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## MRA/MASSP Policy Statement On Secondary School Reading

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## MRA/MASSP Policy Statement On Secondary School Reading

(adopted recently by the MRA Board of Directors)  
June 1, 1978 Revision

The Michigan Association of Secondary School Principals and the Michigan Reading Association, acting as the leaders in their respective fields and having studied the problems of literacy in Michigan, agree to the following fundamental beliefs about the role of reading in secondary schools:

1. reading is a crucial survival skill which ought to be given a high priority in the secondary schools of Michigan;
2. each Michigan school district ought to establish its own minimum level of acceptable reading achievement for high school graduation and make every effort to achieve that goal;
3. in order to achieve an acceptable level of reading achievement, all Michigan secondary schools must emphasize both developmental reading and reading in the content areas;
4. developmental reading in the secondary schools
  - a. should emphasize skills of decoding, literal comprehension, inferential comprehension, critical reading, reading flexibility and study skills;
  - b. should include a variety of reading courses ranging from vocabulary development to advanced comprehension, study skills and reading rate in order to accommodate both the developmental nature of reading and the range of ability levels found in the high school;
  - c. should be required for all Michigan secondary school students with each student completing course(s) commensurate with his/her ability;
  - d. should receive full credit toward graduation;
  - e. should be taught by teachers who have the specific qualifications to be a teacher of developmental reading;
5. reading in the content area in the secondary school
  - a. should help students use reading skills in the various subject areas;
  - b. should be a priority responsibility of all secondary school teachers;
  - c. should include pre-service and in-service efforts which help content area teachers recognize varying reading levels, choose appropriate reading materials, direct the application of developmental reading skills and differentiate instruction according to specific reading needs.
6. because administrative conviction and direction is one of the most significant prerequisites to effective secondary school reading, all Michigan secondary school principals ought to receive in-service training in supervising and administering both secondary school reading programs and content area reading.

The Michigan Association of Secondary School Principals and the Michigan Reading Association further agree to expedite the implementation of the above six principles by assigning the present MRA/MASSP Joint Committee on Secondary School Reading with the task of marshaling the joint resources of the two organizations to:

1. assist secondary school principals in identifying and implementing the components of secondary school reading programs by
  - a. arranging for the provision of appropriate secondary school reading offerings at the state conferences of both the secondary school principals and the reading teachers;
  - b. providing assistance in planning and staffing of joint MASSP/MRA "Drive-in Conferences" on secondary school reading;
  - c. identifying resources which secondary principals can draw upon in implementing reading programs;
2. disseminate the joint MRA/MASSP policy on secondary reading to other concerned professional groups in Michigan such as
  - a. the Michigan Association of Supervision and Curriculum Development;
  - b. the Michigan Teachers of English;
  - c. teacher education institutions in Michigan; and
  - f. agencies concerned with and/or responsible for teacher certification.
- c. the Michigan School Board Association;
- d. North Central and other appropriate accrediting agencies;