THE INTEGRATED READING/WRITING PROGRAM VERSUS
THE BASAL READING PROGRAM
IN A THIRD GRADE SETTING

A MASTER'S PROJECT

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Purpose for the Study

Reading is one of the most important skills taught to children today. There is no doubt that their success in school and subsequently in life depends on their reading ability. Other school subjects, such as math, social studies, and science require reading as a prerequisite, therefore hindering a child's academic growth if the child is a poor reader.

Reading "expands a child's world, develops independence, stirs the imagination, develops vocabulary, and develops understanding of other people" (Cullinan, 1992, p. 28-29). Thus children who do not read well lack one very important mode of communication and learning.

So how do we teach our kids to read and read well? Reading experts don't always agree on the best technique for teaching reading. Today, there are at least three options open to teachers: the traditional method (basal reading instruction), a whole language approach (using children's literature in an integrated reading/writing atmosphere), and some combination of both (Feder-Feitel, 1994).

The purpose of this study is to compare the comprehension test scores of two groups of third grade students, one group taught reading using children's literature in an integrated reading/writing classroom and the second group taught reading using a basal text. The author wishes to determine if there is
any significant difference between these methods.

Statement of the Problem

The purpose of this study is to compare comprehension reading test scores of third graders taught reading using children's literature in an integrated reading/writing classroom and students taught reading using a basal text.

Hypothesis

1. There will be no significant difference between the Miami County Reading Competency median test scores of students taught reading in an integrated reading/writing classroom and those taught using a basal text ($@=.05$).

2. Students taught reading using a basal text will show no significant difference in the median scores on the Miami County Reading Competency than those students taught in an integrated reading/writing classroom ($@=.05$).

3. Students taught reading in an integrated reading/writing classroom will show no significant difference in the median scores on the Miami County Reading Competency than those students taught using a basal text ($@=.05$).

Assumptions

In order to carry out this study, the author must make the following assumptions. First, the Miami County Reading Competency must measure students' reading comprehension. Secondly, the author must assume that the test will be administered fairly, equally and under similar conditions. Thirdly, it is to be assumed that the students will perform to the best of their ability on the test. It is also to be assumed that gender played no
role in the determination of the results of this study. Lastly, it is
assumed that both groups are reading at grade level or above, have been
reading grade level appropriate materials and reading at home for fifteen
minutes per day as required of all third graders at Milton-Union Elementary.

Limitations

The author finds several limitations which may effect this project. One
limitation may be the inability to increase the sample size of students.
Findings may be more generalizable if a larger number of students from
different classrooms were compared. This study is only generalizable to the
third grade population at Milton-Union Elementary. Another limitation may be
that students in the experimental group only had seven months of
reading/writing integration. Finally, the test in question is multiple choice
answer, which may test the ability to choose the most correct answer rather
than allowing the students to explain their reasoning.

Definition of Terms

Basal Text is an anthology of stories geared toward a specific reading level.
The stories, vocabulary, questions and activities are all chosen by the
authors/publishers of these texts. Workbooks and worksheets are usually
included for isolated skill instruction. Program is generally teacher-
centered.

Integrated Reading/Writing Classroom is a child-centered approach to teaching
reading which allows student selection of children's literature, self-
pacing, sharing, listening, writing about what they are reading, and
spending significant amounts of time reading (Hagerty, 1992).

Miami County Reading Competency is a county-wide administered test to assess
the reading success of students. Each grade level has a test exclusive
to that grade. Competency is met if a student scores 75% or better.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

How Kids Learn to Read

How children learn to read has plagued researchers for many years. The debates have included such methods as sight words, phonics, structural units, basal readers and literature based instruction. Frank Smith (1985) suggested that learning to read involves no further learning activities than those used when learning to make sense of spoken language. What do we know about communication and learning to reading?

We all use language to communicate with each other. Language must have a purpose. Young children quickly learn to listen and speak in order to communicate with their world. The longing to express their wants, needs, desires and ideas compels them to learn new avenues of contact through speaking and writing; they receive information by listening and reading. Research tells us that these modes of communication are learned by utilization and the ability to use language is increased by usage. "Children learn to read by reading; they learn to write by writing" (Johnson and Louis, 1987, p. 1).

We know that learning to read, as all learning, is not an individual process. Julie Wollman-Bonilla (1991, p. 8) says that "children are guided into a deeper understanding and new knowledge through interaction with others who support and at the same time challenge them." Teachers, students and parents applaud, discuss, challenge and celebrate emergent readers as they
begin to form meaning from the text. Their learning is stimulated by this interaction.

"Written language must be made meaningful and useful to children who are striving to learn" (Smith, 1985, p. 12). When children learn to read, they build on their past experiences; they interpret meaning from what they already know and then grow with the new knowledge. "Readers use their background of knowledge and experience and compose meaning from the text" (Butler and Turbill, 1984, p. 11). Each reader brings to the text individual and unique experiences. They use those experiences to shape how they think, question and solve problems. Susan Mandel-Glazer (1992) states that comprehension is based on the reader's previous knowledge, perceptions, feelings, and interests.

How do children become good readers? "Children need to see a reason for reading and find personal meaning in stories. They need to be immersed in literature: surrounded by books, art and writing materials of all kinds for extending and interpreting books and given time to listen to and read stories" (Cullinan, 1987, p. 30). Classroom and home libraries filled with many different books and reading material is one key to reading. When given many choices, children are bound to find a book that is interesting and has meaning to them.

Susan Mandel-Glazer (1992) adds that children need to have a safe, warm and print-rich environment (purposeful print conducive to learning) to help instill the desire to read. She continues to add that "Literacy-rich environments focus on functional and purposeful activities that guide and foster children to 1). Take risks while learning; 2). Make decisions about learning; 3). Self-assess how and what they learn; and 4). Learn to think about ideas and write independently" (Mandel-Glazer, 1992, p. 20). The more
the learning environment contributes to literacy, the more children learn.

Students also need to perceive themselves as readers. Children who think of themselves as readers, and feel good about themselves as readers, tend to become good readers. These students are motivated, willing to take risks, and ultimately are more successful in their learning. Linda Leonard Lamme (1987, p. 42-3) cites many features of good readers versus poor readers:

**Good Readers:**

1. Good readers use many different strategies when they come to words they don't know.
2. Good readers look back if what they are reading doesn't make sense. They self-correct their mistakes.
3. They read for content and meaning.
4. Good readers read fluently and reread books they've enjoyed.
5. They read books by favorite authors.
6. Good readers are verbal about their thoughts and opinions about books and share them with others.

**Poor Readers:**

1. Poor readers rely on the "sound it out" technique with no other strategies.
2. They overlook their reading errors.
3. Poor readers read to enunciate the words, not for meaning.
4. Poor readers rarely reread and seldom develop fluency.
5. They don't care who wrote the book.
6. Poor readers read because they have to, not because they want to.
7. They seldom talk about what they read.

The difference between good readers and poor readers is mainly attitude. Good readers enjoy reading and do it often. They use the many skills that good reader develop, including meaning cues. They rely on the meaning of the
Phonics and word isolation are how poor readers attempt to read. They may be able to successfully complete the worksheets, but it is not enough to produce good readers (Routman, 1988).

Several of the factors needed for literacy success which I have addressed include social interaction, many books that have personal meaning to the reader, a conducive environment, and a reader's self perception. Teachers find that children who come to school as good readers have all of these components in their homes. We need to continue to foster the excitement and motivation that these families have already established, and introduce this excitement to those children less fortunate. Our number one goal needs to be to get kids reading because they want to.

The Reading Program

As teachers, we are always striving for better ways to teach our charges to read. Our philosophies vary greatly from isolated skills orientation to whole language literature. Our main choices include basal reading texts and literature based programs.

When making these choices, we tend to feel the pressure from community members, especially since outsiders tend to be more critical about "programs that do not depend heavily on technology. Technocrats think that education can be packaged in kits, workbooks, and mastery learning programs, and judged by pre-tests and post-tests" (Goodman, 1986, p. 25).

The past several years have seen little change in the basal programs themselves. They continue to be "driven by skills, phonics..., strict readability and skill formulas" (Routman, 1988, p. 23). Also, "their
presentation of language phenomena is unscientific, and they steal teachers' and learners' time away from productive reading and writing" (Goodman, 1986, p. 29). Ralph Peterson and Maryann Eeds (1990) describe basal texts as "stories" which are bound together in textbook form for instructional purposes. Each story is then coordinated with pages to do in a workbook and additional pages for "enrichment" and "remediation." Workbooks, worksheets, and detailed teacher manuals which provide step-by-step instructions prevail. How can a child enjoy reading a story when so much seemingly isolated paper and pencil work is required?

Regie Routman (1988) also discussed the priorities of such reading series: phonics, decoding, and comprehension is defined as a teaching skill. "Textbooks are more concerned with teaching skills than with presenting stories so good they simply must be told" (Peterson and Eeds, 1990, p. 5). Ken Goodman (1986) sites several aspects of basals which make learning to read difficult for children: the text is broken into pieces, uninteresting and irrelevant to the learner, stories are taken out of context, they are not purposeful, and when the learner feels it has been imposed on him/her by someone else, it is not valued.

With the alarming numbers of functionally illiterate people in our country, it seems that we need to change the priorities of our reading programs. We need to focus on enjoyment. We want people to read and read often. Clearly the basal programs choose to emphasize skills, not enjoyment. Basal programs make reading too much like work. We want kids to want to read, not dread it.

Teaching with real books is unlike basal instruction. Whole language literature programs allow the children to choose, sample, and search for books
for their own purposes and interests (Peterson, 1990). Literature allows the teacher and students to work together and determine what skills are needed on a more personal level. "Whole language reading recognizes words, sounds, letters, phrases, clauses, sentences and paragraphs are like molecules, atoms and subatomic particles of things" (Goodman, 1988, p. 27). It is inclusive.

The whole language literature program allows children to read what they choose, discuss what they need, and share what they've learned.

Researchers have found that the process of reading is as important or more important than the product (Mandel-Glazer, 1992). According to Ralph Peterson and Maryann Beds (1990), there are four components of a literature based reading program: home, extensive reading, reading aloud, and intensive reading.

We cannot underestimate the importance of parental involvement in a child's education. We know that students who come to school as readers do well in academics. Likewise, we are aware of the value and priority these parents place on reading. These lucky children who are exposed to many books, are read to often, and observe their parents reading for enjoyment as well. These children have the foundation to become good readers. "Many studies have sought to determine the reasons some children learn to read early and easily, without formal teaching at school. All of them report the significance of having been read to at an early age" (Charlotte Huck et al, 1993, p. 15). Charlotte Huck et al (1993) also sites that research proves that the more literature children are exposed to at an earlier age, the more proficient these children will be.

"As early as 1908, educators were recommending that families read together to ensure their children's success in school" (Reading Together,
1995, p. 3). Recently our school principal attended a proficiency meeting at the State Department and shared the following views: 1). Time spent reading is the single best predictor of reading achievement; 2). Students who read every day a book of their own choosing, are more proficient in reading and writing; and 3). Students who write every day about something they have read, are more proficient in reading and writing (Rammel, 1994). Clearly children need to spend time reading on their own, and writing about what they read.

Teachers and parents who read aloud to children pass along their love and passion for good literature. As they advertise these stories and motivate the listener to share in their adventures, the listener becomes eager to read the books themselves. Jim Trelease discusses the benefits the listener acquires by being read aloud to: "These benefits are a positive reading role model, new information, the pleasures of reading, rich vocabulary, good sentence and story grammar, a book he or she might not otherwise be exposed to, and the English language spoken in a manner distinctly different from that in a television show" (Trelease, 1989, p. 202).

Intensive reading, according to Ralph Peterson and Maryann Eeds (1990) "consists of arranging for the conscious contemplation of a work of literature, the mindful reading that makes up a deeper kind of meaning-making" (p. 12). The child must construct meaning from the text. They must interpret what the author is trying to say and make connections so that the text makes sense. Teachers help the students see in many different ways the embedded meaning of an author's work.
A Literature Based Reading Program

Developing a literature based reading program can be quite a challenge, as the literature and research is quite overwhelming. But most researchers agree that such reading programs should include all literacy skills: reading, writing, listening and speaking (Mandel-Glazer, 1992).

Jerome Harste et al (1988) conveys that a joint reading and writing strategy will develop literacy because it focuses on the process of reading, is holistic as it expands the communication potential of the reader, moves reading to a functional level psychologically and socially, and utilizes reading and writing as tools for problem solving. The writing becomes a test of the reading while allowing students to write their own feelings and styles, not by producing what they think the teacher wants them to write (Lee, 1990).

One way that students can record their thoughts as they read is by keeping a reading journal. Susan Mandel-Glazer (1992) defines response journals as "a diary or log that some children keep to record their responses to readings" (p. 55). They are a self-monitoring strategy in which children use independently. Response journals are a primary way to communicate ideas, ask questions, and relate reading to what the children already know. They are flexible and can be changed to meet students needs and goals. These journals also can be used across the curriculum and as a springboard for small discussion and whole-class programs (Wollman-Bonilla, 1991).

Response journals can be used to monitor a child's interpretation of his/her reading. They are also a way to continually get feedback or help. Journals are active in the reading process. They encourage students to take a personal view, communicate, ask questions, criticize, reflect, and to become
aware of what is in the printed page. We need to get students past plot summaries and standard book report formats. We want them to write in response to their reading, not about their reading (Harwayne, 1993).

Regie Routman (1991) states that the listening skills of children actually increase in a whole language literature based reading program. They come to value listening because they are no longer looking at the teacher for answers and approval, they are looking at each other. Children understand in these classrooms that listening is an essential component of language.

"Research indicates that in the traditional classroom, the teacher spends far more time speaking than do the students. The teacher is the focal point of the learning process" (Yeager, 1991, p. 95). The whole language literature based program encourages the students to share verbally their opinions, views and knowledge of the story. In such classrooms, formal, informal, whole group, and small group discussion can be found.

Implementing a Literature Based Reading Program

Materials

The first thing a teacher should do to begin a literature based reading program is to create a literate environment. Fill the classroom with interesting, high quality literature. Charlotte S. Huck, et al (1993) wrote an excellent reference book entitled, Children's Literature in the Elementary School, which outlines many types of genre, what to look for when evaluating a book, and endless bibliographies of good literature. Patricia Hagerty (1992) also suggests putting up posters, setting up a comfortable reading corner, and making a literary bulletin board honoring a favorite author.
Secondly, supply each child with a response journal. This may be anything from a few stapled pages to a spiral notebook. Judy Eggemeier and Rhonda Mumaw (1993) provide each of their students with half of a four- 8 1/2" X 11" page stapled booklet. Students should also be given a two-pocket folder in which to keep their books, journals, and several loose-leaf pieces of paper used to keep track of the books they've read and the books they'd like to read.

Finally, provide several different kinds of writing instruments. Children love to write with different colored pens and pencils. This is especially helpful if they are trying to create a mood or feeling.

Scheduling

A reading program should consist not only of silent reading and journal writing, but also shared reading, mini-lessons, reading aloud, a reading workshop day, and sharing. For example, consider the following schedule.

* 10 minutes each morning is to be set aside for Buddy Reading. Students pair and read books from the classroom library.

* At the beginning of silent reading time, a mini-lesson could be introduced. This is usually a short 5-10 minute teacher-directed lesson in which one thing is focused upon.

* 30-45 minutes daily is ideal for silent reading and journal writing. The teacher should model reading and writing during this time.

* One day each week, an additional 30 minutes should be set aside for a Reader's Workshop. Students create an art project and write a short descriptive paragraph to "advertise" a book they have been reading. These can then be shared during a formal sharing time.
* Sharing should be ongoing. Students should have many opportunities to both formally and informally discuss their books. Several minutes should be allotted each day for informal sharing and for four or five students to formally discuss their reading.

*Reading aloud to students should occur 15-20 minutes each day. It is encouraged that teachers share many different genre during this time, not just novels.

**Mini-lessons**


Procedural mini-lessons are those which demonstrate or model classroom expectations or procedures. They might include such topics as where to sit during reading time, how to be a good listener, the kinds of questions to ask during group sharing, and how to keep track of the books students have read.

Literary lessons include how the author of a book created a certain mood, about author talks, character's point of view, how beginnings hook us, and the use of illustrations. These exercises teach the content within the story and why it is important to the reader.

Finally, strategies and skills mini-lessons focus more on the knowledge that children need when it comes to reading independently. These lessons might include summarizing a story, consonant blends, vowel sounds, what to do when you come to a word that you don't know, and drawing conclusions.

It is important to note that mini-lessons should come from the needs of the students. "The best lists are always created by teachers who take into account the level and needs of their own classrooms" (Hagerty, 1992, p. 13).
Expectations

It is critical that students know what is expected of them at all times. It has been suggested by many researchers that the teacher's expectations are introduced to the students and then posted in the classroom. The following "Expectations" was taken from "Becoming Whole: Beginning Your Journey as a Whole Language Teacher" by Judy Eggemeier and Rhonda Mumaw.

Students should:

- select and finish books which they feel are important to them.
- search for quality and variety in books.
- respond personally in your journal, going beyond recalling the plot and "It was good" statements.
- complete the Reader's Workshop project to the best of the student's abilities.
- read everyday at school and at home.
- keep a record of the books read in a reader's folder.
- keep a running list of books the student would like to read in a reader's folder.
- share books and projects with others, both formally and informally.
- listen with care to read alouds.
- learn about authors.
- come to group sharing ready to share and listen.
- discover the joy of reading!

Evaluation

Ralph Peterson and Maryann Eeds (1990) discusses the four main goals in
teaching reading to children:

*Enjoyment/involvement should be first and foremost in teaching reading to children. Being involved in story and finding enjoyment is what reading is all about.

*Making personal connections is connecting students to the story both intellectually and emotionally.

*Interpretation/making meaning. Imagination, critical thinking, and meaning making require intelligence and imitative on the part of the students.

*Growing awareness of story elements, written and verbally, define the understanding of what is being read by the students.

Appendix A shows a checklist from Grand Conversations by Ralph Peterson and Maryann Eeds (1990, p. 68-69). These authors recommend that the teacher evaluate each child two times during each grading period, choosing only those items relevant to each student.

When children learn to read, they have expanded their world to a new and higher level of communication. They gain power. The more they read, the better readers they become. They begin to become familiar and more comfortable with text. The printed page becomes an ally, not an enemy. Books become enjoyable, not troublesome. After all, our goal as educators is to teach children to enjoy reading. We want them to read and relish reading for the rest of their lives.
CHAPTER III

PROCEDURE

Subjects

The subjects are 39 third grade students from two heterogenous, self-contained classrooms. The make up of the integrated reading/writing classroom is 9 boys and 10 girls totaling 19 students. There are 20 students, 10 boys and 10 girls, in the basal reading program.

Setting

School

The elementary school (kindergarten through fifth grades) where this study will be conducted is in western Ohio. The facility houses approximately 1,000 students in primarily self-contained classrooms with no ability grouping. Two of the third grade classrooms will be used in this study.

In 1994, the school district adopted the complete Harcourt Brace & Company basal reading program. This series includes basals, reading and language workbooks, and an integrated spelling book. The control group in my study will be taught using this basal series by a teacher with fifteen years experience using basals as her reading program.

The teacher instructing the experimental group is a graduate of Ohio State's EPIC (Educational Programs for Integrated Classrooms) program and is currently working on a Masters Degree in Whole Language. This teacher has five years of experience teaching a literature based program which she developed.
Community

The school services a small town, three villages, and rural residences. Agriculture is the main occupation of the residents of this community. Those with other occupations generally commute to a larger city.

Data Collection

Construction of Instrument

The Miami County Reading Competency is a test produced for the students in Miami County, Ohio used to assess reading success. Competency is met if a student scores 75% or above.

Administration of the Instrument

The Miami County Reading Competency will be given by the teachers to their own classes and in their own classrooms. Each grade level will choose a particular day in the spring of 1995 in which to administer the test. Each teacher is responsible for grading and recording the final scores.

Design

The design for testing the hypothesis after the students completed the reading classes is the $X T_2$ design. One independent variable was manipulated. The $X$ refers to the variable of the literature based program of the experimental group and the variable of the basal program of the control group. The $T_2$ represents the Miami County Reading Competency tests administered after the variable.
Treatment

The independent variable in the hypothesis was the type of reading instruction (literature based or basal program). The dependent variable was the Miami County Reading Competency test. The treatment was the implementation of the literature based program for seven months in one classroom while the other classroom's program consisted of that of the traditional basal program. The treatment was administered for seven months of the school year (September - March).

The literature program consisted of the use of student's free choice of children's literature, reading logs, reading response journals, a weekly book project with a written report, and participation in a weekly book sharing circle.

The traditional basal program consisted of reading from a basal reader, followed by answering teacher and book relayed questions, and workbook practice.

The writer will use the Chi Square 2x2 table. This value, using median test scores, for one degree of freedom and a two-tailed test will be used to determine if there is a significant difference between the two groups of test scores.

Definition of Terms

Chi Square is "a measure of squared deviations between observed and theoretical numbers in terms of frequencies in categories or cells of a table, determining whether such deviations are due to sampling error or some interdependence or correlation among the frequencies. It involves a comparison of frequencies of two or more responding groups" (Isaac and Michaels, 1981, p. 158).

EPIC (Educational Programs for Integrated Classrooms) is an Ohio State University School of Education program which emphasizes the Whole Language/literature based approach.
Whole Language was "introduced into classrooms in the mid-Eighties and is based on the belief that reading needs to be taught within a meaningful framework, binding reading with writing, listening, and speaking" (Feder-Feitel, 1994, p. 63-64).
CHAPTER IV

RESULTS

The same Miami County Reading Competency test was given to both groups of students. The design for this study is illustrated in figure 1.

\[ X \times T_2 \]

Figure 1: Treatment (X) represents the variable of the literature based program of the experimental group (Group I) and the variable of the basal program of the control group (Group II). The posttest (\( T_2 \)) is the dependent variable.

The researcher computed the combined median of the two groups. This combined median was subjected to the Chi Square to determine if there was a significant difference.

Presentation of the Results

The 19 students in Group I (literature based program) were designated A-S. The 20 students in Group II (basal program) were designated AA-TT. In Appendix B, the findings for the posttest scores are represented.

The researcher calculated the combined median score. Table 1 illustrates the chi square figures.

The number of scores above the combined median for Group I was 11, and below was 8. The number of scores above the combined median for Group II was 10, and below was 10. To see if the finding was statistically significant,
the value of $Z$ was computed at $.6652725$. This finding was not significant at the .05 level. Therefore, the researcher accepted the null hypotheses which stated:

1. There will be no significant difference between the Miami County Reading Competency median test scores of students taught reading in an integrated reading/writing classroom and those taught using a basal text ($@=.05$).

2. Students taught reading using a basal text will show no significant difference in the median scores on the Miami County Reading Competency than those students taught in an integrated reading/writing classroom ($@=.05$).

3. Students taught reading in an integrated reading/writing classroom will show no significant difference in the median scores on the Miami County Reading Competency than those students taught using a basal text ($@=.05$).

**TABLE 1**

<table>
<thead>
<tr>
<th>No. of scores above combined median:</th>
<th>11</th>
<th>10</th>
<th>21</th>
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<tr>
<td>B</td>
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<tr>
<td>A</td>
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<td></td>
</tr>
<tr>
<td>No. of scores below combined median:</td>
<td>8</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
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</tr>
</tbody>
</table>

$Z = \frac{39\{(80-110)-19.5\}^2}{(21)(18)(20)(19)} = 39\{(-30)-19.5\}^2 = 39[-49.5]^2 = \frac{39(2450.25)}{143,640} = \frac{95,559.75}{143,640} = .6652725$

The chi square value of $.6652725$, for one degree of freedom and a two-tailed test is not significant at the .05 level and the null hypotheses was accepted.
Discussion of the Results

The results of the Chi Square showed that there was not a significant difference in the median scores of the two groups of third grade students who had been instructed by a literature based reading program or a basal reading program.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Today, there are many choices of reading instruction open to teachers; the literature based reading program, the basal program, and a some combination of the two are only three of them (Feder-Feitel, 1994).

The purpose of this study is to compare the comprehension test scores of two groups of third grade students, one group taught reading using children's literature in an integrated reading/writing classroom and the second group taught reading using a basal text. The author wishes to determine if there is any significant difference between these methods.

Statement of the Problem

The purpose of this study is to compare comprehension reading test scores of third graders taught reading using children's literature in an integrated reading/writing classroom and students taught reading using a basal text.

Hypothesis

1. There will be no significant difference between the Miami County Reading Competency median test scores of students taught reading in an integrated
reading/writing classroom and those taught using a basal text ($\alpha = .05$).

2. Students taught reading using a basal text will show no significant difference in the median scores on the Miami County Reading Competency than those students taught in an integrated reading/writing classroom ($\alpha = .05$).

3. Students taught reading in an integrated reading/writing classroom will show no significant difference in the median scores on the Miami County Reading Competency than those students taught using a basal text ($\alpha = .05$).

**Procedure**

The subjects were 39 third grade students from two heterogenous, self-contained classrooms. The study was conducted in a rural school district in western Ohio.

The design for testing the hypothesis after the students completed seven months of the reading classes is the $X T_2$ design. One independent variable was manipulated— the variable of the literature based reading program for the experimental group and the variable of the basal program of the control group. The $T_2$ represents the Miami County Reading Competency test administered after the variable.

The treatment was the implementation of the literature based program for seven months in one classroom while the other classroom's program consisted of that of the traditional basal program. The treatment was administered for seven months (September - March).

The literature program consisted of the use of student's free choice of children's literature, reading logs, reading response journals, a weekly book project with a written report, and participation in a weekly book sharing circle.
The traditional basal program consisted of reading from a basal reader, followed by answering teacher and book relayed questions, and workbook practice.

The writer used a Chi Square 2 X 2 table. This value, using median test scores, for one degree of freedom and a two-tailed test was used to determine if there is a significant difference between the two groups of test scores.

The findings of this study do not show a significant difference in the students who have been taught reading in a literature based classroom versus a basal reading program. When a Chi Square was utilized, the result of .6652725 was not significant at the .05 level. Therefore, the researcher accepted the null hypotheses.

Conclusions

There was no significant difference found when utilizing the Chi Square; the null hypotheses was accepted.

Recommendations

If this study would be conducted again, it is suggested that the both the experimental (literature based reading instruction) and control (basal reading program) groups of students receive said treatment over a longer period of time, perhaps two school years or more. It is also suggested that a larger number of classrooms participate in the study, thus increasing the sample size.

By carrying out this study, the researcher observed an increase in enjoyment and enthusiasm in reading in the experimental group. Although there was no significant difference in the Miami County Reading Competency scores of

26
the two groups, the researcher feels that by providing students with many opportunities to read and respond to literature, the literature based reading program motivates and excites students. Students who love to read will continue to read far beyond their schooling years.
<table>
<thead>
<tr>
<th>Response to Literature Checklist</th>
<th>often</th>
<th>occasionally</th>
<th>rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Enjoyment/Involvement</strong></td>
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<tr>
<td>Is aware of a variety of reading materials and can select those s/he enjoys reading.</td>
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<tr>
<td>Enjoys looking at pictures in picture story books.</td>
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<tr>
<td>Responds with emotion to text: laughs, cries, smiles.</td>
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<tr>
<td>Can get “lost” in a book.</td>
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<tr>
<td>Chooses to read during free time.</td>
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<tr>
<td>Wants to go on reading when time is up.</td>
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<tr>
<td>Shares reading experiences with classmates.</td>
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<tr>
<td>Has books on hand to read.</td>
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<tr>
<td>Chooses books in different genres.</td>
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<tr>
<td><strong>II. Making Personal Connections</strong></td>
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<tr>
<td>Seeks meaning in both pictures and the text in picture story books.</td>
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<tr>
<td>Can identify the work of authors that s/he enjoys.</td>
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<tr>
<td>Sees literature as a way of knowing about the world.</td>
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<tr>
<td>Draws on personal experiences in constructing meaning.</td>
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<td></td>
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<tr>
<td>Draws on earlier reading experiences in making meaning from a text.</td>
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<tr>
<td><strong>III. Interpretation/Making Meaning</strong></td>
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<tr>
<td>Gets beyond “I like” in talking about story.</td>
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<tr>
<td>Makes comparisons between the works of individual authors and compares the work of different authors.</td>
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<tr>
<td>Appreciates the value of pictures in picture story books and uses them to interpret story meaning.</td>
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<tr>
<td>Asks questions and seeks out the help of others to clarify meaning.</td>
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<tr>
<td>Makes reasonable predictions about what will happen in story.</td>
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<tr>
<td><strong>IV. Insight Into Elements Authors Control in Making Story</strong></td>
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<tr>
<td>Is growing in awareness of how elements function in story.</td>
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<tr>
<td>Can talk meaningfully about:</td>
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<tr>
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<tr>
<td>time</td>
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<td></td>
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<tr>
<td>tensions</td>
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<tr>
<td>Draws on elements when interpreting text/constructing meaning with others.</td>
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<tr>
<td>Uses elements of literature in working to improve upon stories written.</td>
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<tr>
<td>Is intrigued by how authors work.</td>
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<tr>
<td>Makes use of elements in making</td>
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APPENDIX B

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Appendix A - Thirty-nine students and posttest scores.
BIBLIOGRAPHY


