

1990

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**Comparison of regionally developed literature-based reading
programs to commercially produced literature-based basal
reading programs**

Sutton, Alicia Kay, Ph.D.

Indiana State University, 1990

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VITA

Alicia Kay Sutton was born in Salem, Indiana, on November 8, 1947. Her elementary, junior high, and high school educational experiences were completed in the Salem School Corporation with her graduation in 1965. Subsequent to graduation from high school, she earned a Bachelor of Science degree in 1969 from Ball State University, Muncie, Indiana, and completed a Masters of Science degree in 1973 at St. Francis College, Ft. Wayne, Indiana. Alicia taught elementary school for twelve years in the state of Indiana. In the spring of 1987, she began her pursuit of the Doctor of Philosophy degree in elementary education with specialization in reading/language arts at Indiana State University. Currently, Alicia holds the position of Assistant Professor of Elementary Education at Eastern Illinois University in Charleston, Illinois.

COMPARISON OF REGIONALLY DEVELOPED LITERATURE-BASED
READING PROGRAMS TO COMMERCIALY PRODUCED
LITERATURE-BASED BASAL READING PROGRAMS

A Dissertation
Presented to
The School of Graduate Studies
Department of Elementary Education
Indiana State University
Terre Haute, Indiana

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Alicia Kay Sutton
May 1990

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APPROVAL SHEET

The dissertation of Alicia Kay Sutton, Contribution to the School of Graduate Studies, Indiana State University, Series III, Number 481, under the title Comparison of Regionally Developed Literature-based Reading Programs To Commercially Produced Literature-based Basal Reading Programs is approved as partial fulfillment of the requirements for the Doctor of Philosophy Degree.

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ABSTRACT

The purposes of this study were: 1) to determine a definition for a literature-based reading program and a definition for a literature-based basal reading program; 2) to identify eight basic components from literature-based reading programs which have been developed and are currently being used in the Province of Nova Scotia, Canada; the Province of Victoria, Australia; and in Wisconsin and California in the United States; and 3) to determine how closely the three commercially produced literature-based basal reading series securing the top sales in Indiana during the 1989-1995 reading textbook adoption period replicate these components specifically in grade one and grade four.

The following conclusions are based upon the findings of this study.

1) A literature-based reading program definition and a literature-based basal reading program definition describe two fundamentally different reading programs.

2) Of the eight literature-based reading program components selected for comparison, four components were strongly represented in the basal series: integrated language arts instruction; sustained writing activities; the use of quality literature and a variety of genre; and modeling of the usage of language arts skills and strategies.

3) Four of the eight literature-based reading

components were weakly represented in the literature-based basal programs: functional writing activities and the use of the writing process; the use of a systematic reading program which includes core reading materials, extended reading materials, and recreational readings; sustained reading; and holistic evaluations.

3) Based upon the greater number of basic components available for instruction, literature-based reading programs offer advantages over the literature-based basal programs.

ACKNOWLEDGEMENTS

This dissertation would not have been possible without the help of several very supportive people. I would like to express my gratitude to Dr. Vanita Gibbs, my Committee Chairperson, for her insight, guidance and support throughout the dissertation process. I am appreciative of the extra time Dr. David Waterman spent with regard to this study and of all the suggestions from Dr. Gail Huffman, Dr. James Higgins, and Dr. Mary Ann Simbol, Committee Members. Special thanks must also go to a most appreciated friend, Mary Ellen Varble, for her unwavering support and encouragement throughout my doctoral program.

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Chapter 1

THE PROBLEM AND DEFINITIONS OF TERMS USED

Current research pertaining to the content of reading instruction and reading materials may be viewed by some educators as an injunction to teachers against too much attention to isolated skills and too little attention to holistic processes (Early and Ericson, 1988). Most educators would agree that basal instruction represents the state of the art for the teaching of reading in the 1980s (Beck, 1984). However, a number of studies have raised questions about the pedagogy and practice which accompany basal programs (Durkin, 1984; Goodman, 1986).

Early and Ericson (1988) found that reading scholars in this decade accept the theory that the best way of learning to read is through a literature-based program which embraces the idea of reading widely from a variety of sources.

Recent publications indicate that the authors of basal readers have been trying to overcome criticisms of their programs by adding more literature to their reading textbooks (Burns et al., 1988; Swearingen, 1989). A review of promotional materials for nine of the 1989 editions of basal reading series revealed an emphasis on the inclusion

of quality literature and literature-based programming. Consequently, comparisons are now being spawned between literature-based reading programs and literature-based basal reading programs.

The Problem

Statement of the problem. The purposes of this study were: 1) to determine a definition for a literature-based reading program and a literature-based basal reading program; 2) to select basic components of literature-based reading programs which had been developed and were currently being used in the Province of Nova Scotia, Canada; the Province of Victoria, Australia; and in Wisconsin and California in the United States; and 3) to determine how closely three commercially produced literature-based basal reading series replicate these components, specifically in grades one and four.

Importance of the study.

The central premise of the basal system of reading is that a sequential all-inclusive set of instructional materials can be used by teachers to teach children to read, regardless of teacher competence and differences (Goodman et al., 1987, p.2)

This definition of basal reading programs, with its philosophical implications, represents the culmination of a fine tuning process for the teaching of reading which began during the Industrial Revolution (Cuban, 1984). Educators began applying the concept of scientific management to classroom procedures and techniques in order to increase

efficiency and productivity in learning. Coupled with the fact that teachers at the turn of the century were poorly educated and trained, adherence to the scientific management system set the stage for placing the control of reading instruction outside the school systems and into publishers' hands (Goodman et al., 1987).

By using commercially produced basal materials, teachers have been supplied with a hierarchical set of testable goals, accompanied by commercially produced tests. Because of this, some educators feel that teachers have surrendered their control over the teaching of reading (Shannon, 1983). These educators are now concerned with the fact that reading has been reduced from the love of literature, and literature analysis, to standardized identifiable reading competencies assessed by formalized testing (Shannon, 1983).

Jensen and Roser (1987) stated that strict adherence to the basal reading programs causes reading to become separated from the other language arts in both theory and practice. Goodman (1986) believed that basal readers have consistently lagged behind current research in the field of reading. Because of problems stemming from the use of readability formulas, concerns have also been expressed about the content of basal textbooks (Holbrook, 1985; Goodman, 1988; Routman, 1988). Classroom research suggests that the amount of time spent on work sheets and isolated skills practices, components of basal reading programs, is

unrelated to gains in reading proficiency (Anderson et al., 1984).

Routman (1988) emphasizes the concept that literature-based reading programs have proven to be an excellent vehicle for developing literacy and that the proof is exemplified by: (1) New Zealand, which has the highest literacy rates in the world and has been using literature for the teaching of reading for over twenty years, (2) Australia, which has been refining its methodology for teaching reading with literature for fifteen years and has documented improving literacy rates, (3) Canada and England, where using literature for the teaching of reading has been developing over the last ten years, and (4) the United States, where several states are beginning to use literature-based reading programs.

Currently, much information is available about reading, both from research and from personal experiences recorded by educators, and about what basal programs do or do not contain that influences children's reading (Chall, 1987). Classroom research suggests that children do not acquire language arts skills through isolated practices; rather, there is constant interplay among various aspects of language (Hetherington and Parke, 1986). Therefore, it should be the aim of the language arts and reading programs at all levels to develop in an integrated fashion the four aspects of language, i.e., reading, writing, listening, and speaking (Nova Scotia Department of Education, 1986).

Teachers have been urged for almost twenty-five years by researchers, professors, writers for professional journals, consultants, and children themselves to build their language arts and reading programs around children's books (Coody and Nelson, 1986). Coody and Nelson further add, "Every aim of the language arts curriculum can be accomplished with children's books....There is a great deal of evidence that teachers agree with those who advocate a literature-based language arts program."

From an examination of the promotional materials advertising several of the newly published reading textbook series, it would appear that the use of literature to teach the language arts, and reading in particular, may have validity, since several basal publishers are now emphasizing the inclusion of more children's literature. For example, D.C. Heath states: "HEATH READING is the only basal series that, from the very first page of the first book, uses authentic literature as the focus for all learning and teaching" (D.C. Heath and Company, 1989, p.2). Emphasis upon the inclusion of literature was found in the promotional materials of the following basal publishers: D.C. Heath; Silver Burdett and Ginn; McGraw-Hill; MacMillan; Open Court; Holt, Rinehart and Winston; Harcourt Brace Jovanovich; Scott, Foresman; and Houghton Mifflin.

Since literature-based reading programs are being advocated by educators and language arts experts, and basal reading publishers are now promoting their programs as being

literature-based, the basic questions of this study are:

- (1) What is the definition of a literature-based reading program from the standpoint of reading experts and educators?
- (2) What is the definition of a literature-based reading program from the standpoint of basal reading publishers?
- (3) What are the basic components of regionally developed literature-based reading programs which have been used in the United States and in other countries?
- (4) How do the components of regionally developed literature-based reading programs compare to recent commercially produced literature-based basal reading programs?

The data obtained from this study should allow readers

- (1) to have an understanding of the major components of regionally developed literature-based reading programs, and
- (2) to determine whether or not three commercially produced literature-based reading programs contain these components.

Universality of this study was established by assembling components of a theoretical literature-based reading program from samples of established programs of three different countries: the United States (with curricula from Wisconsin and California); Australia (with curriculum from the Province of Victoria); and Canada (with curriculum from the Province of Nova Scotia). A representative sample of basal reading textbooks was taken from the three basal publishers securing the largest number of sales in the state of Indiana for the 1989-1995 reading adoption period.

Assumptions

Literature-based reading programs were selected from

three countries; therefore, the basic components of literature-based reading programs could be generalized to other literature-based programs.

The three basal publishers securing the largest number of sales in Indiana for the 1989-1995 reading adoption period were used; therefore, how closely commercially produced literature-based basal reading programs replicate regionally developed literature-based reading programs could be generalized for the state of Indiana.

Timeliness was attained from the use of basal textbook publishers which have been included on the most current Indiana state adoption textbooks list (1989-1995).

Limitations of the Study

The definition of a literature-based reading program and a literature-based basal reading programs was synthesized from a variety of sources.

The components for a literature-based reading program were synthesized from four curriculum sources and determined by the researcher's judgment to be major components of these programs.

Basal reading curricula have a structured and detailed lesson format, while literature-based reading program curricula are stated in general and global terms. Therefore, the detailed basal lessons may or may not contain the literature-based components expressed in global terms.

Delimitations of the Study

The investigation of basal reading programs was limited to the three basal companies securing the largest number of sales in the state of Indiana for the 1989-1995 reading textbook adoption year. Other basal companies were not included.

The sampling of materials was limited to first and fourth grade reading materials. Other elementary grade levels were not used.

The lesson-by-lesson investigation of first and fourth grade teachers' materials was limited to teachers' manuals, workbooks, and test booklets. Other supplementary materials accompanying the basal programs were not included in the data.

Definition of Terms

Basal reading series: a sequential all-inclusive set of instructional materials, accompanied by teachers' manuals, for the teaching of reading (Goodman et al., 1987).

Children's trade books or children's literature: any "non-textbook" written for a library or bookstore market rather than for pedagogical use (McGowan and Sutton, 1988); composed for the entertainment of individual readers who have chosen to read for enjoyment because of a personal interest in the topic (Nova Scotia Department of Education, 1978).

Functional activities: activities which are self-selected, purposeful and generated by student needs (Tierney

and Rogers, 1986).

Holistic assessment or holistic evaluation: to look at the total learning process, rather than skills alone, by using a variety of nonstandardized assessment procedures (Nova Scotia Department of Education, 1986).

Integrated language arts: providing natural learning situations in which reading, writing, speaking, and listening can be developed together through the use of functional activities and audiences (Wagner, 1985).

Literature-based reading programs: the regionally developed reading programs for the Province of Nova Scotia, Canada; the Province of Victoria, Australia; and from California and Wisconsin in the United States. Reading programs which include: "a systematic literature program with a meaning-centered approach based on intensive reading, writing, speaking, and listening" (California State Department of Education, 1988); and children's literature as a basic component of the language arts program (Nova Scotia Department of Education, 1978).

Literature-based basal reading programs or literature-driven basal reading programs: commercially produced reading programs which are composed of textbooks that are prepared for the instruction of large numbers of students (Nova Scotia Department of Education, 1978); "literature-based" indicates that the reading textbooks contain children's literature from a variety of published children's authors.

Modeling: a practice whereby others set an example for children to imitate. In the context of this study, modeling includes reading aloud to children, reading for personal enjoyment in front of children, and reading and writing with children (California State Department of Education, 1988).

Systematic reading programs: "systematic" indicates a combination of parts which forms a whole (The Random House Dictionary, 1980). Systematic reading programs are composed of: a core of literary works which all children in the class will read; extended readings which are self-selected by the child based on individual interests or suggestions from the teacher; recreational readings for entertainment (California State Board of Education, 1988); a system by which children may be assured of exposure to various literary genre.

Sustained reading/sustained writing: large blocks of time set aside daily to provide children the opportunity to think and talk about their reading and writing, as well as to practice the processes of reading and writing (Butler and Turbil, 1984).

Writing process: a systematic method for producing written work which contains the following stages: prewriting activities; first drafts; revising, which includes conferencing and the sharing of drafts with others; editing of final drafts; and finally, publishing (Butler and Turbil, 1984).

Organization of the Remainder of the Dissertation

Chapter 2 contains a review of literature in the related areas of basal reading programs, literature-based reading programs, and components of literature-based reading components.

The sources of data and methods of procedure are discussed in chapter 3. Interpretation of the findings and analysis of the data are contained in chapter 4. A summary and recommendations for further study and research are contained in chapter 5.

Chapter 2

REVIEW OF RELATED LITERATURE

In order to compare reading programs, an understanding should first be obtained concerning each program's basic philosophy for the teaching of reading, along with a clear perspective on the program's goals. Research pertinent to this study includes literature on: basal reading programs, literature-based reading programs, and components of literature-based reading program.

Literature on Basal Reading Programs

The term "basal" became attached to reading textbooks as early as 1933 and progressed to common usage after 1960. The Oxford English Dictionary recorded the year 1963 for the first usage of the term "basal" in connection with reading; however, textbook publishers did not adopt the term until approximately 1970 (Venezky, 1987).

The terminology "basal reading program" may be defined as a sequential system for the teaching of reading that includes a complete package of instructional materials for the teacher, accompanied by a complete package of reading and practice materials for the student (Goodman et al., 1987). Demos (1987) expands this concept by defining basal

reading as a very systematic approach to teaching reading where structure has been built into all facets of the program. Each series is based upon a scope and sequence which dictates the framework for skills instruction. The materials are leveled to proceed from simple to complex, and the vocabulary is controlled so that only a few new words are presented in each story. The components of a basal program typically include a textbook and workbook for each child. Additionally, the teacher frequently assigns dittoed sheets and uses reading tests along with other supplemental materials, such as charts and flash cards.

Basal reading series are the most widely used reading materials in the American elementary schools (Burns et al., 1988) and may be considered as state of the art for the teaching of reading (Beck, 1984).

Several organizational advantages accompany basal reading systems. Basal manuals offer a detailed step by step approach to lesson planning and provide the procedures necessary to execute each lesson. Therefore, a concentrated study of the basal textbook manual may be the first step toward learning how to teach reading for beginning teachers (Shannon, 1987).

Burns et al., (1988) state the major strengths of basal reading programs as being:

1. Reading textbooks which are carefully graded in difficulty.
2. Vocabularies which are carefully controlled to limit the number of new words to be introduced in a lesson.
3. A planned repetition of words so children have a

- chance to instill them in their long term memory.
4. Teachers' manuals which have valuable suggestions about teaching reading lessons and which save preparation time.
 5. Scope and sequence plans that include all phases of a reading program, to avoid an over- or under-emphasis of any one aspect.
 6. Systematic teaching of skills and systematic reviews.

Recently, Durkin (1987) indicated that a number of studies have raised questions about the pedagogy and practice which accompany basal programs.

Studies conducted by Eldredge and Butterfield (1986) revealed that several experimental approaches were more effective than the traditional basal approach. Concerns were voiced about the amount of time spent in phonics instruction, the analytical approach to phonetics taught in the majority of basal programs, and the use of homogeneous groupings for instruction.

Beck (1984) found the limited vocabulary of early reading materials inadequate to carry well-formed story lines or messages.

An affinity for written exercises (workbooks and ditto sheets) was found to be a pattern in the teachers' manuals studied by Durkin (1984). Burchby (1988) concurs by stating that it is not uncommon for an elementary school child to bring home 1,000 reading workbook and skill sheets in a year's time and spend up to 70% of the allocated time for reading instruction doing skill-oriented seat-work. In addition, Seymour et al. (1983) found that the majority of basal workbooks for the primary grades were not at the

students' independent reading levels.

Experts caution that strict adherence to the basal program separates reading from the other language arts in both theory and practice (Jensen and Roser, 1987; Goodman, 1986). Also troublesome to reading experts has been the practice of using children's trade books as vehicles for skills practice (Goodman, 1988).

Some educators have noticed that students are having difficulty comprehending basal textbook passages because of the use of readability formulas (Holbrook, 1985; Green and Olsen, 1986). In order to conform to readability formulas, children's trade books reprinted in basal readers have been altered (Goodman, 1988).

Burns et al., (1988) list the basal weaknesses mentioned most often as:

1. Controlled vocabularies which produce dull, repetitive stories with little literary merit.
2. Sentence structure which is not indicative of the natural language used by children.
3. Basal series being advertised as total reading programs when in fact they may fail to provide the variety of experiences that children need for a balanced program.
4. The idea that some teachers believe they will fail to provide adequate instruction if they do not follow all of the suggestions in the manuals.

Despite the criticisms which have been leveled at basal reading programs, Burns et al., (1988, p.282) offer this in defense of basal publishing companies:

Authors of basal readers have been trying, with a good deal of success, to overcome the causes of these criticisms. In order to provide stories with high quality, limited vocabulary, and extensive repetition, they have included folktales in some of the early readers. Other good literature is also included.

Authors have tried to make the language more like normal conversation, and they have diversified the characters....

For the 1989-1995 state reading textbook adoption, the three basal textbook publishers securing 87% of the reading textbook sales for the state of Indiana (Alenduff, 1989) emphasized the inclusion of literature in their promotional materials.

Silver Burdett and Ginn (1989) maintain that their reading program provides for "students to move beyond the mechanics of reading and on to understanding and loving literature...award-winning authors and selections that weave an ever-growing and powerful bond between students and the world of literature...nurturing a respect for books... quality literature which serves as an effective model for developing young thinkers, listeners, writers, and speakers."

Houghton Mifflin (1989) believes that their basal series has "selections that are a joy to read, that stir students' imaginations, that broaden their interests, and inspire them to read on their own...award-winning titles, authors, and illustrators which represent every type and style of selection...assembled with expert guidance from librarians, children's literature specialists, teachers, and students."

It's as natural as breathing for children to love good stories...to learn from good stories.. to be inspired by good stories....On this simple premise, the basal reader has been born afresh....HEATH READING is the only basal series that, from the very first page of the first book, uses authentic literature as the focus

for all learning and teaching (D.C. Heath and Company, 1989)

Research by Russavage et al., (1985) focused on the teachers using basal programs. The twenty-five teachers surveyed felt they were well aware of basal strengths and weaknesses and modified their reading instruction accordingly. These teachers added or deleted materials and activities when they determined it was necessary.

Literature on Literature-Based Reading Programs

Literature is shaped language which explores and interprets experience in a powerful and effective way so that it evokes in an audience a reflective, imaginative and emotive response. (Ministry of Education, Victoria, Australia, 1988, p.27)

Literature can raise important issues and themes of human life and can offer a purpose as broad as the purpose offered by education itself....It not only spotlights personal experiences and values but also offers a platform from which individuals may come to a deeper understanding of themselves and others (Ministry of Education; Victoria, Australia, 1988).

A major purpose of using literature in the reading program is to promote the development of enjoyment in reading and to produce lifelong readers (Burns et al., 1988; California State Board of Education, 1987). However, Huck (1982, p. 316) states, "Somewhere the teaching of reading was divorced from the use of real books and became equated with learning basic skills."

Because of the variety of trade books available which

have interesting stories with simplified vocabularies, Huck (1976) believes that children do not have to use basals for learning to read. She specified Sustained Silent Reading, using children's literature, as just one example of a non-basal approach to reading.

An effective literature program would be one in which the students are active readers, listeners, talkers and writers, and the successful use of literature in the classroom would provide for reading and listening to a wide range of literary sources which reflect the diversity of cultural backgrounds among students. A literature program should also give ample opportunity for responding to texts in creative and individual ways (Ministry of Education, Victoria, Australia, 1988).

Burchby (1988) believes that children must be provided with a supportive environment in which they see themselves as readers, plus teachers need to include children in decision-making by allowing their personal experiences and interests to help form the curriculum.

Rothman (1987) states that the National Council of Teachers of English, in its draft "Report Card on Basal Readers," urged schools to break the strong grip that basal readers have on reading instruction. He further states that the commission urged textbook authors, editors, and publishers to support innovative alternatives to basal readers.

Wagner (1985) believes that reading should not be

separated from the other language arts. He states that "reading is learned through appropriate oral and written activities; writing is learned by attending to reading as a writer." Templeton (1986) expands Wagner's statements by reporting the following research findings: children's concepts about literacy and reading depend upon the social context in which literacy events occur; the initial exposure to and the examination of the written word should occur in a natural context; and finally, children should be actively involved in many types of reading and writing experiences in the primary grades.

In Huck's words (1982), "At long last, research and theory supporting a literature-based reading program are piling up....If we put into practice what we now know, we can change the look of reading in our schools drastically." To do this, Huck stresses the idea that educators must reorder their priorities and restore children's literature and literature-based activities to the language arts curriculum.

Literature on Components of Literature-based Programs

A review of literature pertaining to the components of literature-based reading programs was limited to eight basic components which were found in the curricula of three countries currently using regionally developed literature-based reading programs: the Province of Victoria, Australia; the Province of Nova Scotia, Canada; and California and Wisconsin in the United States.

Integrated language arts

Children do not acquire different language arts skills separately. Since there is a constant interplay among these facets of language, the language arts should be taught in an integrated fashion (Hetherington and Parke, 1986).

Integrated language arts means providing natural learning situations in which reading, writing, speaking, and listening can be developed together. These situations would be characterized by real purposes and real audiences in meaningful contexts (Wagner, 1985; Watson, 1982; Ministry of Education, Victoria, Australia, 1988). The language arts should be integrated across the curriculum (Huck, 1982; Wagner, 1985; Butler and Turbil, 1984; Nova Scotia Department of Education, 1986; California State Department of Education, 1988; Wisconsin Department of Public Instruction, 1987).

Systematic reading programs

An important objective of literature-based reading programs is to create an environment so filled with books that a desire is created in children to become lifelong readers (Hittleman and Hittleman, 1983). Teachers should make sure that a balance is provided among students' developmental, functional, and recreational reading (Burns et al., 1988). One way to do this would be to divide the literature into three groups: core readings, extended readings, and recreational readings (California State Board of Education, 1988).

Core readings are literature which the entire class reads and discusses together. Extended literature would be determined by the students' individual interests and teacher suggestions. Recreational readings would be entirely self-selected literature and read simply for pleasure.

An effective literature reading program would include students' interests and maturity in planning the curriculum and provide an abundance of opportunities for the self-selection of reading materials (Wisconsin Department of Public Instruction, 1987; Nova Scotia, 1978; Hancock and Hill, 1987; Ministry of Education, Victoria, 1988).

Literature reading in the classroom may be divided into thematic or topical units of study. These would incorporate activities that involve all of the language arts (Wisconsin Department of Public Instruction, 1987; Butler and Turbil, 1984; Nova Scotia, 1986; Ministry of Education, Victoria, 1988).

Functional writing and use of the writing process

Writing involves kids with the real happenings of their minds and worlds and hearts. They MUST be able to connect their writing to their lives: to communicate with words that are created by REAL feelings - NOT just by those which are comfortable for teachers to accept. (Frank, 1979, p.14)

Even before children attend school, they want to write and do write. Therefore, it should be the teacher's responsibility to help children understand that writing is a craft which requires a long, painstaking, and patient process. To be successful in this undertaking, teachers must themselves practice the craft of writing and serve as

models for their students. Only in this manner can teachers assist children in taking control of their own writing (Graves, 1983).

Exposing children to a variety of literary forms will provide them with examples from which they may choose models for their own writing. In order to write, children must have something that they want to write about and be able to select the appropriate form for their message (Huck, 1976).

Writing should be functional and children should be ensured of many opportunities for a broad range of writing experiences (Huck, 1976; Ministry of Education, Victoria, 1988).

Research in the writing process has introduced a promising range of alternative approaches to the teaching of writing (Marshall, 1988). Functional writing is a major factor in the integrated literature program. Edelsky and Smith (1984) observed that when children wrote for functional purposes, skills were mastered much faster, interest was higher, and the transfer of skills was much more complete.

Writing skills should be taught in the context of personal manuscripts, when needed, and through the writing process (Graves, 1983). The writing process includes: prewriting activities; early drafting which involves invented spellings; revising, which involves sharing written works with others; editing; and finally, publishing (Wisconsin Department of Public Instruction, 1987; Butler

and Turbil, 1984; California State Department of Education, 1988; Nova Scotia, 1986; Ministry of Education, Victoria, 1988).

Modeling

Modeling of the language arts includes demonstrations, by the teacher and other students, of the usage of reading, writing, speaking, and listening skills and strategies. It also includes literature being read aloud to students.

Research reveals that children's success in reading and writing is greatly influenced by what is seen and done by the adults in their lives. Children must see teachers and parents using reading and writing in their daily lives. Role-modeling is an important part of children's reading habits (Davis, 1987; California State Board of Education, 1987; Wisconsin Department of Public Instruction, 1987; Hancock and Hill, 1987; Nova Scotia Department of Education, 1986).

"The teacher should be able to serve as a model, a resource person, a guide and a collaborator" (Ministry of Education, Victoria, 1988).

Sustained reading

"Ensure that students are given adequate time to share, react, reflect, and respond when involved in different reading experiences" (Ministry of Education, Victoria, 1988). Effective literature programs should ensure ample time for reading (Nova Scotia Department of Education, 1986; California State Board of Education, 1987; Butler and

Turbil, 1984; Derekes and Burchett, 1986; Wisconsin Department of Public Instruction, 1987).

Smith (1985) believes that children cannot be taught to read; they must learn to read by reading. In order to develop the habit of reading, it is important that the teacher provide the opportunity for sustained time for reading, either alone or with others. Therefore, the key to a successful reading program is in providing a wide range of worthwhile books and allowing children time to read and to discuss (Hancock and Hill, 1987).

Sustained writing

Writing is an effective way of learning about language and learning to organize ideas. Writing programs, therefore, are an important part of the language arts curriculum and should correspond to the oral language, reading, and literature programs (Ministry of Education, Victoria, 1988).

"Writing has never taken hold in American education because it has been given so little time" (Graves, 1983). To develop a successful writing program, at least four forty-five to fifty minute periods per week are necessary along with opportunities for conferences and sharing time (Graves, 1983).

Since many children find that expressing themselves in writing is not easy, a block of time should be reserved which will allow them to practice the art of writing. Sustained writing will allow children to develop the habit

of writing so that it feels increasingly natural to them (Nova Scotia Department of Education, 1986).

Sustained writing may include various types of writing activities such as sustained silent writing, journal writing, daily reading logs, and writers' workshops, along with other types of formal and informal writing (California State Board of Education, 1988; Butler and Turbil, 1984; Nova Scotia Department of Education, 1986).

Children learning to become authors should write daily, across the curriculum, and they should be surrounded with literature in all forms. Sustained writing time need not be silent, isolated work time. It should be structured to also allow children the opportunity to share their written pieces, to listen and respond to others, and to observe the teacher modeling the craft of writing (Graves, 1983).

Quality literature and a variety of genres

The first organizational step toward building a literature-based reading program is to ensure the availability of a wide variety of books (Hancock and Hill, 1987).

The literature that students are asked to read must be of value. It may be professionally written or written by classmates and teachers, but it must have integrity and content to reflect on (Watson and Davis, 1988). A balanced literature program would draw from both classic and new literature (Hittleman and Hittleman, 1983). Classic literature has endured over time, has universal meaning, and

explores the human condition. Good literature will stimulate thinking, evoke ideas, create mental images, and engage the emotions (Winfield, 1986).

Teachers should plan diversity in exposing children to literature, rather than allowing students to have random encounters with books (Burns et al., 1988). An effective literature program will provide for exposure to various genre (Butler and Turbil, 1984; California State Department of Education, 1988; Wisconsin Department of Public Instruction, 1987; Nova Scotia Department of Education, 1978; Ministry of Education, Victoria, 1988).

Holistic evaluation

Holistic assessment consists of non-standardized evaluations of students' learning as a whole process, rather than the mastery of isolated skills.

The most useful information for assessing students' growth comes directly from the students' classroom encounters with language arts activities (California State Board of Education, 1987).

Observation of students' growth and development is an important teacher task. Most often, observations should focus on positive achievements and new understanding; however, the teacher must also be aware of the beginning points of new learnings. Accurate record keeping and monitoring of students' skills may take the form of observations, samples of work-in-progress, writing folders, journals and logs, tape-recordings, presentations,

checklists, and other evaluative activities. Judgments should always be affected by evidence drawn from a variety of sources and collected over an extended period of time (Ministry of Education, Victoria, 1988).

Informal holistic assessment is designed to help students recognize their strengths and accomplishments as well as weaknesses. This type of assessment provides direction for the teacher in identifying what students have learned and what they are ready to learn (California State Board of Education, 1987; Wisconsin Department of Public Instruction, 1987; Johnson and Louis, 1987).

Holistic evaluations may include a combination of many assessments such as self-evaluation, peer evaluations, checklists, teacher-made tests, cloze procedures, miscue analysis, and conferencing (Nova Scotia Department of Education, 1986). Formal assessment may be a part of the total evaluation process but does not constitute the bulk of information. If formal assessment must be used, Johnson and Louis (1987) suggest that it take the form of the exercises used in daily instruction.

Summary

Basal reading series are the most widely used reading materials in the American elementary schools and may be considered as state of the art for the teaching of reading. However, studies have raised questions about the pedagogy and practice which accompany basal programs. Concerns have been voiced about the amount of time spent in phonics

instruction, the use of homogeneous groupings, the affinity for written exercises in the form of workbooks and ditto sheets and the tendency to separate reading from the other language arts.

Reading experts and educators are promoting the use of children's literature as a basis for reading instruction. They believe that literature-based programs provide an integrated approach to language arts instruction and allow students to become active participants in their learning through the use of reading, writing, listening, and speaking activities based upon literature. Recently several basal publishers began marketing their 1989-1995 textbook series as literature-based reading programs.

Chapter 3 explains the procedures used in this study to compare literature-based reading programs and the newly promoted literature-based basal reading programs.

Chapter 3

PROCEDURES OF THE STUDY

In 1988 during the Indiana reading textbook adoption period, basal publishing companies began marketing their 1989-1995 reading textbooks series for the elementary grades. Several of these companies claimed that the new basal programs were literature-based reading programs. Because the nature of literature-based reading programs was perceived to be different from basal reading programs, some educators expressed doubts that literature-based reading programs could be replicated in basal reading format. Therefore, this study was an attempt to provide answers to four questions:

1. What is the definition of a literature-based reading program from the standpoint of reading experts and educators?
2. What is the definition of a literature-based reading program from the standpoint of basal reading publishers?
3. What are the basic components of regionally developed literature-based reading programs which have been used in the United States and in other countries?
4. How do the components of regionally developed literature-based reading programs compare to recent commercially produced literature-based basal reading programs?

Sources of Data

A description of the collection of data follows.

Determination of definitions

A definition for a literature-based reading program was synthesized from the commonalities found in the curriculum guides of literature-based reading programs from California, Wisconsin, the Province of Victoria in Australia, and from the Canadian Province of Nova Scotia. A list was made of the literature-based reading programs' rationales, instructional objectives, and program components. The common elements of this list constituted the definition for a literature-based reading program.

A definition for a literature-based basal reading program was synthesized from the promotional materials of nine basal publishers who identified their programs as being literature-based reading programs. A list was made of the basal programs' rationales, instructional objectives, and program components. The common elements of this list constituted the definition for a literature-based basal reading program.

Determination of literature-based components

Literature-based reading programs from three countries were examined: the United States, with curricula from California and Wisconsin; Australia, with curriculum from the Province of Victoria; and Canada, with curriculum from Nova Scotia. Availability of literature-based reading curricula was the determining factor for the selection of

these three countries.

Eight basic components of literature-based reading programs were selected from the curricula of California, Wisconsin, Victoria, and Nova Scotia. The criteria for the selection of each component were as follows: each component had to be contained in the four literature-based reading program curriculum guides, and each component was judged by the researcher to be a fundamental part of the daily lesson structure of each of the four literature-based reading programs.

The eight components were chosen from among all literature-based reading components. Selection was based upon the researcher's interests; the importance of each component's inclusion in literature-based reading programs was substantiated by a literature research.

The eight components selected are described in the following paragraphs.

(1) Integrated language arts instruction which includes activities involving reading, writing, listening, and speaking on a daily basis and across the curriculum.

(2) A systematic reading program which includes core materials read by the whole class, extended reading material selected by students from suggestions by the teacher, and self-selected recreational reading materials.

(3) Functional writing activities and the use of the writing process. Functional writing activities are self-selected, purposeful writing activities generated by each

student's needs. The writing process included: prewriting activities; early drafting which involves invented spellings; revising, which involves sharing written works with others; editing; and finally, publishing.

(4) Modeling of the usage of language arts skills by the teacher and other students, which entails demonstrations of language arts usage and strategies, as well as literature being read aloud to students.

(5) Sustained reading, during which students are allowed to read without interruptions for extended periods of time and on a daily basis.

(6) Sustained writing through time set aside daily for the purpose of allowing students to write and to share written pieces.

(7) The use of quality literature and a variety of genre for reading. Quality literature must have story integrity and sufficient content to prompt student reflection and discussion. It would include published children's authors, classics, and literature in a variety of formats such as poetry, fiction, drama, nonfiction, (auto)biography, folk and fairy tales.

(8) The use of holistic evaluations for determining student growth and development. Holistic evaluations would include such options as peer evaluations, self evaluations, checklists, cloze procedures, miscue analysis, conferencing, observations, and teacher made tests, along with achievement testing.

Selection of commercially produced literature-based basal reading programs and grade levels

Literature-based basal reading programs were represented by the three basal publishers securing the largest number of sales in Indiana during the 1989-1995 reading textbook adoption period: Silver Burdett and Ginn, 55%; D.C. Heath, 17%; and Houghton Mifflin, 15%. These data were secured from the Indiana State Department of Education (Alenduff, 1989). Percentages were based upon the number of books sold per publisher for the total student population in the state of Indiana.

For investigational purposes, two grade levels were chosen: first grade as an example of beginning reading, and fourth grade as an example of beginning content area reading.

Comparison of regionally developed literature-based programs to commercially produced literature-based basal programs

To determine how many of the literature-based reading components were replicated in literature-based basal reading programs, a lesson-by-lesson investigation of the teachers' manuals, workbooks, and test booklets for grades one and four was made.

Each of the literature-based reading components was compared to the introductory pages and all lessons contained in the first and fourth grade teachers' manuals, workbooks, and test booklets. Components found in the basal materials were tallied and then charted by grade level and by publishing company.

Summary of Procedures

For this study, similarities and differences between literature-based reading programs and literature-based basal reading programs were determined by the following:

Determination of program definitions

A definition for a literature-based reading program was synthesized from the curriculum guides of the United States (with curricula from California and Wisconsin), Canada (with curriculum from the Province of Nova Scotia), and Australia (with curriculum from the Province of Victoria). A literature-based basal definition was synthesized from the promotional materials of nine basal publishers who identified their programs as literature-based reading programs.

Comparison of reading program components

Eight basic components for literature-based reading programs were selected from the curricula of California, Wisconsin, Nova Scotia, and Victoria. Literature-based basal reading programs were represented by the three basal publishers securing the largest number of sales in Indiana during the 1989-1995 reading textbook adoption period: Silver Burdett and Ginn, D.C. Heath, and Houghton Mifflin.

For investigational purposes, two grade levels were chosen: first grade as an example of beginning reading, and fourth grade as an example of beginning content area reading. To determine how many of the literature-based reading components were replicated in basal reading

programs, a lesson-by-lesson investigation of the teachers' manuals, workbooks, and test booklets was made of the three basal publishers.

An analysis of the data and the findings of the study are reported in chapter 4.

Chapter 4

ANALYSIS AND INTERPRETATION OF THE DATA

The analysis of data addressed the four questions proposed for this study:

1. What is the definition of a literature-based reading program from the standpoint of reading experts and educators?
2. What is the definition of a literature-based reading program from the standpoint of basal reading publishers?
3. What are the basic components of regionally developed literature-based reading programs which have been used in the United States and in other countries?
4. How do the components of regionally developed literature-based reading programs compare to recent commercially produced literature-based basal reading programs?

Determination of Definitions

Literature-based reading program

A definition for a literature-based reading program was synthesized from the curriculum guides of four regionally developed literature-based reading programs: California, Wisconsin, the Province of Victoria (Australia), and the Province of Nova Scotia (Canada). A list of program components, rationales, and instructional objectives was made for each of the four curriculum guides. The lists of components were then tallied and charted. A definition for

a literature-based reading program was determined by selecting the commonalities from among the literature-based curriculum guides which were highlighted by the chart. Figure 1 indicates the components found most often in these curriculum guides. A criterion of two guides out of the four was selected for inclusion on the chart. Appendix A lists the literature-based reading definition components found in each curriculum guide.

A literature-based reading program may be defined as a reading program tailored to individual interests, needs, and maturity and constructed to increase the enjoyment of and appreciation for literature. It is a program where teachers serve as literary models, experiences are structured to produce life-long readers, and the curriculum is designed to guide students in achieving specific abilities, attitudes, and knowledge. Literary experiences are structured to develop insight into the human experience, self, and others and to promote an understanding of life. Instructional objectives include developing critical thinking skills and abilities as literary critics, along with deepening and enriching student responses to literature. A literature-based reading program emphasizes pleasure and entertainment in reading, enjoyable literary experiences, and literary models for developing language arts skills.

Components of a literature-based reading program include literature in a variety of genre, a host of literary materials with emphasis upon tradebooks, and

diverse literary activities. Writing in a variety of formats is stressed, along with students responding to literature in various manners and participating in literary discussions.

A literature-based reading program is a systematic program for the study of children's literature based upon self-selection and student decision making. It exhibits integrated language arts instruction with literature as a basic component in the language arts curriculum. Language arts and decoding skills are learned in functional contexts because emphasis is placed upon understanding and meaning rather than mastery of skills.

The synthesized literature-based reading program definition was based upon statements found in the four literature-based reading curriculum guides, examples of which are contained in the following paragraphs.

Province of Nova Scotia (Canada)

Rationale: The aim of the language arts program is to help children become effective users of language for communication, learning, and enjoyment. If reading is to provide a source of information, insight and pleasure throughout life, elementary teachers must go beyond decoding skills to provide enjoyable literary experiences...experiences with books and other media must convince children that literature really does contribute to the joy of living and understanding of life.

Children's literature is a basic component of the language arts program in the elementary school. Literature refers to fiction and non-fiction, poetry and prose, print and non-print. One distinction does need to be made between trade and text books. Text books are prepared for the instruction of large numbers of students while trade books are composed for the enjoyment and entertainment of individual readers who have chosen to read them because of personal interest in the topic.

<u>Instructional Objectives</u>	<u>*Total</u>
Development of effective users of language/fostering language growth	4
Increase enjoyment of and appreciation for literature	4
Develop critical thinking skills and literary critics	4
Provide literary models	3
Develop understanding of life and insight into self and others	3
Achieve specific knowledge, abilities or attitudes	3
Program tailored to individual interests, needs, and maturity	3
Teachers to act as literary models	3
Develop insight into the human experience	2
Provide pleasure and entertainment	2
Provide enjoyable literary experiences	2
Produce life-long readers	2
Deepen and enrich student responses to literature	2
 <u>Program Contents</u>	
Language arts and decoding skills learned in meaningful contexts	4
Integrated language arts instruction	4
Literature as a basic component of the language arts program	4
Responding to literature in a variety of formats	4
Use of a variety of genre	3
Use of a variety of literary materials with emphasis upon tradebooks	3
Self-selection and decision making	3
Participation in literary discussions	3
Emphasis on understanding/meaning rather than mastery of basic/decoding skills	2
Ample time for practicing language arts skills	2
Systematic program for the study of children's literature	2
Writing in a variety of formats	2

*Total number of programs which contained the items listed from among four possible literature-based programs

Figure 1

Components of a Literature-based Reading Definition

Instructional Objectives: Entertainment is one of the major purposes of literature. Through a systematic program for the study of children's literature, students should: increase their enjoyment of literature and the desire to read; grow in the ability to discriminate in the choosing of what they read; apply critical knowledge to unknown material selected for reading; become a critic of their own perceptions of literary works; grow as an independent and critical participant in an exchange of ideas about literature; sharpen their observations and perceptions of literary patterns and relationships; participate imaginatively in the cumulative experience of the culture through literature; develop insight into human experience through literature that confirms, illuminates and extends life experiences.

Program Components: At whatever stage of reading development, children should participate in a program consisting of three essential elements - teacher directed classroom activities, literary resources, and pupil responses. Classroom activities stem from, relate to and develop the knowledge, abilities, attitudes and experience of each child. Literary resources include the teacher and pupil, as well as print and nonprint materials. Pupil responses to literature include a wide variety of activities and may be grouped as emotional, reflective, and 'creative' responses. These responses may be embodied in new trains of thought, or take the form of student efforts to use words for constructing pieces of their own designing.

In a program of literary studies, it is necessary to distinguish between reading skills and literary abilities. Reading skills refers to the decoding skills only and the kinds of automatic responses which indicate that one knows words. Literary abilities are connotative of more thoughtful responses that indicate that one comprehends meaning. Children do not necessarily acquire reading skills and literary abilities in a logical progression.

Classroom activities in literature must be carefully planned to help children achieve specific knowledge, abilities, or attitudes. Learning activities must be pleasant and rewarding or the very basis of all literary study is lost. Use of literary resources includes an abundance of and a wide variety of books, magazines, films, filmstrips, tapes and other media. The teacher is a model for students and must demonstrate an interest in and an enjoyment of literature.

California

Rationale: Classroom research suggests that the amount of independent, silent reading per day is the best single predictor of growth in reading comprehension, vocabulary size, and reading achievement. Literature has a key role to play and provides the best vehicle possible for teaching all the language arts. A well-conceived literature program will encourage growth by increasing appreciation of the aesthetic values of literature and by honing intellectual skills.

Literature motivates reading, which leads to improved reading skills and an expansion of vocabulary. Listening and speaking skills develop through class literary discussions. As students read good books and are exposed to excellent literary models in all types of genre, they assimilate the subtle variations of syntax, rhythm, and usage which stimulate and help refine their writing styles.

Although the activity of reading can be broken down into a number of discrete subtasks, the most useful form of practice is in using the whole skill. Students learn decoding strategies, phonics, and the conventions of the English language through listening, speaking, reading, writing, and through direct instruction when and if necessary. Emphasis is shifted from mastering basic skills to understanding thoroughly the content of curriculum by using literature as a base for integrating instruction in the language arts.

Instructional Objectives: The objectives of a literature-based program include: instruction which helps students comprehend, respond to, and appreciate significant core works of literature; instruction which helps students to become aware of values, ethics, customs, and beliefs; students reading and responding to literary works in a variety of ways; students engaging in independent reading programs tailored to their individual interests, needs, and personalities; instruction which draws upon past and present experiences of students for listening, speaking, reading, and writing; students learning in meaningful contexts the skills they need to succeed academically, socially, and emotionally.

Program Components: One effective way to structure the literature program is to divide it into three groups: core, extended, and recreational-motivational readings. The core consists of central works in all literary genre given intensive attention on a classwide basis. The extended program is composed of literature that the teacher recommends for students to read as a supplement to classwork. Recreational-motivational

readings are composed of self-selected, independent readings by students.

A literature-based reading program integrates the language arts and teaches language skills in meaningful contexts. Basal readers and literature anthologies should not constitute the entire literature program. Instruction and literary experiences help students become independent readers, learners, and communicators who appreciate and enjoy language.

An effective program would include: a classroom atmosphere in which students feel free to express their honest responses to works of literature; classroom teachers recognizing that their chief role is to deepen and enrich the quality of student responses to literature; the basic underlying goal of fostering in children an ongoing lifelong interest in literature and the habit of pursuing it on their own; encouragement of personal responses to literature and the avoidance of stressing single, correct interpretations; an integrated program in which all elements of the language arts are taught in concert with literature as their core; frequent opportunities for students to hear literature; a program for assessing student achievement in which objective testing is de-emphasized.

Wisconsin

Rationale: In the curriculum as a whole, artificial fragmentation of English-language arts is most apparent in reading and language arts instruction, an example being the fragmentation resulting from the separation of reading and literature. Increased emphasis has been placed upon reading skills instruction with young children. However, as children move through the grades, there is an increasing emphasis on literature and a decreasing emphasis on reading. The results of such an approach may be that young children are deprived of the enjoyment of literature and may fail to develop the powerful motivation resulting from that enjoyment. Older children may find that lessons in the appreciation or analysis of literature do not necessarily build upon concepts learned in early reading classes.

Therefore, an effective literature program maintains wholeness in the language arts. It provides opportunities for students to: enjoy and respond to works of literature; interpret literary works; grow in knowledge and the use of language; gain insight into self and others; and understand cultural heritage.

Instructional Objectives: The goals of a quality program include: integration of the language arts; developing a lifelong habit of reading; enabling students to recognize, analyze, interpret and evaluate

literary works; encouraging students to gain insight into themselves and others; helping students experience various forms of literature; fostering language growth; providing models for writing and teaching writing as a process; visualizing student development as a cumulative growth process which is holistic rather than an accumulation of skills; and teacher regard for current research on reading, writing, and language learning.

Program Components: An effective literature program considers student interests and maturity in planning the curriculum and recognizes that interest is essential for developing the desire and willingness to read. The literature-based reading program integrates the language arts and makes available a wide variety of quality print and nonprint materials that appeals to students of different ages with different interests and ability levels.

A literature-based reading program includes: ample time for students to enjoy literary materials and to write at length; special attention to encouraging students to employ higher cognitive skills; varied and enjoyable means for students to respond to literary works; teachers reading aloud to students; literature viewed as an end unto itself as well as a springboard for developing all of the language arts skills; systematic writing instruction involving a variety of problem-solving and critical thinking strategies; discussion periods built into the curriculum; and the opportunity to learn various ways to analyze a text. Methods for responding to literature would include descriptive, analytical, classificatory, interpretive, and evaluative responses. Personal responses to literature may also take the form of chronological surveys, genre and thematic studies, or may be project-oriented.

Province of Victoria (Australia)

Rationale: Literature is taught because it generally raises important issues and themes of human life. It spotlights personal experiences and values, and offers a platform from which can come a deeper understanding of self and others. Works of literature are usually products of their time and of their cultural milieu. They have often helped to shape the culture; therefore, students are entitled to be introduced to such works as part of their general education.

The study of literature can be used to: contribute to language development by providing a range of language models; enlighten students about the power of language, including its potential to persuade or to

distort the truth; promote general knowledge; awaken students to the existence of alternative role models; lead students to discern the beauty of well-formed text; provide pleasure and lead students to enjoy reading throughout their lives.

Instructional Objectives: The goals of an effective literature program include leading students to new perceptions, developing new interests, and broadening as well as deepening experiences. Opportunities are provided for students to: use oral language in a variety of ways to gain confidence and competence in using spoken English; develop the capacity to listen attentively; expand their capacity for critical and analytic thought by synthesizing ideas and formulating questions; develop an appreciation of the aesthetic qualities of the spoken and written word and of its function and status as an art form.

The program should allow students to make their own decisions for selecting books, to participate in devising appropriate literary responses and follow-up activities, and to assume responsibility for documenting and assessing their own reading progress. Teaching should be centered on language and the purposes for all language tasks in school should be authentic.

Program Components: Literature-based reading programs should be built upon the following concepts: language, reading, and writing development are promoted through use and should occur within the context and demands of daily use; reading is used for many purposes and should provide enjoyment, knowledge, and insights into the thoughts and experiences of others; literature should be a central part of reading experiences across the curriculum; writing enables students to record ideas, express thoughts and feelings, and clarify thinking.

Literature-based reading is an integrated approach to the teaching of reading and writing in which the teacher serves as a model, facilitator, and evaluator. An effective literature program is one in which the students are active readers, listeners, talkers, and writers, and a program that provides both the stimulus and the model for a whole range of activities extending beyond reading and writing into other curriculum areas.

A literature-based reading program incorporates an active reading of and listening to a wide range of literary sources which reflect the diversity of cultural backgrounds among students. Ample opportunities are provided for responding to texts in creative and individual ways, and encounters with literature allow for discussing, arguing, hypothesizing, rearranging text passages, miming,

dramatizing, and script-writing, among various other activities.

Textual encounters are aimed at developing an appreciation of: the language or the writing style of the text; the structure of the plot, mood, imagery and dramatic effects; characterization and interpretations of the characters' actions; themes and their relevance to current events and to local and topical issues. The basic reading program allows plenty of time for practicing language arts skills and encourages cooperative learning. It also provides feedback at students' points of need through an holistic approach to assessment.

Literature-based basal reading programs

A definition for a literature-based basal reading program was synthesized from the promotional materials of nine basal publishers. The promotional materials were made available to educators during the Indiana reading textbook adoption period in the spring of 1989. The literature-based basal definition was based upon statements detailing the rationales, instructional objectives, and components of reading programs from nine basal publishers who emphasized literature as an important component of their reading programs.

A list of program components, rationales, and instructional objectives was made for each of the nine basal publishers. The components on the list were then tallied and charted. A definition for a literature-based basal reading program was constructed by selecting the commonalities from among the basal programs which were highlighted by the chart. A criterion of five basal series out of nine was selected for inclusion on the chart.

Figure 2 indicates the components which appeared most

often in the basal reading series. Appendix B lists the basal reading components found in each publishing company.

A literature-based basal reading program may be defined as a reading program which contains material written by award-winning authors and illustrators plus a variety of genres. The major emphases of the program are: skills development through the use of literature; decoding skills instruction; involvement in writing activities; the use of workbooks and optional practice sheets for the independent practice of skills; promoting the understanding of reading's function in the language process; and fostering independent reading.

<u>Instructional Objectives</u>	<u>*Total</u>
Skills development	7
Instruction in decoding	5
Involvement in writing activities	5
Workbooks and practice sheets for independent practice of skills	5
Understanding reading's function in the language process	3
Fostering independent reading	3
 <u>Program Contents</u>	
Student reading textbook	9
Teacher edition of student textbook	9
Student workbook for skills practice	9
Teacher Resource File/Book	9
Award-winning authors and illustrators	7
A variety of genre	7

*Total number of basal programs which contained the item listed, from nine basal publishers promoting their series as literature-based reading programs

Figure 2

Components for a Literature-based Basal Definition

A literature-based basal program usually contains a student textbook, a teacher's manual for use with the student textbook, at least one student workbook to be used for independent practice of skills, and a Teacher's Resource File which usually contains supplementary activities, tests, and other practice masters.

The literature-based basal definition was formulated from statements found in the basal publishers' promotional materials, examples of which are contained in the following paragraphs.

D.C. Heath...is the only basal reading series that, from the very first page of the first book, uses authentic literature as the focus for all learning and teaching...puts literature and reading first, before skills instruction...bases its strategic reading approach on the value of real, meaningful reading as the stimulus for total reading success...contains more writing for better reading...has full-color, consumable workbooks for helping students use their strategic skills in written responses requiring active student thought and involvement...ties all the language arts directly to literature with flexible instructional strategies for complete selection- and theme-related ideas and activities plus background information of reading, bibliographies, projects, and systematic coverage of skills....(D.C. Heath, 1989)

Basic components of the D.C. Heath series include a student textbook, student workbook and skill pad, a teacher's manual, and Teacher Resource File.

Houghton Mifflin contains...selections that are a joy to read, that stir student imagination, that broaden their interest, and inspire them to read on their own...award-winning titles, authors and illustrators...originals created for Houghton Mifflin Reading by such established authors and illustrators as James Marshall, Virginia Hamilton...traditional and modern classics...a representation of every type and style of selection...themes capitalizing on the interests of today's youth....(Houghton Mifflin, 1989)

Houghton Mifflin lists its basic materials as a student textbook, student workbook, a teacher's manual, and a Teacher Resource File.

Silver Burdett and Ginn...brings the world of literature to every student, introduces them to the classic stories, award-winning authors and selections...contains stories chosen from every genre and content area...offers special features such as process writing projects, cooperative learning experiences, thinking strategies, skills lessons, opportunities to read for pleasure...provides three workbook practice opportunities for every tested skill with the option of assigning additional skills practice from the Teacher Resource Kit....(Silver Burdett and Ginn, 1989)

Silver Burdett and Ginn's basic components include a student textbook, student workbook, a teacher's guide, and Teacher's Resource File.

Open Court...is totally committed to teaching children to enjoy at the earliest moment, the most appealing, most continuous experience of authentic literature in any reading program...helps students experience a breathtaking collection of the best that has been written for children from Aesop and classic fairy tales to contemporary authors...includes outstanding fiction and nonfiction, poetry and plays, myths and legends which provide models of inspiration for children's own writing...provides training in phonics, complemented by the use of context clues and sight words, which makes children independent readers by the end of first grade...uses process writing as an outgrowth of literature and one of the primary ways of integrating the language arts...teaches skills and strategies systematically, within a core of quality children's literature through direct teacher instruction and modeling....(Open Court, 1989)

Open Court materials include a student textbook, a reading skills workbook, a teacher's guide, and a Teacher's Resource Book.

McGraw-Hill...is a literature-driven program that presents decoding skills to enable students to successfully read, discuss, and listen to good literature...award-winning selections and authors...

integrates all the strands of the language arts into a reading program that offers quality literature... provides an opportunity for students to experience a variety of literary genres and an introduction to several types of literary skills...employs an eclectic decoding strategy where pupils learn to use context clues, phonics, and word structure analysis...develops every tested skill through a complete cycle that includes introduction, application, reteaching, enrichment, review, and testing...provides a strong tie between its high-quality selections and each skill...includes writing as an integral part of the reading program....(McGraw-Hill, 1989)

Basic McGraw-Hill program components include a pupil textbook, pupil workbook, a teacher's guide, skill masters, assessment tests, and Teacher Resource Package.

Harcourt, Brace and Jovanovich contains...a solid base of quality literature...outstanding works by highly recognized award-winning authors and illustrators...classical and contemporary literature... a spectrum of literature which provides powerful examples of a rich blend of fictional and nonfictional literary forms organized around recurring themes...thorough, integrated instruction...the recognition that reading is a language-based process...encouragement in writing and guidance in using the writing process...instruction to help students learn that reading is more than decoding words and that comprehension of meaning is the purpose of reading...the recognition that fluency in decoding words is vital to successful reading...decoding elements in a purposeful framework....(Harcourt, Brace and Jovanovich, 1989)

Harcourt, Brace and Jovanovich basic program components include a student textbook, student workbook, a teacher's edition, and Teacher's ResourceBank.

Holt, Rinehart and Winston...offers the motivation and involvement that makes students want to read on and on, today and tomorrow, though quality literature selections and direct instruction in skills...is filled with the works of award-winning authors and with literary selections that have received the most prestigious awards given for children's literature... enables students to share the finest in children's literature for poetry, fiction, and nonfiction... provides workbooks that allow the independent practice

of skills which includes decoding, vocabulary, comprehension skills, and study skills...offers Practice Masters and Reteaching Masters which provide additional practice of skills, offer alternative instruction, and practice for selected tested skills.... (Holt, Rinehart and Winston, 1989)

Basic elements of the Holt, Rinehart and Winston program include a student textbook, student workbooks, a teacher's edition, Practice Masters, and tests.

Macmillan...is literature-based with classic and award-winning literature in all genres...stresses its major goal as teaching reading skills by helping students learn a strategy for identifying and applying skills in any setting...bases every skill developed upon literature...has literature to interest students from diverse cultural backgrounds and is thematically organized at each level...fosters early independence in decoding by focusing instruction on the most critical phonics skills and by applying them directly to decoding story vocabulary...encourages students to respond and react to literature through writing...offers a workbook and Skills Practice Book which provide independent practice for story comprehension along with phonics, decoding, vocabulary, and study skills; all of which are related directly to the selections.... (Macmillan, 1989)

Basic components of the Macmillan Reading Program include a student textbook, a teacher's guide, and Teacher's Resource Package containing a workbook and Skills Practice Book in blackline master format.

Riverside...is based on a philosophy stated as: reading is a complex phenomenon; we want children to love and appreciate literature, to understand reading's function in the language process, and to use reading as a source of information...contains critically acclaimed literature by award-winning authors and illustrators, high quality classical and contemporary literature, and an impressive ensemble of literary genre...offers high-quality readable content, a consistent decoding strategy, a systematic comprehension strategy, along with structured vocabulary controls and development... contains features that promote skill development and foster independent reading...teaches all decoding skills to mastery through a carefully controlled sequence...offers workbooks and Practice Masters that

are thoroughly tied into the skill sequence and have carefully controlled vocabulary to allow practice of new words presented in the reading selections....
(Riverside, 1989)

Riverside Reading basic components include a student textbook, student workbook, a teacher's edition, a Teacher's Resource Book, plus level tests and test manual.

Determination of Literature-based Components

Eight basic components of literature-based reading programs were selected from the curricula of California, Wisconsin, Victoria, and Nova Scotia. Each component was found in the four curriculum guides for literature-based reading programs and was determined by the researcher to be a fundamental part of the daily lesson structure of each of the four reading programs. The inclusion of each component in a literature-based reading program was supported by a literature research.

The following eight components were selected:

- (1) Integrated language arts instruction where reading, writing, speaking, and listening are included in each individual lesson.
- (2) A systematic reading program which includes core materials read by the whole class, extended reading materials suggested by the teacher, and self-selected recreational reading materials. Extended readings do not include encyclopedias, dictionaries, or textbooks assigned to develop study skills.
- (3) Functional writing activities which are self-selected, purposeful writing activities generated by each student's needs.
Use of the writing process which is based upon functional writing activities and includes prewriting activities, drafting, revising, editing, and publishing.

- (4) Modeling of the language arts by the teacher and other students; specifically, demonstrations of the usage of reading, writing, listening, and speaking skills or strategies as well as literature being read aloud to students.
- (5) Sustained reading during which students are allowed to read without interruptions for extended periods of time. It does not include guided readings.
- (6) Sustained writing which allows students to write for extended periods of time and to share written work.
- (7) The use of quality literature which includes the classics and published children's tradebooks and authors.
A variety of genre selected from quality literature which includes poetry, fiction, nonfiction, (auto)biographies, folk tales, fables, and drama.
- (8) The use of holistic evaluations for determining student growth and development which include such options as checklists, conferences, writing folders, journals, logs, tape-recordings, and teacher made tests to accompany any criterion referenced testing.

Comparison of Literature-based Reading Components To Literature-based Basal Reading Programs

The three basal publishers securing the largest number of sales in Indiana during the 1989-1995 reading textbook adoption period were selected for a comparative lesson-by-lesson investigation. Silver Burdett and Ginn, D.C. Heath, and Houghton Mifflin were selected due to their sales and because the publishers promoted their basals as literature-based reading programs. The eight selected literature-based reading components were searched for in each of the first and fourth grade teachers' manuals, student workbooks, and test booklets from each of the three basal publishers.

It should be noted that first grade primers, preprimers, and readiness materials were not included, only the first grade basal readers.

The eight literature-based reading components were first searched for in the introductory pages of the teachers' manuals, since these pages contain the basal programs' instructional objectives and philosophical statements. Figure 3 identifies the literature-based reading components that were considered important concepts. It should be noted that although a literature-based reading program component may have been mentioned in the philosophical statements and instructional objectives of a teacher's manual, the basal program lessons may not validate the inclusion of the component. Conversely, a literature-based component may not be mentioned in the introductory pages but may still be found in the actual basal lessons.

As Figure 3 indicates, all eight of the selected literature-based reading components were mentioned in the Silver Burdett and Ginn introductory pages of the teachers' manuals. D.C. Heath mentioned all but two components, and Houghton Mifflin's introductory pages mentioned four of the eight literature-based components.

A lesson-by-lesson investigation of each basal reader for grades one and four was conducted next. The literature-based reading components found in the basal series teachers' manuals, student workbooks, and textbooks were tallied and charted.

<u>Components</u>	<u>Publishing Company</u>		
	<u>(SBG)</u> ¹	<u>(DCH)</u> ²	<u>(HM)</u> ³
1. Integrated Language Arts	X	X	X
2. Systematic Reading Program	X	X	X
3. Functional Writing	X	X	
Writing Process	X	X	X
4. Modeling of Language Arts	X	X	
5. Sustained Reading	X	X	
6. Sustained Writing	X	X	
7. Quality Literature	X	X	X
Variety of Genre	X		
8. Holistic Evaluations	X		

"X" indicates that the component was mentioned in the introductory pages of the teachers' manuals

¹Silver Burdett and Ginn

²D.C.Heath

³Houghton Mifflin

Figure 3

Literature-based Reading Components
Mentioned in the Introductory Pages of
Literature-based Basal Teachers' Manuals

Figure 4 indicates the strength of presence for each component by grade level and by publishing company. Each component, as described on pages 49 and 50, had to be present in at least approximately half of the total number of lessons in the basal manual and/or supported by workbooks and tests before it was included in Figure 4.

A "lesson" for this study was defined as each separate entry in a basal reader table of contents. Each entry, including any corresponding supplementary activities or workbook pages suggested in the teachers' manuals, was counted as an individual lesson. Examples of individual lessons include: introductions to units, introductions to stories, individual stories or poems, unit wrap-ups, informational articles, and skills lessons.

As Figure 4 indicates, four of the literature-based reading components were strongly represented in basal program lessons: integrated language arts, modeling of language arts, sustained writing, and quality literature/variety of genre. The other four components (systematic reading program, functional writing/writing process, sustained reading, and holistic evaluations) had a weak representation.

For a more detailed representation of the literature-based reading components present in the basal reading series, Figure 5 lists the literature-based reading program components broken down into specific subcomponents where applicable. The specific subcomponents also had to be

present in at least approximately half of the total number of lessons and/or supported by workbooks and tests to be included in Figure 5.

<u>Components</u>	<u>Grade Level and Publishing Company</u>					
	<u>(SBG)¹</u>		<u>(DCH)²</u>		<u>(HM)³</u>	
<u>Grade Levels</u>	<u>1</u>	<u>& 4</u>	<u>1</u>	<u>& 4</u>	<u>1</u>	<u>& 4</u>
1. Integrated Language Arts	X	X	X	X	X	X
2. Systematic Reading Program			X			
3. Functional Writing						
Writing Process					X	X
4. Modeling of Language Arts	X		X	X	X	X
5. Sustained Reading				X		X
6. Sustained Writing	X	X	X	X	X	X
7. Quality Literature	X	X	X	X	X	X
Variety of Genre	X	X	X	X	X	X
8. Holistic Evaluations			X	X		

"X" indicates that the component appeared in at least approximately half of the basal manual lessons (which included any suggested supplementary activities or workbook pages)

¹Silver Burdett and Ginn

²D.C. Heath

³Houghton Mifflin

Figure 4

Literature-based Reading Program Components Found
in Literature-based Basal Reading Programs

A comparison of Figures 3, 4, and 5 indicates that several literature-based components mentioned in the introductory pages of the teachers' manuals were not represented strongly enough to be included in Figure 4 and Figure 5.

Conversely, component #8, holistic evaluation, was not mentioned in D.C. Heath's introductory page but was included in the basal program lessons. Houghton Mifflin's basal lessons also included three components that were not mentioned in its introductory pages.

Figures 1 through 5 represent an overview of the literature-based reading components present in the three basal series. Figure 6 indicates the exact number of lessons containing the specific literature-based components. The total number of "lessons" available in the teacher's manual for each publishing company is listed on the chart directly under the appropriate grade level.

To obtain a complete picture of literature-based reading program components present in the basal programs, the basal programs need to be viewed as a whole. Therefore, a detailed description of workbooks, testbooks, and resource files are included in Figures 7 through 9.

Figure 7 depicts the basic format of the basal programs' workbooks. All three basal program workbooks were very similar in format. The greatest difference was to be found in the extra writing activities contained in D.C. Heath's and Silver Burdett and Ginn's programs.

Figure 8 describes the type of evaluation program offered by each basal publisher. The Silver Burdett and Ginn and Houghton Mifflin evaluation programs are structured around achievement testing while the D.C. Heath program offers both achievement testing and holistic evaluations.

<u>Components</u>	<u>Grade Level</u> <u>and Publishing Company</u>					
	<u>(SBG)¹</u> <u>1 & 4</u>		<u>(DCH)²</u> <u>1 & 4</u>		<u>(HM)³</u> <u>1 & 4</u>	
<u>Grade Level</u>						
1. Integrated Language Arts:						
Reading	X	X	X	X	X	X
Writing	X	X	X	X	X	X
Listening	X	X	X	X	X	X
Speaking	X	X	X	X	X	X
2. Systematic Reading Program:						
Core	X	X	X	X	X	X
Extended			X	X	X	X
Recreational			X			
3. Functional Writing						
Writing Process					X	X
4. Modeling of Language Arts:						
Demonstration of usage or strategies	X		X	X		X*
Literature read aloud	X		X		X	
5. Sustained Reading						
				X		X
6. Sustained Writing						
	X	X	X	X	X	X

Figure, continued

<u>Components</u>	<u>Grade Level and Publishing Company</u>							
	<u>Grade Level</u>		<u>(SBG)¹</u> <u>1 & 4</u>		<u>(DCH)²</u> <u>1 & 4</u>		<u>(HM)³</u> <u>1 & 4</u>	
7. Quality Literature:								
Published books	X	X	X	X	X	X	X	X
Published authors	X	X	X	X	X	X	X	X
Classics	X	X	X	X				
Variety of Genre:								
Poetry	X	X	X	X	X	X	X	X
Fiction	X	X	X	X	X	X	X	X
Informational/nonfiction	X	X	X	X	X	X	X	X
(Auto)biography		X		X			X	X
Folk Tales/Fables	X	X	X	X	X	X	X	X
Drama		X	X	X	X	X		
8. Holistic Evaluation								
				X	X			

"X" indicates that the subcomponent appeared in at least approximately half of the basal lessons (which included any suggested supplementary activities or workbooks pages)

* The majority of Houghton Mifflin's demonstrations for language arts usage or strategies was limited to the modeling of decoding or study skills

¹Silver Burdett and Ginn

²D.C. Heath

³Houghton Mifflin

Figure 5

Literature-based Reading Subcomponents Found In
Literature-based Basal Reading Programs

<u>Components</u>	<u>Grade Level and Publishing Company</u>							
	<u>Grade Level</u>		<u>(SBG)¹</u>		<u>(DCH)²</u>		<u>(HM)³</u>	
	<u>1</u>	<u>& 4</u>	<u>1</u>	<u>& 4</u>	<u>1</u>	<u>& 4</u>	<u>1</u>	<u>& 4</u>
Total number of basal lessons:	38	92	27	56	26	42		
1. Integrated Language Arts:								
Reading	33	91	27	56	25	42		
Writing	23	53	18	39	20	29		
Speaking	38	87	26	56	25	40		
Listening	36	92	26	56	26	41		
Total number integrated	19	49	17*	39*	18	28		
2. Systematic Reading Program:								
Core	29	88	27	55	26	42		
Extended	8	16	26	55	21	31		
Recreational	0	0	10	10	3	4		
3. Functional Writing								
Writing Process	5	1	1	9	0	0		
	2	4	0	9	18	28		
4. Modeling of Language Arts:								
Demonstration of usage or strategies	17	32	12	26	(20	28)		
Literature read aloud	17	15	10	14	11	8		
5. Sustained Reading								
	3	5	2	29	0	35		
6. Sustained Writing								
	15	52	19	40	20	29		
7. Quality Literature:								
Published books	2	2	15	44	9	18		
Published authors	13	45	21	53	13	26		
Classics	2	3	2	3	0	0		
Variety of Genre:								
Poetry	3	11	2	4	11	5		
Fiction	12	21	10	17	8	16		
Informational/nonfiction	8	32	4	13	8	8		
(Auto)biography	0	4	0	3	0	3		
Folk Tales/Fables	4	6	4	7	1	1		
Drama	0	1	1	2	2	0		

Figure, continued

<u>Components</u>	<u>Grade Level and Publishing Company</u>							
	<u>Grade Level</u>		<u>(SBG)¹</u> <u>1 & 4</u>		<u>(DCH)²</u> <u>1 & 4</u>		<u>(HM)³</u> <u>1 & 4</u>	
8. Holistic evaluation	0	0	**	**	0	0		

* D.C. Heath's introductions to and wrap-ups of lesson clusters were counted as separate lessons; however, they did not often include writing as did all of the actual stories, poems, and informational article lessons.

** D.C. Heath manuals did not detail their evaluation program; the holistic evaluations were found in the teacher's resource file.

{ } The majority of Houghton Mifflin's demonstrations for the language arts was limited to the modeling of decoding and study skills

¹Silver Burdett and Ginn
²D.C. Heath
³Houghton Mifflin

Figure 6

Number of Basal Lessons Containing
Literature-based Components

<u>Basal Workbook Format</u>	<u>Grade Level and Publishing Company</u>							
	<u>Grade Level</u>		<u>(SBG)¹</u> <u>1 & 4</u>		<u>(DCH)²</u> <u>1 & 4</u>		<u>(HM)³</u> <u>1 & 4</u>	
Fill in the blank	X	X	X	X	X	X		
Circle correct answer	X	X	X	X	X	X		
Underline answer	X	X	X	X	X	X		
Supply a phrase			X	X	X		X	
Write a sentence	X	X	X	X			X	

Figure, continued

<u>Basal Workbook Format</u>	<u>Grade Level and Publishing Company</u>					
	<u>(SBG)¹</u> <u>1 & 4</u>		<u>(DCH)²</u> <u>1 & 4</u>		<u>(HM)³</u> <u>1 & 4</u>	
Draw a picture	X	X				
Match			X			
Check correct answer			X	X		X
Crossword Puzzles						X
Tear-out short story to read			X			X
Number of pages containing writing activities	13	159	116	82	0	0

"X" Indicates the presence of a particular type of format in the basal workbook

¹Silver Burdett and Ginn

²D.C. Heath

³Houghton Mifflin

Figure 7

Formats For Basal Program Workbooks

<u>Publisher</u>	<u>Type of Evaluation Program</u>
Silver Burdett and Ginn	Achievement testing based upon skills presented in the reading program lessons. Materials contained in Teacher Resource File: Placement Tests Unit Skills Tests

Figure, continued

Publisher

Type of Evaluation Program

Format:

Fill in the blank; supply a phrase; write a sentence; circle the correct answer; make a list; draw a picture

Supplementary Testing Materials which may be purchased separately:

Mid-Book Tests

End of Book Tests

Informal Reading Inventory

Unit Process Tests (which contain a passage to be read and comprehension questions to be answered)

D.C. Heath

Both Holistic Evaluations and Achievement Testing are available. All testing components must be purchased separately.

Creative Assessment (holistic):

1) Strategy Assessments - which demonstrate how students apply

thinking strategies to reading

2) Language, Attitude, and

Appreciation Assessments -

checklists for informal evaluation

of oral and written language and

attitudes toward reading

Skills Testing:

Unit Tests

Level Tests

Placement Tests

(All formats similar to Silver Burdett and Ginn)

Houghton Mifflin

Achievement Testing based upon skills presented in the reading program.

Materials contained in Teacher Resource File:

Assessment Masters

Individual and Group Placement Inventories

Figure, continued

<u>Publisher</u>	<u>Type of Evaluation Program</u>
	Supplementary Materials which may be purchased separately: Tests of Basic Reading Skills (criterion referenced, multiple choice, with answer sheets designed in computer scoring format) End of Level Tests

Figure 8

Description of Basal Publishers' Evaluation Programs

Interpreting the Results

The comparison of a literature-based reading program definition to a literature-based basal program definition revealed the following similarities: 1) Emphasis upon student involvement in writing activities; 2) Fostering of independent reading; 3) Understanding of reading's function in the language processes; and 4) Use of a variety of genre in the reading program.

The principle differences between the two definitions included:

<u>Literature-based basal</u>	<u>Literature-based reading</u>
1) An emphasis upon skills development	1) An emphasis on understanding and meaning rather than skills development
2) The use of workbooks and practice sheets for independent skills practice	2) The development of the language arts through functional activities

- | | |
|---|--|
| <p>3) A reading program based upon a collection of materials written by award-winning authors and basal authors compiled into a single book</p> <p>4) For the student, basic program components include a basal textbook, workbook, and skill practice sheets</p> | <p>3) A reading program based upon published children's literature and tradebooks in their original, separate volumes</p> <p>4) For the student, basic program components include teacher-selected reading materials, self-selected reading materials, and responding to literature in a variety of formats without the use of workbooks</p> |
|---|--|

A comparison of literature-based reading program components to literature-based basal reading program components revealed the following strengths and weakness in representation of literature-based components in the basal publishers' programs:

Components
Strongly Represented

Integrated Language Arts Instruction

Sustained Writing

Quality Literature and a Variety of Genre

Modeling of the Language Arts

Components
Weakly Represented

Functional Writing and Use of the Writing Process

Systematic Reading Program

Sustained Reading

Holistic Evaluations

Summary of the Analysis

The purposes of this study were: 1) to determine a definition for a literature-based reading program and a literature-based basal reading program; 2) to select eight basic components of literature-based reading programs which

have been developed and are currently being used in the Province of Nova Scotia, Canada; the Province of Victoria, Australia; and in Wisconsin and California in the United States; and 3) to determine how closely three commercially produced literature-based basal reading series replicate these components, specifically in grades one and four.

The definitions constructed for the two reading programs revealed that literature-based reading programs and literature-based basal reading programs have several fundamental differences. These differences lead to the conclusion that a literature-based basal reading program is not the same thing as a literature-based reading program.

The comparison of eight basic literature-based reading program components to literature-based basal reading programs revealed that four of the components were strongly represented in the basal programs and four were weakly represented.

A summary of the study, along with conclusions and recommendations for further research, is presented in chapter 5.

Chapter 5

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This study was conducted to compare literature-based reading programs to literature-based basal reading programs by using regionally developed literature-based reading programs from three different countries and three commercially produced basal reading series identified by the publishers as being literature-based reading programs. A review of literature on basal reading programs, literature-based reading programs, and literature-based reading components was included.

A definition for a literature-based reading program was synthesized from the curriculum guides of: California, Wisconsin, the Province of Nova Scotia (Canada), and the Province of Victoria (Australia). A literature-based basal definition was synthesized from the promotional materials of nine basal publishers who identified their programs as literature-based reading programs.

Eight basic components for literature-based reading programs were selected from the four chosen curriculum guides and compared to the reading programs of the three

basal publishers securing the largest number of sales in Indiana during the 1989-1995 reading textbook adoption period: Silver Burdett and Ginn, D.C. Heath, and Houghton Mifflin.

For investigational purposes, two grade levels were chosen: first grade as an example of beginning reading, and fourth grade as an example of beginning content area reading. To determine how many of the literature-based reading components were replicated in basal reading programs, a lesson-by-lesson investigation of the teachers' manuals, workbooks, and test booklets was made of the three basal publishers.

Discussion of the Study

The formulation of a definition for a literature-based reading program required devising a method for finding the commonalities among four literature-based reading program curriculum guides. To do this, it was first necessary to select statements from the literature-based curriculum guides which reflected each program's rationale, instructional objectives, and program components. These statements were included in chapter 4 so the reader would have access to the data upon which the definitions were based.

In a few instances, the statements from the literature-based curriculum guides did not correspond word for word. Therefore, in order to tally the selected statements, main ideas were used for grouping components.

The formulation of a definition for a literature-based basal reading program followed the same procedures. When necessary, main ideas were used for grouping components, and the statements used to formulate the literature-based basal definition were also included in chapter 4.

Based upon the findings of this study, the conclusion can be made that literature-based reading programs and literature-based basal reading programs are fundamentally different in their definitions, instructional objectives, and program components.

For the comparison of literature-based reading programs to literature-based basal reading programs, it was necessary to formulate a method for recording the results of the lesson-by-lesson investigations. Since each of the basal reading textbooks contained a different method of content organization, the table of contents was selected as the basis for determining the number of "lessons" available in each reader. When necessary, the introductions to the basal stories were counted as separate lessons in order to provide an accurate representation of the literature-based reading components in a basal series.

The comparison of literature-based reading programs to literature-based basal reading programs suggests that students in literature-based reading programs have some opportunities and experiences available to them that may not be available to students in the basal programs. If teachers were to follow only the teachers' manuals, workbooks, and

tests provided with each basal series, students in basal reading programs may not have experiences with the following four components found in the literature-based reading programs:

- 1) A systematic reading program which includes core, extended, and recreational reading materials.

Students in literature-based programs not only have the opportunity to read and share core materials assigned to the entire class, they also experience a systematic program of extended and recreational readings. The basal reading programs furnish core reading materials but offer fewer opportunities for extended and recreational readings.

- 2) Functional writing activities which include the use of the writing process.

In literature-based programs, functional writing and the use of the writing process are fundamental components of the daily curriculum. The results of this study revealed that the basal reading programs investigated emphasized teacher-directed writing rather than self-selected, functional writing activities. Of the three basal series examined, Houghton Mifflin consistently provided opportunities to use the writing process.

- 3) Sustained reading.

In literature-based reading programs, sustained reading time is a fundamental component which allows children the daily opportunity for uninterrupted reading. This particular component was found to be strongly represented in

the fourth-grade basals of Houghton Mifflin and D.C. Heath.

4) Holistic evaluation.

This type of evaluation is an integral part of literature-based reading programs and provides opportunities for assessing student achievement without relying heavily upon achievement testing. The D.C. Heath series included holistic forms of evaluations in their reading program as well as achievement testing.

The inclusion of literature-based reading components in the basal manuals seems to suggest that publishers are attending to recent publications, studies, and educators who are using non-basal literature-based reading programs. This conclusion is based upon the following findings:

1) Although not strongly represented in the lessons, several of the literature-based reading program components were mentioned in the philosophical statements of the basal programs, which indicates at least an awareness of other important components.

2) Four of the eight selected literature-based reading program components were strongly represented in the basal series.

3) All three of the basal series selected for the in-depth study emphasized the reading of literature, included many published children's authors, and offered a variety of genre.

4) All three of the selected basal series provided ample writing activities.

5) Promotional flyers from basal publishers revealed that supplementary materials such as paperback books, big books, and story tapes are being made available.

These are indications that basal publishers are responding to the growing number of educators who believe that literature-based reading programs are an effective way of helping children develop language arts skills and abilities. However, it is not likely that these publishers will try to totally replicate literature-based reading programs. Economically it would not be feasible for basal publishers to drastically revamp their entire programs to include all of the literature-based reading components, because major changes would need to be made in the basal's fundamental philosophy, components, instructional objectives, and materials. More importantly, since the two programs are fundamentally different, the adoption of a literature-based reading program by publishers would actually mean the abandonment of the basal approach to reading instruction.

Conclusions from the Study

The definitions constructed for a literature-based reading program and a literature-based basal reading program revealed fundamental differences between the two programs. Literature-based reading programs emphasized pleasure and entertainment in reading, enjoyable literary experiences, and literary models for developing language arts skills through the use of self-selection for children's tradebooks.

Literature-based basal reading programs emphasized materials written by award winning authors, skills development through the use of literature, involvement in writing activities, and the use of workbooks and optional practice sheets for the independent practice of skills.

Of the eight literature-based reading program components selected for comparison, four components were strongly represented in the basal series: integrated language arts instruction; sustained writing activities; the use of quality literature and a variety of genre; and modeling of the usage of language arts skills and strategies. The remaining four literature-based reading components were weakly represented in the literature-based basal programs: functional writing activities and the use of the writing process; the use of a systematic reading program which includes core, extended, and recreational reading materials; sustained reading; and holistic evaluations.

Based upon the greater number of basic components available for instruction, the conclusion may be drawn that literature-based reading programs offer a greater variety of opportunities and experiences than the literature-based basal reading programs.

Recommendations for Further Research

On the basis of the findings of this study, the following questions should be considered for further study:

- 1) Are teachers aware of many differences between the newly published literature-based basal reading programs and previously used basal programs?

- 2) Are students aware of many differences between the newly published literature-based basal reading programs and previously used basal programs?
- 3) How do teachers define literature-based reading programs?
- 4) Do teachers using the newly published literature-based basal reading programs consider them to be literature-based reading programs?
- 5) Basal publishers furnish teachers' manuals that contain instructions for establishing effective reading programs.
How closely do teachers follow the basal manual?
Do teachers generally supplement basal instruction?
If so, how and why?
Do most teachers using a basal program believe it to be an effective program?
- 6) How closely do teachers using literature-based reading programs follow the curriculum guides provided for the programs?
- 7) Are other literature-based basal series similar to the three programs which secured the highest number of sales in Indiana?
- 8) Some students and teachers will have experienced both literature-based reading programs and literature-based basal reading programs.
How do those students and teachers view these two programs?
- 9) Are teachers sufficiently aware of the strengths and weaknesses in the reading programs they currently use?

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APPENDIX A

Components of a Literature-based Reading Definition
Listed by Curriculum Guides

<u>Components</u>	<u>Curriculum Guides</u>			
	<u>NS</u> ¹	<u>C</u> ²	<u>W</u> ³	<u>V</u> ⁴
<u>Instructional Objectives:</u>				
Development of effective users of language/fostering language growth	X	X	X	X
Increase enjoyment of and appreciation for literature	X	X	X	X
Develop critical thinking skills and literary critics	X	X	X	X
Provide literary models	X	X		X
Develop understanding of life and insight into self and others	X		X	X
Achieve specific knowledge, abilities or attitudes	X	X		X
Program tailored to individual interests, needs, and maturity		X	X	X
Teachers to act as literary models	X		X	X
Develop insight into the human experience	X			X
Provide pleasure and entertainment	X			X
Provide enjoyable literary experiences	X		X	
Produce life-long readers		X		X
Deepen and enrich student response to literature		X		X

Components of a Literature-based Reading
Definition (Continued)

<u>Components</u>	<u>Curriculum Guides</u>			
	<u>NS</u> ¹	<u>C</u> ²	<u>W</u> ³	<u>V</u> ⁴
<u>Program Contents:</u>				
Language arts and decoding skills learned in meaningful contexts	X	X	X	X
Integrated language arts instruction	X	X	X	X
Literature as a basic component of the language arts program	X	X	X	X
Responding to literature in a variety of formats	X	X	X	X
Use of a variety of genre	X	X		X
Use of a variety of literary materials with emphasis upon tradebooks	X	X		X
Self-selection and decision making	X	X		X
Participation in literary discussions	X	X		X
Emphasis on understanding/meaning rather than mastery of basic/ decoding skills	X	X		
Ample time for practicing language arts skills			X	X
Systematic program for the study of children's literature	X	X		
Writing in a variety of formats			X	X

¹Province of Nova Scotia

²California

³Wisconsin

⁴Province of Victoria

APPENDIX B

Components for a Literature-based Basal Definition
Listed by Publishers

Components for Instructional Objectives:

- 1) Skills Development
- 2) Instruction in decoding
- 3) Involvement in writing activities
- 4) Workbooks and practice sheets for independent practice of skills
- 5) Understanding reading's function in the language process
- 6) Fostering independent reading

Publishing Companies Which Contain
the Instructional Objective Components

	<u>DCH</u> ¹	<u>HM</u> ²	<u>SBG</u> ³	<u>OC</u> ⁴	<u>MH</u> ⁵	<u>HBJ</u> ⁶	<u>HRW</u> ⁷	<u>M</u> ⁸	<u>R</u> ⁹
1)	X		X	X	X		X	X	X
2)					X	X	X	X	X
3)			X	X	X	X		X	
4)	X		X				X	X	X
5)					X	X			X
6)				X			X		X

Components for Program Contents:

- 7) Student reading textbook
- 8) Teacher edition of student textbook
- 9) Student workbook for skill practice
- 10) Teacher Resource File/Book
- 11) Award-winning authors and illustrators
- 12) A variety of genre