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The Future of Secondary Level Reading

Ken Krause

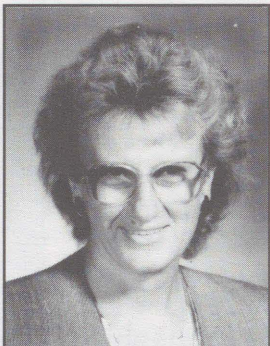
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Readiness and Early Childhood Education

by Jo-Ann Boepple

The Michigan Reading Association's position statement on Early Childhood Reading states *"Research has demonstrated that learning is a complex process. Learning results from the interaction of a child's past experiences, maturation, and a stimulating environment."* The schools have accepted the responsibility to provide all of these for children. This creates a conflict when expectations require formal instruction in early grades.

However, to be successful in the readiness process it cannot be assumed that all children come to school having all the experiences, maturation, and environmental stimulus necessary to be ready for formal learning. It is necessary to expand a child's background knowledge, develop language ability, use listening and thinking skills, foster emotional and social skills and increase perceptual motor skills. These need to be emphasized throughout the curriculum.

Children should be allowed to expand their creative abilities and not be limited to a particular focus. All activities should be developmentally appropriate for the whole child. A variety of opportunities for creative development should be offered on a daily basis. Play although seemingly frivolous is an important part of the child's development. Play gives the child the opportunity to explore, be creative and develop social skills. This

is a chance for the child to make the transition from experience to understanding.

Experiences which are concrete in nature must be meaningful. These experiences will develop the background knowledge that is necessary in the readiness process. Children should be provided with ample situations to interact with language in songs, poetry, finger plays, stories, skits and plays. This interaction sets the stage for further introduction to sounds and auditory discrimination.

Social interaction with other children is probably the most important aspect of a readiness program. Children need to acquire interpersonal skills, self-discipline, empathy and respect for others.

In all situations the child's self-concept is an essential ingredient for learning. Children should be treated with warmth, respect and caring, regardless of their socio-economic, cultural, ethnic, religious or family background, appearances, or any handicapping condition. Each child should experience positive attention.

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Collections, Harlan Hatcher Graduate Library, University of Michigan Library. This exhibition highlights the award-winning fine limited-edition press books by Mr. Tanner.

If you would like to know more about the Michigan Center for the Book and how to become involved, contact: the Michigan Center for the Book, Library of Michigan, 717 W. Allegan, P.O. Box 30007, Lansing, Michigan 48909, attention: Joan C. Smith, Executive Director, or attend the program at the MRA conference in March.

Readiness and Early Childhood Education

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When the child is in a comfortable, caring atmosphere, only then will the stimulation provide the necessary background experience needed for maturation and readiness.

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the Edwardsburg Public Schools and
the owner of the
Rainbow Children's Center.
She is also the
Early Childhood Chairman for the
Michigan Reading Association.

Compensatory Education

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From four to six on Monday, the Chapter I Council will also conduct a business meeting during the conference, combined with an opportunity for socializing, and hopes Chapter I teachers will find time in their busy schedules to attend.

KAREN LUNSFORD is the
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