

May 1976

## Main Ideas and Important Details

Hal Cafone

Ron Cramer

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

---

### Recommended Citation

Cafone, Hal and Cramer, Ron (1976) "Main Ideas and Important Details," *Michigan Reading Journal*: Vol. 10: Iss. 2, Article 11.

Available at: <https://scholarworks.gvsu.edu/mrj/vol10/iss2/11>

This work is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact [scholarworks@gvsu.edu](mailto:scholarworks@gvsu.edu).

# MAIN IDEAS AND IMPORTANT DETAILS

by Hal Cafone and Ron Cramer, Oakland University

Two handbooks describing language arts activities are: (1) *Language Arts Activities* by Anthony Saludis, Kendall/Hunt Publishing Company, DuBuque, Iowa, 1973. A 57 page booklet describing grammar, writing, spelling, handwriting, and reading activities. The activities are well organized and clearly written. Saludis had written a brief but useful handbook which makes it an exception to the rule. (2) *Language Experience Activities* by Roach Van Allen and Claryce Allen, Houghton-Mifflin Company, 1976. This handbook is 257 pages long. Unfortunately, it does not have an index and the table of contents is only minimally helpful in locating specific information. However, the book does contain useful ideas for organizing a language experience classroom. It should prove especially helpful to teachers initiating the language experience approach to reading instruction for the first time.

Following is a list of recently published text books dealing with reading and language arts. A brief commentary on each is included:

1. *Teaching Children to Read* by Richard Smith and Dale Johnson, Addison-Wesley Publishing Company: A basic text on the teaching of reading covering a broad range of topics including word recognition, comprehension, materials, methods, diagnosis, classroom organization, and content area reading. The book's most unique feature is a section dealing with the first three weeks of school. This section lays out a three week teaching plan for grades one and four.

2. *Children Learn to Communicate: Language Arts Through Creative Problem Solving* by Sara Lundsteen, Prentice Hall, 1976. A traditional language arts overview. The book's most distinct-

ive feature is an excellent series of chapters on children's writing. Lundsteen's ideas on children's writing are philosophically right and practically useful. A book teachers interested in children's writing will find particularly valuable.

3. *Language Experiences in Communication* by Roach Van Allen, Houghton-Mifflin Company, 1976. While the title of this book suggests a focus on language experience per se the book is more than a language experience text book. It is a language arts book written with the objective of describing a complete language experience approach to reading instruction. The book contains a complete index and a detailed table of contents. These features make the book a handy resource for both language arts and language experience ideas.

4. *Objective Based Reading* by Wayne Otto and Robert Chester, Addison-Wesley Publishing Company, 1976. This book is part of a series of books edited by Herbert J. Klausmeier which provide correlated films and filmstrips for individually guided education. If you are into the *Wisconsin Design for Reading Skill Development* this book may be interesting and useful to you. If you feel like burping when you hear "Wisconsin Design" this book won't interest you at all.

An attractive set of dictionaries for primary grade children is available from Scott, Foresman Publishers, Glenview, Illinois. The materials include a beginners dictionary and a first dictionary. Each has an accompanying exercise book. The entries are well illustrated and defined in language most primary grade children could understand.



An analysis and annotated bibliography of multicultural education and ethnic studies has recently been published (February, 1976) by ERIC and the Ethnic Center for Teacher Education of the American Association of Colleges for Teacher Education. Educators at all levels will find this document a valuable source of classroom and curriculum materials.

*Improving Reading in Science*, a new addition to IRA's Reading Aids Series is a practical monograph dealing with the fusing of science content and reading skills. Judith Thelen describes many important procedures directly related to classroom appraisal, readiness activities, vocabulary reinforcement and guiding the reading of science material. Reading teachers as well as science teachers will find this a valuable source of information.

Another IRA publication recently published is an annotated bibliography *Reading in The Content Fields* by Fay

and Jared. This is a good companion volume to the Thelen book. All the major subject areas are covered in this revised edition and the entries are, for the most part, limited to publications of the last ten years.

A preconvention institute on research at the New Orleans IRA annual meeting resulted in a series of papers presented in *Improving Reading Research*, edited by Farr, Weintraub, and Tone. Clearly aimed at researchers, an attempt is made to focus on fundamental problems of planning, design, measurement and reporting of research activities in reading in an effort to improve quality.

A second compilation of addresses at the New Orleans Convention concerns itself with the convention theme, "The Teacher: Key to Excellence in Reading." This theme is reflected in all the papers in *Reading Interaction, The Teacher, The Pupil, The Materials*, edited by Brother Leonard Courtney.