

AN EXAMINATION
of
READING READINESS

AN ABSTRACT OF
A THESIS
PRESENTED TO THE GRADUATE FACULTY
OF WESTERN CONNECTICUT STATE COLLEGE

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

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June 1970

The purpose of this study is to examine formal reading readiness programs, and to propose a reading readiness program which is composed of those factors which are of value to the individual child.

The study is a library study. A survey and research of the literature on reading readiness was made. Books, periodical articles, and research studies were examined.

The study consists of six chapters. The first chapter is an introduction to the paper. Chapter II studies the factors determining reading readiness. These factors are physical factors, mental factors, social and emotional factors, psychological factors, and educational factors. The third chapter describes the current methods used in determining reading readiness. The methods that are used are reading readiness tests, intelligence tests, mastery tests, and teacher observation. The fourth chapter examines the reading readiness programs used in this country today. The contents, methods of instruction, and length are discussed. Six readiness programs were studied. Chapter V proposes a reading readiness program for first grade children. In the final chapter the results and conclusions of the studied are discussed.

Almost all authorities in the field of reading firmly advocate a period of readiness before reading instruction is

introduced. Reading readiness activities are particularly beneficial to underprivileged children. It appears that reading readiness is not something that comes of itself merely by delaying instruction in reading. Rather it involves the development of certain necessary abilities, skills, attitudes, and ways of adjusting.

In some schools reading readiness is interpreted as a formal drill with exercises in reading readiness booklets. In other schools, reading readiness is identified with an activity program, featuring incidental learning through congenial experiences in play life at school. Many children profit most from a combination of methods of teaching reading readiness.

In the six readiness programs studied there are similarities and differences. All six programs were basically interested in these readiness factors: (1) a desire to learn to read, (2) visual and auditory discrimination, and (3) left to right eye movement.

The length of a reading readiness program should be governed by the needs of the individual students. The pre-reading period may range from a few weeks to a year. During, at least, the first six weeks of first grade, the child would do better without any reading lessons.

Each child is an individual. There is not one program that would be best for all children. The teacher of first grade should have a flexible, individualized readiness program that would meet the needs of all of the children.