.

Skill. According to lexicographers skill means ability gained by practice and/or knowledge. A common synonym - proficiency.

Reading Study Skills. Smith (32, p. 307), "...skills used when there is intention to do something with the content reading." The reading study skills are considered to be those necessary to locate information, evaluate, organize information for later use, and the skills necessary for understanding vocabulary.

Content areas. This term designates subjects other than reading.

Social Studies. Those studies that provide understandings of man's ways of living, of the basic needs of man, of the activities in which he engages to meet his needs, and of the institutions he has developed. Briefly the social studies are concerned with man and his relationship to his social and physical environment. (14, p. 1296).

## REVIEW OF THE LITERATURE

The social studies encompass the study of man and his functions in time and space. Those generally considered to be of particular significance to elementary social studies include cultural geography, history, economics, political science, anthropology, sociology, psychology, and social psychology. Each discipline focuses its attention on some aspect of man and his activities from its own particular point of view and thus becomes a complex of overlapping and divergent ideas. Social studies require ways of working with children that give meaning to subject matter and that result in life-long learnings. They cannot be taught as a set of specific facts or skills, although they utilize both.

Living in today's world requires high-level reading abilities. The increased use of direct experiences, the tremendous growth of audio visual materials, the electronic teaching devices, and other educational media has not minimized the importance of reading in schools today. Rather, the use of other kinds of learning experiences give added meaning to the purpose of reading. Even in its beginning stages, reading and the purposes for which one reads cannot be separated, for the real business of reading is concerned always with meaning. Social studies provide a setting in which extensive, purposeful reading is utilized. Reading

and social studies play reciprocal roles. Social studies provides many opportunities to use and extend reading skills. Proficiency in applying reading skills is cardinal for functional reading.

Many have had much to say concerning reading skills in the content areas.

Huus (17) maintained that while there are certain skills and abilities necessary for good general reading, such as, word-analysis techniques, vocabulary and paragraph comprehension, and library skills, some of the reading skills and abilities are especially pertinent to the social studies, though many are also important in reading any specialized subject matter. The special applications lie in two directions, the material to be read and the reader himself. She elaborated on this by saying that most textbooks in social studies make heavy demands on the reader because of the number of concepts introduced in a relatively small space. The background needed by the reader to interpret briefly noted events, places, and ideas is greater than most young students possess. Difficulties stem from the rapidly changing nature of the material. What becomes printed today will, in a short time, be past history. The material often has a complicated style of presentation. In addition, sentences are not only packed with information, but may be long and involved; they may use inverted order; or they may include allusions and figures

of speech that need interpretation. Many times the vocabulary load is very high, for many words are used only once or twice and thus do not give enough repetition to become fixed in the student's mind. Furthermore, technical words are often defined in such a complex manner, either in the text itself, or in the glossary that it is difficult for students to ferret out the meaning. Shortened forms, such as abbreviations, letter, or the symbol used in tables, and the new forms accompanying documentation, such as italics, footnotes, and bibliographical citations, need special attention even for good readers. Although textbook publishers have made noted efforts to provide interesting well-illustrated books for social studies, often space limitations restrict the amount of detail and explanation that can be included. Research habits and skills need to be developed.

Pertaining to the reader himself, other limitations are inherent--his intelligence, his background of information, his vocabulary and command of sophisticated language patterns, his attitudes and value patterns. The nature of the material to be read demands of the reader sufficient intelligence and background not only to derive literal meanings but also to infer hidden meanings and to make applications from what is read. Intellectual ability is required for a reader to sift facts from opinions, to analyze the point of view from which the author is writing, to be aware of biases, including his

own as well as the authors, and to recognize when enough facts have been presented so that a valid conclusion can be drawn. His background of information serves as a reservoir from which concepts are recognized, recalled, and compared with the content being read in order to make the meaning clear. Practice is necessary to obtain competence in these skills of inference and application, and even students with a high level of intellectual capacity need instruction in order to acquire such competence. There are many opportunities for the teacher to guide students in developing reading skills for achievement in social studies progress.

Figurel (8) noted that learning in the content subjects involves combinations, adjacent to a particular purpose and operating under a general strategy of attack.

Lodge (77) wrote that many of the skills and abilities needed in the content subjects are the same as those used in any reading activity except they are refined and specialized. Children learn study skills most easily and thoroughly when they are introduced and practiced in isolation.

McAulay (56) wrote that through the reading of a book, the child must be capable of enriching his social concepts, solving social problems and satisfying his curiosity regarding history and geography. Through written information he should enlarge his attitudes and appreciations in man's social achievement. But there would seem to be some difficulties for the



classroom teacher in achieving these reading objectives in social studies unless specific skills were initiated.

Shankman (67) called attention to the fact that the skills need to be learned early because throughout life the reader must apply these skills, independently, without guidance.

Spache (69) and Witty (71) concluded it was possible for a student to be competent in reading materials in one area and not in another unless various reading skills were developed and applied while Wagner (70) emphasized the importance of instruction for improvement of reading abilities thinking that pupil success in the content subjects was determined by his power to read well.

Gray (10) was concerned with developing attitudes as well as specific skills. Reading often has to act as a substitute for experience. He felt there was too much to be learned and current needs too pressing to learn solely through experience. Hence reading and other aids to learning must be used in furthering the development of the individual and the bringing him to an understanding of himself and the complex world he lives in. He presented investigations of a broad array of abilities and skills which appear to be essential to successful achievement.

Harris (13), Hunkins (53), and Brewer (2) were in favor of systematic training being provided for the mastery

of specific reading skills in the social studies. The skills were considered too vital to be left to incidental learning.

Smith (32) concluded after extensive study of research that the research pointed the way to needs and to the elementary teacher fell the task for skillful guidance in meeting these needs of developing reading skills in the content areas.

As far back as 1940, Gray (10) and others (22) (72) wrote of the problems pertaining to reading in the social studies and developed lists of the skills and abilities needed. Now, thirty years later, with slight modifications, writers are still producing a prolificacy of material saying the same thing. To the classroom teacher reading for new ideas and methods to improve instruction this seems most disappointing. Yet, possibly this has indications in itself. Perhaps the persistency of the problem indicates a continuous need for implementing reading skills in the social studies program. The Harvard staff (1) concluded after a great deal of study that there was only limited evidence that reading skills were being taught in the content areas. It appeared that teachers feel it more important to cover the content than to teach the reading skills in the content areas.

McAulay (56, p. 651) wrote:

The acceleration of knowledge proceeds at such a rapid pace, mores and folkways change so quickly that there are few social verities which any program can claim. At best, a social studies structure can only help the child organize

a pattern or method for himself by which he may investigate and explore a particular interest, problem, or thesis.

To the fourth grade teacher this would seem to imply a "process over product" need. Thus, the development of skills would seem indicated.

In line with this would be Jarolimek's (18, p. 152) comment.

The primary function of the social studies teacher would seem to be to teach his students how to study his subject, how to find and use the knowledge it offers, how to uncover and utilize its data in the formation of judgments capable of withstanding critical analysis. The skills aim of a lesson, heretofore often relegated to a position of secondary importance in daily lesson planning may, in fact, represent the teacher's best investment of time in preparing students for continued learning in a complex, changing, and challenging world.

The conclusion from the review of the literature would seem to be:

- a. The teaching of reading skills are needed in the social studies.
- b. The teacher needs to be alert to all possibilities of improving this teaching.
- c. That much is being advocated in ways of techniques but not enough is based on research.

## DESCRIPTION OF SKILLS

The types of reading or specific skills needed for learning in content fields are often classified, categorized, or arranged differently by different authorities.

Hunkins (53) stated that many skills should be in the social studies program, K - 12, but two groups of skills stand dominant, intellectual skills and process skills.

Russell (29) preferred seven general skills with much refinement, while Horn (52) grouped them all into one general classification as operational skills.

Witty's (71) grouping into four will be used for the purpose of this paper, interpretative which makes heavy use of vocabulary development, evaluative, organizing and locational.

### Interpretative Skills

As functional reading includes the study and interpretation of all textbooks and reference books which the pupils use, a mastery of the specialized vocabulary is necessary to effectively handle the disciplines involved. Dr. Sheldon (81) stated that no child is reading unless he understands the meanings that words, sentences, paragraphs, and other word groups convey. Randolph and Samford (27) summarized that it is possible that most of our social studies rely too much on our

basic reading program for vocabulary development. Authorities in the field generally believe that not enough is done to build a better technical vocabulary for the social studies field.

Huus (17) felt that the vocabulary problems were principally those of pronunciation and meaning. Therefore, students need to learn to use word-recognition techniques, - context clues, analysis of structure, and phonetic elements, and to check their best estimates against the authority of a glossary or dictionary. Teachers need to check recognition skills. Multisyllabic word attack skills, prefixes, suffixes, and other mechanics should be taught. Especial attention should be paid to polysemantic words.

The introduction of vocabulary control into the social studies textbook has greatly improved the readability for the fourth grade pupil. Yet, many difficulties still remain. Joyce (20) expresses these difficulties in terms of organizing concepts: 1) Concepts formed by noting similarities, differences, relations between objects that can be apprehended directly through the senses, such as verbal statements, physical actions, or objects. The child needs to see them very real and detailed. This is difficult for the child. 2) Concepts that are inferred. These point to unseen events which can only be inferred from some more

immediately observed phenomena such as religion, places, or strictures on behavior. They are not seen directly but they are inferred from things that are perceived such as, "They made the church so big their religion must mean a lot to them." 3) Concepts that are ideal-type. These are general classes useful by enabling the classification of large masses of information. The child has to see common characteristics such as nation, transportation, etc. This is most difficult for many fourth graders.

Much research and study has been done to analyze the nature of the reading task brought into the content fields. The teacher should keep informed and make every effort for continued study in this area. The technical or specialized vocabulary of all content and subjects presents a learning problem to the child and a teaching problem to the instructor.

### Location Skills

The social studies cover vast areas of knowledge and no one single book can be expected to do more than present a small segment of the many facets of social studies topics. Furthermore, much of the social studies contents are of a highly factual nature making it impossible for any one source to have all the facts. Teacher and pupil knowledge of where to look for information gets daily testing. Organized lessons

will need to be provided to teach the use of materials which are available. One consideration should be that little worthwhile purpose can be served by teaching children how to locate information from sources which are not readily available for them to use or too difficult for them to locate.

Locational skills need to be carefully introduced and systematically taught as an integral part of the social studies program. Cooperation with and suggestions by the school librarian should be sought and practiced.

As soon as a particular locational skill has been introduced and taught, that skill should be used immediately in the day-to-day instruction provided. Learning skills is one thing but the developing of attitudes to use them habitually in locating information is something else. The basic step is the "need to know". Thrope (36) commented that an assignment to find materials in an encyclopedia may be as educationally productive as a textbook assignment.

The study-skill area of locating information at the fourth grade level can be divided into three categories, using parts of books, using dictionary skills, and using library skills.

1. Parts of books - the title page and copyright furnish information relative to the dependability and recency of the publication and appraisal of the author's status.



Even very young readers could profit by developing the habit of skimming the author's or editor's preface. This gives a "bird's-eye view" of what the publication is supposed to accomplish. Also skimming the table of contents not only reveals the organizational pattern but identifies the major areas which are discussed in the book. Typographical aids such as chapter headings, subheadings and marginal headings lend themselves as aids to more efficient skimming.

2. Index - It is the index which provides the most systematic guide to the location of information. Learning alphabetical sequence is required and has usually been mastered by the fourth grade child. Learning the purpose, location, and arrangement of the index are basic steps in its use. In order to find information, pupils must learn to use subtopics, choose key words to look up, select alternative key words, use cross references, and use the index to find maps, pictures, charts, or tables. Once the appropriate page is found, practice is given in quickly locating the needed information.

3. Alphabetical arrangement - understanding alphabetical arrangement is also essential to competent use of the dictionary and glossary. Guide word arrangement seems more difficult for fourth graders and much meaningful practice needs to be provided. The need for correct pronunciation makes it necessary to understand syllabication and diacrit-



ical markings. According to Fay, Horn and McCullough (7) it is doubtful that systematic instruction in these skills is effective prior to grade four.

4. Definitions - finding word definitions involves knowledge of how a word is spelled, alphabetical order, reading and understanding all definitions given, and fitting several definitions into context to select the proper definition which gives meaning. Glossaries in the fourth grade social studies text have more simplified definitions but the other difficulties remain. Social studies abound with unusual terms, foreign names, and specialized meanings for many common words.

5. Encyclopedia arrangement - students must learn how information is arranged, whether alphabetically or to topically. For alphabetically arranged encyclopedias, pupils must learn to use both letter-by-letter subject presentation and word-method subject presentation. Children need to locate the volume containing a given topic as well as using the encyclopedia index to locate information. Basic to both of these skills is efficient use of key words. Concentrated practice in a meaningful way should be provided. Guide word skills again are needed. Additional aids to location are the cross reference, citation of still other references, and bibliographies.

### Using Library Skills

Fourth grade children seem to have great interest in the organization of the library materials. They have become orientated to fictional material and some non-fiction. Now they seem ready to develop locational skills that will enable them to independently find materials. An understanding of the Dewey Decimal System seems a prerequisite for the proficient use of the card file. The author-title-subject arrangement needs to be explained and practice provided in order that speed and proficiency be developed. Some children need some time spent on learning how to correctly endorse the check-out cards in the school library. Perhaps not considered in skill development but certainly of importance is some instruction in library citizenship such as correctly replacing books on the shelves and other points of conduct.

Brewer (2) commented that if elementary children are to acquire an understanding of the locational skills, the teacher must provide specific lessons for teaching these skills. The social studies should be so organized and taught so that pupils are required to use a variety of books and references to get information to answer pertinent questions.

### Evaluative Skills

The pupil who learns how to locate information effectively is immediately faced with the need to evaluate.

During the reading period much time and space is devoted to the teaching of skills which hopefully will produce critical and evaluative readers. Fay (74) observed that the skills of critical and evaluative reading are developmental in nature and in a well-planned reading program they are a definite part of the guided reading program beginning with the first grade and from there on. But be that as it may, many children do not seem to make this transfer when reading in the content area. Rudolph (63) and Brownell (41) investigated and found that gains in evaluative abilities progressed if specific instruction was initiated in the social studies program. Dr. Sheldon (68) remarked that content area teachers can help their pupils to read difficult materials in textbooks by encouraging them to transfer the skills learned in the basic reading program to other reading materials. One approach would be to duplicate in all subject areas the relevant aspects and skills of the reading instruction which have been given to the basic course. Some evaluative skills call for a much higher level of intelligence than others but Russell (28) listed under the ability to select and evaluate information the following skills that needed attention:

- 1) Ability to select suitable sources of information
- 2) Ability to distinguish between relevant and irrelevant, important and unimportant information

- 3) Ability to recognize the difference between fact and opinion
- 4) Ability to judge the validity of one's information
- 5) Ability to use several sources to solve a problem
- 6) Ability to judge the adequacy of one's information

Two abilities added to this list by Fay (7) deserve further consideration:

- 1) Ability to sense implied meaning in what is read
- 2) Ability to establish cause and effect relationships

Regardless of how they are listed as skills or abilities, children need systematic guidance in their developmental powers of evaluative and critical reading. They need to learn to react and to exercise judgment in relation to ideas encountered on the printed page. If one accepts the definition expounded by some reading authorities that "to read is to think" then it would seem that not only many children but many adults as well, are non-readers. Optimistically Jarolimek (18, p. 160) had this for consideration:

Research in children's thinking supports the view that reasoning and problem-solving abilities begin at about the age of three and develop continually with increasing age and experience. Stimulating experiences in critical thinking and problem solving during the formative years and early childhood can do much to foster the growth of such skills throughout the life of the individual.

This should have great significance for the social studies teacher.

### Organizing Skills

All the study skills are interrelated but organizing and evaluating or critical reading skills are extremely so. But for the individual pattern of this study the following skills or abilities will be listed as the organizing skills:

1. Making and using outlines - Fay (74) commented that construction and use of outlines are part and parcel of developing organizing skills. McKee (78) agreed with this by saying that experimental data show that pupils who have been taught to make an outline of a given reading selection and to use that outline as a tool of study, learn and retain more information from their study than do pupils who merely read and reread that material. He specifically lists the following basic skills which he believes are essential to an adequate program of instruction in organizing reading material.

- a. Develop an understanding of and skill in finding the topic of a paragraph
- b. Main idea of entire selection is determined by the topics of the paragraph that make up the material
- c. Skill in locating subtopics
- d. Skill in locating details
- e. Skill in note taking
- f. Understanding mechanical form for outlining
- g. Noting the relationship of outlining between articles of one paragraph to those of longer selections

2. Summarizing and generalizing - teaching children the difference between summary and statements is a high hurdle for the teacher of grade four. Again this involves note taking and giving special consideration to the author's purpose and conclusions.

Encouraging children to make and use outlines and to summarize materials read in the social studies area calls for developing skills in reading to find the main idea, to note the sequence of ideas, to find details, to draw conclusions, to see relationships and to make inferences. It would seem that they depend much upon the intellectual stature, the maturity, and the experience of the fourth grade child. The experienced teacher knows that all students will not adjust readily to the different situations met in handling the social studies materials. Not all will show equal gains. In order to guide the reading activities the teacher needs to be aware of individual needs.

Horn (51) emphasized that too much emphases cannot be placed upon the importance of identifying the principal reading abilities and then designing a plan by which these abilities will be developed. However, regardless of the reading level certain skills need to be developed. Brewer (2) concluded that if children in grades four, five, and six are to be able to work effectively in content areas of the elemen-

tary school program, the school must accept greater responsibility for initial teaching and provide guided practice in using the reading study skills. To this Lodge (77, p.2) adds, "In teaching skills there is no substitute for careful teacher planning, both long-ranged and day-by-day."

Perhaps a note of caution needs to be added. According to Thompson (35, p.62), "the teacher's problem is to protect the spirit of inquiry, to find a balance between overstimulation and dull routine."

Hopefully, constant refinement of teaching techniques and procedures will produce fresh approaches and new insights into learning problems of children. Or perhaps the most important contribution a social studies teacher can make to the improvement of reading skills in the social studies, is to teach well each of the lessons planned for each day. Opinions may differ as to the meaning of "well" but if a child is limited by his intellectual capacity, his maturity, his experience, so is the teacher. Continual study and careful observation of techniques for implementation are worthwhile goals.



## PROCEDURE FOR STUDY

At the end of the first month of the fourth grade, the SRA Achievement Test was administered. Table I shows a comparison of reading achievement and social studies as measured by the test. The grade equivalent mean for reading was 5.1 and for social studies 4.8. Five of the seventeen boys were achieving below the grade equivalent of 4.1 in reading and five of thirteen girls were below the grade equivalent in reading. Only one boy achieved below the grade equivalent in social studies compared to five girls. Even though grade equivalent scores tend to restrict the breadth of interpretation and a conclusion cannot be drawn that a pupil is functioning at the level indicated, yet it would seem that if the basal text in the social studies program had been written one grade level lower than the actual grade it could be read by even the lowest achiever and thus act as a spring board or a source for implementing the reading skills in the social studies program.

Another test administered at the end of the first month of the fourth grade was the Silent Reading Diagnostic Test published by the Weekly Reader. This type of reading was more in line with the functional reading the fourth grader is expected to do in the fourth grade social studies program. Table II shows the results. None of the group scored as a superior reader in functional reading ability.



TABLE I  
ACHIEVEMENT SCORES IN READING AND  
IN SOCIAL STUDIES AS MEASURED AT  
4.1 GRADE LEVEL

BOYS		GIRLS	
READING	SOCIAL STUDIES	READING	SOCIAL STUDIES
8.5	5.6	8.3	6.4
6.8	5.9	8.1	4.6
6.4	5.1	6.1	6.3
5.8	5.1	6.1	6.1
5.4	5.4	5.8	5.1
5.2	5.9	4.2	5.3
5.2	5.1	4.2	4.1
4.9	5.3	4.2	3.1
4.6	5.1	3.9	3.1
4.6	4.1	3.9	3.1
4.2	4.6	3.7	3.1
4.2	4.1	3.7	3.1
3.7	5.4	3.1	4.4
3.5	5.4		
3.5	4.6		
3.1	4.6		
3.1	3.1		

TABLE II  
 PERFORMANCE ON WEEKLY READER DIAGNOSTIC  
 READING TESTS ADMINISTERED FOURTH  
 WEEK OF GRADE FOUR

Rating*	Total Score	Number Achieving
Superior	52-56	0
Good	40-51	5
Average	28-39	11
Beginning	16-27	13
Poor	0-15	1

\*Superior: Truly discriminating reader with reading skills well above grade level.

Good: Reading well at top of grade level.

Average: Able to manage reading at about mid-year level.

Beginning: Beginning reader at grade level

Poor: Having serious trouble reading with understanding at this grade level.

Only one was scored as poor which would indicate he would have serious trouble reading with understanding at this grade level.

Desiring to ascertain more insight into their reading levels, the six pupils achieving below grade equivalent in social studies on the SRA test were given a teacher-made Informal Reading Inventory. The IRI was constructed from the basal text reading material and was administered individually using the tape recorder in order that the teacher could later study performance more in detail (appendix). Two tests were used; both were intended to measure word recognition and comprehension for oral reading. The lowest word recognition score was 94% and the lowest comprehension score was 80%. This indicated that the pupils should be able to handle the basal social studies text at an instructional level. This, coupled with the fact that every child would have access to the same material seemed good arguments for using the basal social studies text for the implementation of reading skills in the areas of social studies.

The amount of time to allot to the continuous and sequential development of the skills had to be determined. Even though the skills were not intended to be taught in isolation a specific amount of time needed to be allotted in order to allow instruction and practice for the specified skills. Fifty-five minutes were suggested by the curriculum

guide of the school system for the total social studies program. Ten to fifteen minutes of this time, depending on the type of material, were used for the implementation of the social studies. The skills were virtually impossible to segregate completely, they are so interrelated, yet a plan of procedure was initiated; one period each week for vocabulary skills, one for locational skills, one for evaluating and a fourth for organizing skills. The fifth period of each week was reserved for the Weekly Reader which would encompass all the skills and provide functional reading purposes in which to practice these skills. Likewise the balance of the social studies program of each day's instruction offered the opportunity to employ these skills.

### Implementation

Vocabulary. Two vocabulary tests were given at the beginning of the study (appendix). Test A was made from teacher-selected words at random from the glossary of the text. Test B was made by selecting every third word on the list of geographical terms that should be mastered because they are the specialized terms needed in the content area. Test A was given again mid-semester. A supplement for Test B, Test C, was given also at mid-semester. The results are shown by Table III and IV.

TABLE III  
VOCABULARY WORD INVENTORY

Word	Number Identifying Correctly	
	September	January
alps	10	29
barge	11	27
bay	8	25
boundary	14	28
branch	2	25
canal	7	27
capital	27	30
coast	9	27
compass	22	30
dam	22	28
desert	25	30
earth	23	30
equator	13	30
factory	22	28
globe	18	30
harbor	14	25
horizon	22	27
irrigation	9	29
lumber	27	29
mouth	22	28
nomad	4	30
oyster	23	30
pasture	24	29
peninsula	9	26
planets	21	29
rainfall	23	30
season	26	30
soil	21	28
temple	25	30
volcano	21	30
Average per pupil *	14+	27+

\* 30 pupils

TABLE IV  
VOCABULARY INVENTORY OF GEOGRAPHICAL TERMS

September Scores		January Scores	
	17		20
	15		19
	15		20
	13		22
	13		20
	12		14
	12		17
	12		20
	11		13
	11		22
	11		19
	11		18
	11		16
	11		15
	11		14
	11		18
	10		19
	10		15
	10		18
	9		20
	9		16
	9		12
	9		14
	9		7
	9		12
	8		11
	8		12
	8		20
	6		18
	6		6
Mean	10.6		16.2
* Number of words 22			

Using the Weekly Reader scores from the evaluation of performance of vocabulary from context skill, the group showed a gain of from 234 to 284 from October to January. Figured in percents, the group improved from 56% to 68% in their ability to handle context clues for functional reading purposes, as measured by this particular test.

Locational Skills. Locational skills are skills that seem to call for developing procedural methods. Schell (65, p. 117) says, "Well-constructed skill inventories are not guaranteed to reveal all deficiencies of all pupils, but used wisely they can provide diagnostic information about pupils at all grade levels which cannot readily be collected any other way and which alert teachers can easily substantiate by informal observations." With this in mind, a brief teacher-made skill inventory was developed to attempt to determine more adequately what locational skills needed to be implemented. (appendix) From this starting point lessons were developed to provide practice for specific skills. The appendix shows specific lessons developed after the inventory pinpointed more exactly which area needed more work. At midyear a Location Skills Survey was given. 15 pupils scored 100%, 8 scored 92%, 5 scored 83%, and 2 at 75% indicating a considerable amount of skill had been mastered in word if not in "deed". The observation men-

tioned above showed that some of the pupils seemed to prefer to "browse" in the library rather than to initiate a plan of attack to locate a specific reference unless they were timed in some activity, then they would employ the skills. Performance on the individual assignment sheet indicated that the pupils could use reference materials to answer questions. (appendix) In reply to a questionnaire sent home (appendix), it was learned that every child in the room had some type of reference material available at home. This reduced the possibility of discouraging a research because he did not have the needed source at his disposal.

Techniques for implementing. To call attention to the fact that the textbook is to be used as a tool for learning and a source of information, the following lesson was presented for the title page. Pupils should be given frequent opportunity to investigate the parts of their book and be allowed to describe in their own words that they find.

1. What is the word that means "the name of the book"?
2. What really are books?
3. How does the social studies book differ from your reader? How is it like the reader?
4. Look at the title pages of all your books. Make a list of the kinds of information you find.
5. If no date is given, turn the page. What does C mean?



6. When you are looking to see if a book might have information you have a need for, why is it important to know each of the following:

title            author's name            date of publication

Students should be familiar with the physical characteristics of books - especially the text in that it will provide the primary source of reference and guidelines for the school year. It is important that students realize that books are the ideas of men and women presented in a particular form. For further development in locational skills it is important that a child realizes he can get a general impression of a book from the information of its title page.

Three specific considerations:

1. The title page of a book is within the first page or two of the front cover.
2. It always gives the title of the book and the name of the author.
3. The date of publication sometimes is written on the back of the title page.

Evaluative Skills. The evaluative skills are components of so many factors it is difficult for the teacher to be cognizant of what skills are actually involved in this area. Proceeding on the assumption that judgments are involved, a teacher-prepared inventory was given in September,

a corresponding one in January (appendix). In an attempt to construct a test that would include items that concerned the different disciplines of the social studies area, yet would involve thinking and not just recall, the items were of a heterogeneous nature. Table V shows that improvement was made but the reliability of the test as to whether it measured evaluative skills is questionable.

In an attempt to implement evaluative or critical thinking skills, lesson plans were designed in the area of inference, fact and opinion, and perceiving relationships. After every unit test a careful scrutiny was made of the test questions that were missed by one-third or more of the class. Qualifying words and negative true and false items emerged as causing the most difficulty by interfering with the pupils line of reasoning or to quote a fourth grader, "It messed up my thinking." To provide practice in this area, lessons were developed for practice.

Regardless of intelligence quotients, if not hampered by vocabulary difficulties, observations by the teacher led to the conclusion that some pupils seemed to have a more logical type mind than others. For some reason, some students needed careful leading questions to help them form conclusions; others proceeded on their own.

TABLE V

NUMBER OF ITEMS MISSED  
ON EVALUATION  
INVENTORY  
TEST

ITEM NUMBER*	SEPTEMBER	JANUARY
1	23	2
2	18	5
3	11	15
4	5	5
5	11	6
6	18	12
7	19	12
8	20	2
9	21	12
10	19	12
11	17	10
12	20	9

\* an attempt was made to pair the items  
to make them of comparative difficulty

One aspect of evaluative and critical reading practice that the pupils gained proficiency in was in the area of analyzing why they missed certain test questions. Hopefully this type of critical thinking by the pupils can offer the teacher some foresight into future instructing. A record was kept of responses made by the pupils as to why they answered certain test questions as they did. The test items were part of the unit achievement test that accompany the basal text.

Q: How are the Rhine River and the Nile River alike?

Each flows northward - true or false.

A: We have been studying the Rhine and the Rhone. This tricked me when it threw in the Nile.

A: I still don't know my map directions.

A: On the big map in our book the Rhine flows north but then it curves west just before it reaches the sea.

A: Map "confusen" (sic).

Q: Both rivers are used chiefly for irrigation - true or false.

A: I get irrigation and transportation mixed up.

A: If the Netherlands had a dry spell they might irrigate.

A: Canals are used for irrigation and they have lots of canals.

A: The word chiefly made me miss it. I didn't know just how much chiefly was.

Q: What might you expect to see on a trip down the Rhine?

Great cities - true or false.

A: In my picture of a trip down the Rhine, all you can see are some castles. They aren't great cities.

- A: I didn't think Rotterdam and the other cities along the Rhine were great cities.
- Q: Would you expect to see steel mills on a trip down the Rhine River?
- A: I thought when it said down the river it meant in the part where it comes out in the low countries and we studied this land was reclaimed from the sea so where would they get coal and iron to make the steel.
- A: I didn't know people grew steel in Holland.
- A: I thought the mills in Holland were windmills and they would be made of wood and not steel.
- Q: Again referring to the above: true or false, would you expect to see Switzerland on a trip down the Rhine?
- A: I forgot the river started in Switzerland and only thought of seeing the Netherlands.
- Q: The Dutch have been making polders only during the last few years - true or false.
- A: I missed it because the map showed there were still some of them unfinished so maybe they hadn't been working on them too long.
- Q: On the polders, dairy farming is very important - true or false.
- A: Well, I thought that since they didn't have much land because they had to take it away from the sea that it couldn't have very much dairy farming. Or not enough to be very important.
- A: I wouldn't think they would want their good cows in the places that are so wet and the polders have to be pumped all the time.
- Q: Is this true about farming in the Low Countries: on higher ground, crops such as rye and potatoes are grown?
- A: I think so much water would rot the potatoes.
- A: I didn't think they had high ground in the Low Countries.
- A: They were talking about low countries then they ask something about high ground, this just mixes me up.

- Q: Low Country farmers grow more than enough to feed their own families - true or false.
- A: I missed this one because I was thinking, most people of Europe hardly have food to eat themselves.
- A: I thought that they didn't have enough land.
- A: I thought they were like other people today and other people buy a lot of different kinds of food. They don't grow their own sugar and coffee and stuff like that.
- Q: If you were visiting the capital of Belgium, you would be in (Brussels, Amsterdam, Bern).
- A: I didn't think any of them were right because none of them have a star by it on the map in our book.
- A: The book told more about Amsterdam so I guessed wrong.
- A: I couldn't remember whether it was Brussels or Bern.
- A: I thought Amsterdam was bigger so it would be the capital.
- Q: On a list of things the Low Countries sell to other countries, you would expect to find (oil, machinery, dates).
- A: The book said they don't have the money to buy very much machines for the farms so I didn't think they would sell much, so I marked dates.
- A: I thought the Dutch bought tractors from the United States.
- A: I thought the Low Countries sold food and dates were the only food on the list.
- A: I thought machinery means what farmers use and the book said some of the farmers have tractors but not too many.
- Q: Would you see terraced hillsides along the Rhine?
- A: I missed this because I thought a terrace was a porch and in the pictures the houses don't have porches on them.

At the beginning of the study the answer was usually, "I don't know why I missed that." These responses seem to indicate that at least pupils were beginning to think about why they responded as they did.

Organizing Skills. Organizing materials are often closely related to outlining skills. At the beginning of the study a simple brief inventory was given to determine skill proficiency in the simple mechanics of outlining. 60% of the class successfully completed the inventory. In January, a second inventory test was given. The test was designed to be more difficult in interpretation. Again 60% of the class handled this material successfully, (appendix).

If a skeleton outline was set up, 25 of the 30 pupils could complete it. If the pupil was required to formulate his own outline, using correct mechanics, only ten pupils could handle this. Therefore, the conclusion was drawn that it would be more profitable on a fourth grade level, to the greater number of students, to teach only basic or preparatory skills of outlining. The preparatory skills would include work in the area of selecting the key word of a sentence, the main idea of a paragraph, the title of a selection; of asking such questions as who, when, where, why, what and how; of perceiving sequence of time order.

To present the explicit techniques for implementing the skills in an effort to reinforce and enhance proficiency in the social studies area lessons plans were developed in the following areas:

**Vocabulary**

- Pronunciation inventory
- Use of prefixes
- Use of suffixes
- Classification words
- Multisemantic words
- History of some interesting words
- Words to make vocabulary more meaningful
- Words that measure time

**Location Skills**

- Using Table of Contents
- Picture study
- Map Skills
- Reading a graph
- Time graphs

**Evaluative Skills**

- Qualifying words
- Negative sentences
- Substantiating facts
- Facts or opinions
- Evaluating newspaper articles
- Skimming
- Comparison of various sources for reference materials
- Validating statements
- Inference

**Organizing Skills**

- Summarizing
- Mechanics of outlining
- Paragraph topics
- Subtopics
- Word details
- Locating main ideas

**Lessons involving all the skills**

Considerations for the procedure:

1. The study was conducted in an intact fourth grade classroom with all pupils exposed to the same treatment without any attempt to randomize.
2. Any changes in enrollment were deleted from the study.
3. Pupil maturation and teacher motivational factors were disregarded in evaluating gains.



## CONCLUSIONS

A summation of this study reiterates the fact that the classroom teacher should not rely on the supposition that skills formally presented in the reading class will be transferred to the functional reading task needed in the social studies context. True, there are many opportunities for the classroom teacher to guide students in developing reading skills for achievement in social studies progress. However, these skills are too vital to be left to incidental learning. Special skills need to be initiated. Some of the reading skills are especially pertinent to the social studies and to the classroom teacher falls the task of directing, implementing, and evaluating the skills needed.

The social studies teacher has a primary function of teaching the children how to study, how to find, evaluate, and use information. Therefore, the skills aim of a lesson has utility in itself. The special skills implemented in this study for this purpose were the skills of interpretation which involve vocabulary development; and the skills of location, evaluation, and organizing. By planning a guided, sequential program which provided for practice in these areas the pupils seemed to gain confidence. Self-confidence is imperative in the development of desirable skills. If the fourth grade child is to be helped to enlarge his attitudes

and appreciations in the changing world in which he lives, research habits and skills need to be developed. When a need arises by way of a question or a problem, the pupil should know how to proceed on his own to seek an answer by knowing where to look and how to look. After locating the material, he should be able to unlock the vocabulary maze to interpret meaning. Evaluating the material compounds difficulties for adults as well as children, but hopefully skill development and continued practice in this area will at least provide insights which might otherwise be ignored. Organizing the material after locating contributes to retention as well as relating to or for others.

All of the skills are highly integrated yet they can be segregated for specific development.

In the opinion of this writer the implications to other teachers are:

1. The implementation of reading skills in the social studies program is a worthwhile endeavor on the part of the classroom teacher.
2. Timed, planned, and sequential lessons providing for explicit techniques for implementing the skills should be part of each day's social studies program.
3. Continual study and careful observation of these techniques are highly desirable goals for the classroom teacher.

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## APPENDIX

## TEACHER-MADE

Word Recognition: \_\_\_\_\_

Comprehension \_\_\_\_\_

## SAMPLE IRI

"Learning to Look at Our World"  
page 195

## HOMES AND PEOPLE

Some were rich and some were poor, in ancient Rome. Some lived in fine houses, and others lived in tiny apartments. So it is in Rome today.

Yet even the poor people in Rome today can enjoy things that the richest people did not have in ancient times. Anyone in Rome today may use electricity for light or heat. Anyone can listen to the radio or watch TV. All who are interested can take photographs and see motion pictures. All may read magazines and newspapers.

If people in Rome are sick today, they can go to modern hospitals. The doctors know far more about health and disease than anyone knew in ancient times. The doctors have medicines that work like magic. People today live much longer than most people in ancient Rome could hope to.

## Comprehension Check:

1. What does ancient mean?
2. What is another word for photographs?
3. What is being compared?
4. Why do people live longer today?
5. Do you think you would find many schools in Rome today?
6. Do you think you would rather be a King in ancient Rome or a poor person living in Rome today?

## TEACHER-MADE IRI

"Learning to Look at Our World"  
page 288

Word Recognition: \_\_\_\_\_

Comprehension \_\_\_\_\_

## GOVERNMENT WORK

The government was moved to Washington from Philadelphia more than one hundred fifty years ago. At that time, less than two hundred people worked in the government offices.

Today many thousands of people in Washington work for the United States government. Not many of the workers are in the Capitol or in the White House.

You soon learn that there are many different government buildings and offices in and near Washington. For example, there is a Printing Office, the Library of Congress, the Treasury, the famous Pentagon, which is the headquarters for our armed forces, and many more. You cannot visit all of these during a day. But you might choose one or two.

## Comprehension check:

1. Where was the capital before it was moved to Washington?
2. About how many people were working in the government offices when it was moved?
3. What is the Pentagon?
4. What do you think the author means when he says, "You cannot visit all of these during a day?"

TEST A  
VOCABULARY INVENTORY TEST

Directions: Below are listed thirty vocabulary words. From this list, write the correct word in the space provided before its definition.

- |             |                |               |
|-------------|----------------|---------------|
| 1. alps     | 11. desert     | 21. nomad     |
| 2. barge    | 12. earth      | 22. oyster    |
| 3. bay      | 13. equator    | 23. pasture   |
| 4. boundary | 14. factory    | 24. peninsula |
| 5. branch   | 15. globe      | 25. planets   |
| 6. canal    | 16. harbor     | 26. rainfall  |
| 7. capital  | 17. horizon    | 27. season    |
| 8. coast    | 18. irrigation | 28. soil      |
| 9. compass  | 19. lumber     | 29. temple    |
| 10. dam     | 20. mouth      | 30. volcano   |

- \_\_\_\_\_ 1. deep indentation of the shoreline that borders a lake or ocean.
- \_\_\_\_\_ 2. man-made waterway used for transportation, irrigation, or drainage.
- \_\_\_\_\_ 3. instrument used to find direction.
- \_\_\_\_\_ 4. place where all the people we know live.
- \_\_\_\_\_ 5. person who moves from place to place to find food and pasture.
- \_\_\_\_\_ 6. protected body of water where vessels can anchor safely.
- \_\_\_\_\_ 7. wood, especially wood that has been sawed into boards.
- \_\_\_\_\_ 8. the loose surface material of the earth in which plants grow.
- \_\_\_\_\_ 9. amount of rain that falls during a certain period.
- \_\_\_\_\_ 10. mountain valleys in Switzerland.
- \_\_\_\_\_ 11. sea animal with hard shell and soft meat.

- \_\_\_\_\_ 12. imaginary line around globe, halfway between North and South Poles.
- \_\_\_\_\_ 13. seashore on the land near the sea.
- \_\_\_\_\_ 14. flat boat for hauling cargo.
- \_\_\_\_\_ 15. place where river empties into the sea.
- \_\_\_\_\_ 16. a building where articles are manufactured.
- \_\_\_\_\_ 17. a line that people see where the sky seems to meet the earth.
- \_\_\_\_\_ 18. a hole in the earth's surface, emptying molten rock and ash.
- \_\_\_\_\_ 19. place where sheep or cattle graze.
- \_\_\_\_\_ 20. place of worship.
- \_\_\_\_\_ 21. stream flowing into a river.
- \_\_\_\_\_ 22. barrier built across a stream to hold back and control the flow of water.
- \_\_\_\_\_ 23. method of bringing water from a river or well to dry land so crops will grow.
- \_\_\_\_\_ 24. map of the world printed on a hollow sphere.
- \_\_\_\_\_ 25. one of the four parts of a year - summer, autumn, winter, spring.
- \_\_\_\_\_ 26. the nine heavenly bodies that rotate around the sun.
- \_\_\_\_\_ 27. piece of land almost surrounded by water.
- \_\_\_\_\_ 28. dividing line between regions.
- \_\_\_\_\_ 29. land of little rain.
- \_\_\_\_\_ 30. city that serves as headquarters for the government of a state or nation.

VOCABULARY INVENTORY  
TEST B

Directions: Below are listed twenty-two vocabulary words. From this list, write the correct word in the space provided before its definition.

- |              |             |              |             |
|--------------|-------------|--------------|-------------|
| 1. airport   | 7. delta    | 13. land     | 18. seaport |
| 2. beach     | 8. dock     | 14. Mountain | 19. stream  |
| 3. canal     | 9. forest   | Range        | 20. town    |
| 4. cave      | 10. harbor  | 15. peak     | 21. valley  |
| 5. continent | 11. horizon | 16. prairie  | 22. water-  |
| 6. crater    | 12. island  | 17. road     | fall        |

- \_\_\_\_\_ 1. A large area of land covered with trees.
- \_\_\_\_\_ 2. An area of land surrounded by water.
- \_\_\_\_\_ 3. A stream of water dropping over a dam or precipice.
- \_\_\_\_\_ 4. An open passageway on which people, animals, cars, or other vehicles travel.
- \_\_\_\_\_ 5. The water or space between two wharves; sometimes used to refer to the wharves themselves.
- \_\_\_\_\_ 6. A harbor at the shore of the ocean or large body of water developed with facilities to load and unload sea-going vessels.
- \_\_\_\_\_ 7. The line where the earth's surface and sky seem to meet.
- \_\_\_\_\_ 8. A landing, loading, and delivering center for airplanes.
- \_\_\_\_\_ 9. Any one of the seven largest areas of land on the earth's surface.
- \_\_\_\_\_ 10. The highest part of a mountain.
- \_\_\_\_\_ 11. A large village.



- \_\_\_\_\_ 12. A man-made channel filled with water used for navigation, irrigation and drainage.
- \_\_\_\_\_ 13. Earth that is dropped by running water when a stream flows into the still water of a lake or ocean.
- \_\_\_\_\_ 14. A series of connecting mountains.
- \_\_\_\_\_ 15. The land between hills or mountains.
- \_\_\_\_\_ 16. The pebbly or sandy shore of the sea or of a lake which is washed by the waves.
- \_\_\_\_\_ 17. A flow of water usually of natural origin.
- \_\_\_\_\_ 18. Any natural grassland: but usually used to describe the vast areas of level or rolling land without trees in the central part of the United States.
- \_\_\_\_\_ 19. The bowl shaped opening at the top of a volcano.
- \_\_\_\_\_ 20. A sheltered body of water where ships anchor and are protected from storms.
- \_\_\_\_\_ 21. A deep, hollowed-out area under the earth's surface.
- \_\_\_\_\_ 22. The portion of the earth's surface above the level of the sea or ocean

Name \_\_\_\_\_

My score \_\_\_\_\_

Date \_\_\_\_\_

# VOCABULARY INVENTORY OF GEOGRAPHICAL TERMS - C

Directions: Write the correct word in front of its definition.

- |                |              |               |           |
|----------------|--------------|---------------|-----------|
| 1. bank        | 7. field     | 14. sea       | 21. waves |
| 2. bridge      | 8. gulf      | 15. sea level | 22. wharf |
| 3. cape        | 9. highway   | 16. stream    |           |
| 4. continental | 10. island   | 17. tide      |           |
| shelf          | 11. isthmus  | 18. tributary |           |
| 5. current     | 12. levee    | 19. tunnel    |           |
| 6. dike        | 13. railroad | 20. village   |           |

- 
- \_\_\_\_\_ 1. The shallow sea area bordering the continents.
  - \_\_\_\_\_ 2. Main road or thorofare.
  - \_\_\_\_\_ 3. A track for trains made of metal rails fastened to wooden ties.
  - \_\_\_\_\_ 4. Alternate rise and fall of the water level of a lake or ocean.
  - \_\_\_\_\_ 5. A small collection of houses less than for a town or city.
  - \_\_\_\_\_ 6. The steep or sloping border of any stream.
  - \_\_\_\_\_ 7. A huge dock from which ships may load or unload.
  - \_\_\_\_\_ 8. An area of cleared land often bounded by fences.
  - \_\_\_\_\_ 9. The average level of the surface of the ocean measured along a shore line.
  - \_\_\_\_\_ 10. An embankment beside a stream which prevents overflow.
  - \_\_\_\_\_ 11. Earth or other material built up along a river or ocean to keep the water from overflowing onto the land.
  - \_\_\_\_\_ 12. A narrow piece of land projecting into the sea.
  - \_\_\_\_\_ 13. A roadway built over a stream, railroad, chasm or narrow valley.

- \_\_\_\_\_14. A moving ridge of water which rises and falls.
- \_\_\_\_\_15. An area of water bordering on, and lying within a curved coastline; usually larger than a bay but smaller than a sea.
- \_\_\_\_\_16. The more swiftly moving part of a stream.
- \_\_\_\_\_17. An artificial passageway beneath the surface of the earth.
- \_\_\_\_\_18. A stream which flows into another stream.
- \_\_\_\_\_19. A narrow piece of land joining two larger bodies of land, or joining a peninsula with a mainland.
- \_\_\_\_\_20. A large body of water partly or nearly surrounded by land.
- \_\_\_\_\_21. An area of land surrounded by water.
- \_\_\_\_\_22. A flow of moving water usually of natural origin.

Name \_\_\_\_\_

My score \_\_\_\_\_

Date \_\_\_\_\_

## TEACHER-MADE LOCATIONAL SKILLS INVENTORY

## Part I.

Using the textbook, "Learning to Look at Our World":

Allotted Time....15 minutes

1. When was the book copyrighted?
2. How many units is the book divided into?
3. Where is the world population map located?
4. What would you expect a world population map to tell you?
5. What is the major difference about the globe on page 82 and the one on page 108?
6. What are three facts you can learn about Alaska from studying the pictures on page 28?
7. Put these words in alphabetical order - pyramids, Aswan Dam, papryus, shaduf.
8. Mark the above for pronunciation.
9. Choose the correct meaning:
  - a. The shaduf was: (a person) (a machine) that carried water to the fields in ancient Egypt.
  - b. Our word paper comes from: (pyramid) (papyrus) .
10. Aswan rhymes with the words: (a swan) (a man) .

Name \_\_\_\_\_

Score \_\_\_\_\_

Date \_\_\_\_\_

## PART II

Encyclopedia

Allotted time...5 minutes

(Overhead projection used for pupil reference)

1. In which section of this article about Alaska would you look to find information about Alaska's most important waterway?
2. In which section of the article would you look to find information about music in Alaska?
3. Why is there no information on Cape Alva on this page?
4. Why is the word "Albacore" on top of the page?
5. If you are interested in more information on the Alaska Highway, where might you look?

## PART III

Atlas

Allotted time...5 minutes

Directions: study the projection on the screen to answer.

1. What is the title of this projection?
2. It was taken from which plate in the atlas?
3. Locate Cuba by letter and section.
4. Which island lies entirely in section G4?
5. Which is larger, Cuba or the Windward Islands?

Name \_\_\_\_\_

Score: Part II \_\_\_\_\_

Date \_\_\_\_\_

Part III \_\_\_\_\_

## PART IV

Library

Allotted time...5 minutes

1. This projection shows three types of cards used in the card index. Name them.
2. If you wanted to find a book about Stanley Livingstone, what would you start looking under?
3. What number would the book be under?
4. If you were interested in a book about nature, what general classification would you look under?
5. What is the name of the system used for filing books?

## PART V

Biography: the word biography is made from two Greek words - bios, which means life, and graphein, which means to write.

So you can see why the word biography means "the written story of a person's life."

Study the projection.

1. Write the titles of three books about women.
2. The book, "Heroes, Heroines, and Holidays" has information about the inventor of the Ford. Who was it?
3. Why is Clara Barton famous?
4. Who founded "Hull House?"
5. Who is one of the last mentioned here to die?

Name \_\_\_\_\_

Score: Part IV \_\_\_\_\_

Date \_\_\_\_\_

Part V \_\_\_\_\_

## LOCATIONAL SKILLS SURVEY

Directions: We have been studying location skills. To check your knowledge of these skills, answer the following questions:

1. How do the content pages in a book help you?
2. How are the topics arranged in the index of a book?
3. How are words arranged in a dictionary?
4. What does the word "definition" mean?
5. How do the guide words on a dictionary page help you to find words?
6. If the two guide words on a dictionary page are pelt and provisions, will the word patio be on that page?
7. What are three things you can find out about a word in a dictionary?
8. What is a glossary?
9. How are words arranged in a glossary?
10. How are topics arranged in a set of encyclopedias?
11. Name two things you can learn from a title page?
12. How can a cross reference help you?

Name \_\_\_\_\_

Score \_\_\_\_\_

Date \_\_\_\_\_

## LOCATIONAL SKILLS

Copy of assignment sheet for individual assignments.

## USING REFERENCES

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

Source: \_\_\_\_\_

I was unable to find the answer \_\_\_\_\_

I forgot to look \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Types of questions assigned:

1. Where did Christopher Columbus spend his boyhood?
2. In what state was Robert E. Lee born?
3. What kind of money is used in France, in Italy, in India?
4. How were the months named?
5. Could George Washington ever have eaten an ice cream cone?
6. How long have people been playing accordions?
7. Could Abraham Lincoln ever have visited Jane Addams at Hull House?

Pupils formulate questions. Trade papers.



## INVENTORY FOR LOCATIONAL REFERENCES

NAME \_\_\_\_\_

1. Do you have any encyclopedias in your home?

Name them: \_\_\_\_\_

\_\_\_\_\_

2. Do you subscribe to any children's magazines or book clubs?

List them: \_\_\_\_\_

\_\_\_\_\_

3. How many trips have you made to the public library this school year? \_\_\_\_\_

If the answer above is none, why?

Lack of transportation \_\_\_\_\_

Lack of time..... \_\_\_\_\_

Other reasons \_\_\_\_\_

Parents please note: This teacher is neither working for nor selling books for a book company.

We are going to be doing more extensive work in reference materials and I need to know what we have to work with.

Vivian Wiedmer

## ORGANIZING INVENTORY

The following facts are about Alan Shepard. The outline at the bottom of the page was made from these facts. Place the correct facts under the topic under which it belongs.

1. Alan B. Shepard, Jr. was born in New Hampshire.
2. After more air training in Texas, he was chosen for training in a navy test-pilot school.
3. Shepard made the first manned space flight for the United States on May 5, 1961.
4. As a young boy he spent many hours making model boats and airplanes.
5. His capsul reached a top speed of 5100 miles per hour and a height of  $116\frac{1}{2}$  miles.
6. His first air training was in Florida.
7. Finally he was chosen for training as one of the first seven United States astronauts.
8. At the end of fifteen minutes he landed in the ocean after a trip of 302 miles.

## ASTRONAUT ALAN B. SHEPARD, JR.

- I. His boyhood days
- II. His air training
- III. His flight into space

## ORGANIZING SKILLS

Below are nine sentences. Arrange these sentences in order.  
You will have three short paragraphs.

Meridians are lines north and south on a map.

The continental United States has four time belts.

Parallels of latitude run east and west on the map.

One hour in time equals 15 degrees in longitude.

The lines measure the longitude of a place.

When it is noon in New York, it is 9 A.M. in Fresno.

On a globe these lines are shown meeting at the poles.

They are so named because they are parallel with the equator.

The prime meridian passes through Greenwich, England.

1. One paragraph tells about \_\_\_\_\_.
2. One paragraph tells about \_\_\_\_\_.
3. One paragraph tells about \_\_\_\_\_.

Name \_\_\_\_\_

Date \_\_\_\_\_

Satisfactory \_\_\_\_\_ Fair \_\_\_\_\_

Needs More Work \_\_\_\_\_

## Evaluation Test I

1. Mulberry trees do not grow well in the United States. For that reason the United States produces very little  
a. silk      b. nylon      c. linen      d. rayon
2. The South Central area of the United States includes -  
a. Oklahoma      b. Iowa      c. Utah      d. Florida
3. Bill is a new boy in town. When he chooses his friends, he should know -  
a. The kind of house they live in  
b. How much allowance they get  
c. If they have interest like his  
d. If they have many good clothes
4. A TV repairman uses most directly in his work what he has learned about -  
a. taxes      b. business      c. electricity      d. law
5. If a man owns a paper mill, he is probably most interested in the use of -  
a. wheat      b. forests      c. coal      d. oil
6. Rubber trees grow in a land that is -  
a. hot and dry      b. hot and wet      c. cold and wet      d. cold and dry
7. If a woman runs a dress shop, she is probably most interested in what happens in -  
a. miner's unions      b. automobile workers' unions  
c. textiles workers' unions      d. waiters' unions
8. When there is much shipping on a body of water, at the ends of the shipping routes it is likely that -  
a. farm lands will develop      b. interest in art will be less  
c. interest in education will decrease      d. business cities will grow up

9. Heavy dust storms most often develop where the soil is -  
a. growing wheat plants    b. not plowed    c. bare  
d. mixed with corn stalks
10. Farmers live farthest apart in places which raise mostly-  
a. dairy products    b. corn and hogs    c. fruit and  
vegetables    d. wheat and beef cattle
11. North America is related to Mexico as Europe is related to-  
a. Egypt    b. Italy    c. India    d. Japan
12. The nation in Europe with the largest area is -  
a. Spain    b. England    c. Russia    d. Italy

Name \_\_\_\_\_

Score \_\_\_\_\_

Date \_\_\_\_\_

Items missed:

1 2 3 4 5 6 7 8 9 10 11 12

## Evaluation Test II

Mark the correct response. If you really think critically about what is being asked, you should answer most of them correctly:

1. People who farm large areas of grazing land probably receive much money from the sale of -  
a. horses    b. cattle    c. chickens    d. hogs
2. People in Switzerland live in a land most like -  
a. Texas    b. Florida    c. Nebraska    d. Colorado
3. Canada is most likely to become a great industrial nation because she has -  
a. many natural resources    b. a large population  
c. a vast railroad network    d. a great shipping fleet
4. A meeting is related to its chairman as a court is related to a -  
a. judge    b. policeman    c. lawyer    d. sheriff
5. On which of the following is the passenger fare almost always paid at the end of the trip.  
a. taxicab    b. train    c. airliner    d. bus
6. A winter freeze in Florida might cause a rise in the price of -  
a. oranges    b. pineapples    c. coffee    d. potatoes
7. A message who wants to sell something to one who wants to buy it is called -  
a. an editorial    b. news    c. facts    d. an advertisement
8. A person who was not real but is famous in stories is -  
a. Daniel Boone    b. Dave Crockett    c. Buffalo Bill  
d. Paul Bunyon

9. Clara Barton, "Angel of the Battlefield," gave to America-  
a. penicillin b. the Red Cross c. our freedom d. our flag
10. People who built sod houses probably did so because they  
a. had no money b. had no carpenters c. had no other  
material d. were somewhat lazy
11. Coffee grow where there is a warm climate. Which one of  
these countries would most likely export coffee?  
a. China b. Canada c. Brazil d. Arabia
12. A person who lives in a hogan is probably -  
a. a Spaniard b. an Eskimo c. an Indian d. an African

Name \_\_\_\_\_

Score \_\_\_\_\_

Date \_\_\_\_\_

Number of item missed:

1 2 3 4 5 6 7 8 9 10 11 12

IMPLEMENTING READING SKILLS IN THE FOURTH GRADE  
SOCIAL STUDIES PROGRAM

by

VIVIAN WIEDMER

B. S., Pittsburg State College, 1942

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1969



## IMPLEMENTING READING SKILLS IN THE FOURTH GRADE SOCIAL STUDIES PROGRAM

The social studies provide a setting in which extensive, purposeful reading is utilized. Proficiency in applying reading skills is cardinal for this functional reading.

In order to improve instruction and make the social studies program more meaningful to the pupils, the classroom teacher encounters the difficulties of directing, implementing and evaluating the skills needed.

It was the purpose of this study to determine which skills are needed in the area of social studies functional reading purposes at the fourth grade instructional level; and to present some explicit techniques for implementing these skills in an effort to reinforce and enhance reading proficiency in the social studies area.

There are many opportunities for the teacher to guide students in developing reading skills for achievement in social studies progress. However, these skills are too vital to be left to incidental learning. Special skills need to be initiated. Some of the reading skills are especially pertinent to the social studies. The special skills implemented in this study were the skills of interpretation which involve vocabulary development; and the skills of location, evaluation, and organizing.

The special skills are highly integrated but a pro-

cedure plan was developed which provided for the explicit implementation of the specific skills. Teacher made inventories were constructed to determine needs and to measure gains made. Constant refinement of teaching techniques and procedures produced fresh approaches and new insights into the learning problems.

The study was conducted in an intact fourth grade classroom with all pupils exposed to the same treatment without any attempt to randomize. Any change in enrollment was deleted from the study. Pupil maturation and teacher motivational factors were disregarded in evaluating gains.

The conclusions of the study reiterate that continual study and careful observation of techniques for implementing functional reading skills in the fourth grade social studies program are worthwhile goals.