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## Main Ideas and Important Details

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# Main Ideas and Important Details

By Hal Cafone and Ron Cramer

Those of us working in the teaching of reading in the secondary schools should be pleased at the recent reprinting of Harold L. Herber's paperback entitled *Success with Words: In Social Studies, English, Science and Math*. Scholastic book services is now offering this useful, practical book filled with vocabulary games, puzzles and extension activities.

Most reading teachers are familiar with Robert M. Wilson's book *Diagnostic and Remedial Reading*. However they may not be familiar with a companion volume *Readings for Diagnostic and Remedial Reading* (edited by Wilson and Geyer for the Charles Merrill Publishing Company, Ohio: 1972). The importance of this book of readings can stand on one article alone, and that should be required reading for all administrators, reading specialists, and others who are in some way connected with remedial reading. The particular article is "What About Special Theories of Teaching Remedial Reading?" by Albert J. Harris. This article was originally published in 1969 but is still a most important piece of writing, for it takes a critical look at such theories as Delacato's neurological integration, Kephart's motor and perceptual training, Frostig's specific perceptual training, and the use of drug treatment for youngsters having difficulties in school work. Harris, in a scholarly fashion, describes each of the theories and then reviews the related research. This article is well worth your time.

Most every educator is interested in the preservice and continuing education of the teacher and, of course, in constantly improving the "product." *Modular Preparation for Teaching Reading* (International Reading Association, 1974) edited by Harry

Sartain and Paul Stanton has just been published and is a most interesting document. The work of many, the book contains a description of seventeen resource modules with their companion knowledge and performance competencies, not all of which are directly involved in the actual teaching of reading. For example, in addition to what one would expect on teaching word analysis and comprehension skills, there are modules related to other communication arts, and modules related to the home and community setting of the learner.

Supplementing the brief descriptions of the modules, the reader will find examples of a number of them as put into actual practice.

Acropolis Books Ltd, Washington, D.C. 20009 has recently published two very practical handbooks for the classroom teacher. *The "Now" Library: A Stations Approach Media Center Teaching Kit* by Mary Margrove is a translation of the author's own experience with elementary children in a school library-media center. The book includes detailed practical instructions on such topics as grouping of stations, administering stations, scheduling, checking and recording, the teacher's role and preparing stations. In addition to these "how to do it" instructions the author includes extensive comments on basic content and evaluation of stations. A second book entitled invitation to *Learning 2: Center Teaching With Instructional Depth* by Ralph Voight is also obtainable from Acropolis for \$4.95.

Walter Pauk has authored a unique book called *Six Way Paragraphs* published by Jamestown Publishers. The book contains 100 brief passages for developing six types of comprehension skills. The materials consist of textbook type passages with questions

designed to cover the six comprehension skills.

The following books, which should be of interest to elementary school teachers have recently been published by Peacock Publishers, Inc., Itasca, Illinois 60143:

*Methods in Teaching Developmental Reading* by Eddie Kennedy: A general comprehensive methods textbook on read instruction.

*Creative Drama in the Elementary School* by Barbara McIntyre: A brief

but thoughtful treatment of an often neglected topic.

*Language Arts for the Exceptional: The Gifted and the Linguistically Different* by Lester Knight: Another of a seemingly endless series of books about children whose biggest problems appear to be that educators have more theories than good sense about how to teach them.

*Diagnostic Teaching of the Language Arts* by Paul Burns: A very thorough and practical book full of useful ideas for diagnostic teaching.