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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on extending the basal is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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Learning Package #13

Extending the Basal

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Extending the Basal

by Norma Collins

Lecture

(All references are fully documented in enclosed bibliography,
or on reference list attached to this lecture)

The phrase "horizontal expansion of the reading program" is meant to suggest the question, "How can the basal series be used as a springboard for additional reading experiences?" In this discussion, we will look at the following ways of expanding the reading program:

1. Children's literature
2. Integrated literacy program
3. Informal classroom drama
4. Parent and community involvement

Children's Literature

The literature selections included in basal readers can serve as introductions to original literary works. By sharing the original story, fable, or tale, teachers introduce students to the complexity and richness of language which may not be available through the reduced basal version. If you are considering a literature-based program as an extension of your traditional reading program, it is important to prepare for reading instruction in several ways.

First, the teacher must identify what it is that will be taught through a particular piece of literature. It may be helpful to list the skills that are taught in your grade level. Perhaps your district has identified schoolwide objectives which must be met by individual teachers.

One thing that may be revealed to you as you go through the required list of reading skills for your grade level is the amount of repetition which tends to occur. You may be surprised that the final list, once identified and categorized, is less than you would have imagined. You may also be pleased to learn that your students know much of what is required. By creating an environment in which they share what they are reading, you can assess their understanding. You can observe students reading as they work in reading groups and thereby identify areas that may require specific kinds of discussion. This also keeps you from teaching skills which students already know, and from pre-teaching skills which students are not ready to learn.

The next step in teaching reading through literature involves the selection of appropriate children's books. Professional journals such as *The Reading Teacher*, *Language Arts*, *New Advocate*, and the *Hornbook* include lists of recommended children's reading. Each October, *The Reading Teacher* publishes a list called "Children's Choices," which identifies books that children have selected as their favorites. Additionally, *Children's Literature in the Reading Program* by Bernice E. Cullinan includes a complete list of resources that are available for use in a children's literature program.

Another resource you may want to investigate is the videotape entitled "Managing the Literature Based Classroom." On it, three elementary school teachers model lessons in reading instruction and discuss candidly the decisions they made relative to the implementation of a literature-based reading program. This tape is available from the National Council of Teachers of English.

Having selected the books to use for reading instruction at your grade level, it is important to pair the concepts you wish to teach with the appropriate trade books. Here, the teacher has an opportunity that is not always available through basal instruction -- you can make certain that the reading selection is congruent with your instructional goals. For example, if you teach fifth grade and you have identified flashback as a reading skill you want to introduce or check for understanding, you might select a book like *My Side of the Mountain*, which opens with a flashback. This provides the opportunity for discussion of why and how an author uses a particular literary device.

As you can see, instructing through literature is time-consuming. Teachers who have done this for several years suggest starting out small, perhaps with one book or with one reading group at a time. It may be helpful to work with a colleague or a teammate. Support and encouragement are necessary. It is easy to abandon something new in favor of what is familiar. Teachers who are involved in extending reading programs through children's literature, however, have reported increases in student enthusiasm for reading, and in student motivation to read.

Another consideration of a literature-based reading program involves record keeping. The best records you can keep are the ones designed by you. By experimenting with a variety of checklists (individual and group), folders, charts, and graphs, you can collect data which will provide you with the information you need to assess the success of your reading program. *The Whole Language Evaluation Book* by Kenneth and Yetta Goodman and Wendy Hood (1989) is a resource you may want to order when you get more involved in the evaluation of a literature-based program.

A literature-based program involves both direct and indirect instruction. It requires the availability of "real" books. Many reading teachers find they need at least five books per child. This requires purchasing multiple copies; it may require borrowing books, ordering books from *Troll* or *Weekly Reader*, or asking children to bring books from home. Your goal is to surround children with books. It is important that the selected children's books represent a variety of literary genres and span a wide range of ability.

An atmosphere of sharing, discussion, and extending books through art, music, or drama is part of a literature-based curriculum. The opportunity for small group discussion, large group work, individual reading, and paired reading should be provided. Having the opportunity to teach reading skills in context -- and thereby enhance comprehension -- is also a benefit of literature-based instruction. The use of thematic webs allows for reading across the curriculum. By choosing a particular story and applying its theme to social studies, science, music, art, math, and language arts, children can experience connections in their learning. Children's literature can be used as a springboard for instruction in all subject areas.

Literature-based instruction is not an easy task, but teachers report that students and parents support the use of literature in the reading program. Parents and students are not the only ones who support the use of trade books in the classroom. The article in your packet by Tunnel and Jacobs (1989) reviews the research that supports the literature-based approach.

An Integrated Literacy Program

Another way to expand the reading program involves the use of experience stories in conjunction with basal instruction.

The content of experience stories comes from the learner's verbalization of his or her own experiences. In this approach, the learner dictates something he or she wants to say. A scribe writes it down, exactly as the student has said it. This helps the student see how spoken words look when they are written down. The student watches the scribe write, and then the student or the scribe reads back the words. This is an effective way for the speaker to learn sound-spelling correspondences. This motivates the beginning reader because the content is personal. The experience approach bridges the gap between the student's knowledge of oral language and his or her unfamiliarity with written language (Moffett and Wagner, 1983).

The language experience approach requires frequent and regular use. Because of this, it is important for teachers to have assistance in the reading classroom. Parents, community volunteers, older students, and able readers all can serve as scribes.

Dictating stories is one way to reinforce basal skills instruction and to help students see the relationship between oral and written language. Another way to reinforce this relationship is through paired reading. Often, this is referred to as the "lap method." Basically, a beginning reader follows a printed text with his or her eyes while hearing it read aloud. The learning situation is relaxed and personal, and the reader infers sound spellings and rules through a personal absorption with print. Precise synchronization is crucial. If the learner is looking at one word while hearing another, the method is ineffective.

Often, it is helpful for the reader to move his or her finger along to target words to ensure that the student is seeing and hearing the same word. This method requires a large amount of individualized exposure to texts. For this reason, classroom assistance is necessary. Parents, student teachers, aides, and volunteers can help students by showing them the importance of seeing and hearing texts simultaneously.

The lap method is designed to help students learn to read and write independently. The goal for the beginning reader is to take over the reading process, after having experienced fluent reading through lap reading. Lap reading shows the beginning reader that words are used to create meaning, that reading is hearing a voice on the page.

Recordings can also be used with students where individualized instruction is desirable but not feasible. This increases the independence the reader has and exposes readers to a variety of styles and dialects, as well as to standard English. It lets students hear all kinds of texts that bring out the rhythm, music, imagery, and richness of language. Listening while reading helps a child see that print sounds like speech. It also increases the likelihood that a reader will interact successfully with texts.

The article in your packet entitled "Enhancing the Curriculum with Experience Stories," illustrates ways to use the language experience approach with a basal reader. Research is cited which shows how the language experience approach makes learning to read meaningful and motivating. A basic methodology is presented for using experience stories in the content areas. Reading is reinforced in social studies and science as students use experience stories to develop key concepts.

Supplementing basal instruction with language experience stories and lap reading allows readers to go beyond the controlled vocabulary of the basal texts. Students are provided additional experiences with language and with learning. These experiences can be reinforced throughout the curriculum. The result is an integrated literacy program in which reading, writing, speaking, and listening are all enriched in meaningful ways.

Informal Classroom Drama

Creative dramatics, improvisation, and role playing all are types of informal classroom drama. In these activities, the actors invent all or most of the dialogue, action, and characterization. Informal classroom drama includes activities which are stimulated without a script. Many of the activities discussed here can be used to expand the reading program. They include play with objects, puppetry, movements to sound, pantomime, enactment, and improvisation. (Moffett and Wagner, 1983).

Informal classroom drama is not just for young children; it is important for older students as well. Dramatic expression encourages students to empathize with others. It promotes a spontaneous response to other people. In the book *Student-Centered Language Arts and Reading, K-13*, Moffett and Wagner provide many activities for teachers to use with classroom drama. They also establish a rationale for why drama should be a part of classroom instruction.

The first activity Moffett and Wagner discuss is play with objects. This is particularly appropriate in classrooms where dramatic activities have not been used before. For primary children, objects such as a play house, toy phones, a cash register, etc. can stimulate drama. Older students enjoy a prop box and costumes. Cardboard boxes, chairs, and classroom furniture can be used in dramatic play. Experienced students can imagine objects they use for dramatic expression.

Moffett and Wagner suggest that dramatic work begin with familiar props and settings. All the teacher needs to do is provide a few materials and set aside time for dramatic expression. Children may begin by acting out individually. Often, they are intrigued by what others are doing. A child who begins a monologue may end up having a conversation between two puppets. Objects like play phones and play money encourage social interaction between speakers.

Puppets and a puppet stage are enticing play objects for children. Puppets can be made of mittens, paper bags, paper plates, etc., and constructed by the students themselves. Work with puppets generates oral language. Students need to negotiate about dialogue, props, and actions in order to present a puppet play. Verbal interaction is required.

Another kind of informal drama is music to sound. This medium prompts students to use their imagination. It evokes experiences from sounds and from rhythm which may not be derived from play with objects. Rhythms such as clapping, playing instruments, and marching to music let students respond to diverse stimuli. Students learn to act with the body. Movement to sound is an ideal whole-class activity which promotes social interaction. Singing games such as the "Hokey Pokey" and dancing activities like the "Bunny Hop" provide a kinesthetic experience. Students learn to engage their body and their mind while learning to concentrate and listen discriminately.

Students can also improvise through pantomime. They can invent a story, or they can act out one they are reading in class. Their bodies tell the story. Students can revise their interpretation and discuss it with each other to determine its effect. Pantomime is a stimulus for guessing, predicting, and reading a situation for clues. It often leads to skits, charades, and longer dramatic works. Soon, students are naturally combining speech with other actions.

Often, the extension of informal drama to other actions is referred to as "creative dramatics." In this medium, children can act out main actions of a story, making up some of the dialogue and referring to the text for the rest. Students can recall details, dialogue, and elements of plot which contribute to the dramatized text. The demand for clear understanding of the dramatized material makes dramatic expression a means of assessing comprehension. Students must understand texts personally and clearly before they can transform them through drama.

Enacting stories is a way of reinforcing literature. It involves the combination of speech and action; it promotes fluency in language that will assist learners in other oral and written activities. Language researchers believe that dramatic activity before and after reading stimulates an interest in literature and improves students' skill in reading (Moffett and Wagner, 1983). Moffett and Wagner cite the following reasons for the inclusion of drama in elementary classrooms:

1. To promote expression of all kinds;
2. To single out the verbal mode and activate oral language;
3. To make experiences with language meaningful and enjoyable;
4. To foster peer socialization;

5. To promote language development--listening and speaking, as well as cognitive, affective, and psychomotor skills.

Dramatic expression is an avenue for individual oral expression. It allows students to try out roles, act out attitudes and emotions, and experiment with language in a risk-free situation. Students learn to think on their feet, share responses, and make decisions. According to Moffett and Wagner, dramatic work is a way of improving reading and writing skills. The authors contend that "Drama is life made conscious. It can be used to integrate the language curriculum" (p. 121).

For teachers wanting to expand the reading curriculum, drama offers a wide range of possibilities. Drama promotes active learning. It also provides practice in all of the language operations; dramatic expression can be used for reading, writing, and vocabulary development.

The article in your packet by Karen Erickson explains how a teacher can use drama in the subject areas. Erickson describes how drama can be used across the curriculum. Additionally, the January 1988 issue of *Language Arts* is devoted to classroom drama. This may serve as another resource if drama is of particular interest to you.

Classroom drama is an accessible medium for expanding the reading curriculum. It can be used with literature as well as with informational texts. Research shows that drama is a highly effective teaching tool. Dramatic activity encourages exploration, clarification, and elaboration of ideas and attitudes. It is, as Erickson (1989) says, "a natural process through which human beings can explore and expand their own ideas and potential while exploring the arts" (p. 18).

Parent and Community involvement

As we mentioned earlier, reading instruction can be expanded through the involvement of students, parents, and volunteers. Invited speakers add a dimension to classroom instruction that cannot be derived from a textbook. Members of the community can share their interests, hobbies, and areas of expertise with school children. Perhaps a list could be compiled of community members who are willing to guest lecture or present a lesson in area classrooms. Identifying these people and listing possible topics for presentation is the place to begin. Often, teachers introduce a unit which is a community member's area of expertise. By going to the list and cross referencing it in conjunction with planning a unit, instruction can be expanded. Parents can serve in the same role.

Redefining classroom instruction to include more than the classroom teacher opens the door for expanded instruction. Students, parents, and other teachers are invaluable resources. Inviting such guests into the classroom is one option. A second option involves taking the students out of the classroom. Field trips serve an important role in reading instruction. Students need exposure to a variety of experiences in order to build background knowledge. Community resources such as the newspaper office, museums, department stores, supermarkets, travel agencies, etc., are sources for information. Community events are also important resources.

Involving students in a wide variety of instructional experiences is a valid way of expanding the reading program. Because readers must draw on background experiences to construct personal meaning of texts, exposure to diverse experiences enhances reading comprehension. The ERIC Digest in your packet includes references to additional print and non-print resources which can be used to diversify classroom instruction. Various uses of film, TV, video, and newspapers are discussed as possible extensions for reading programs.

Another way of extending the definition of reading instruction is to involve parents. The article in your packet by Amy Wahl is an introduction to this subject. Wahl describes the crucial role parents play in children's early reading development. Wahl contends that parents are the first teachers of language. She presents a list of practical ideas that can be implemented and/or reinforced at home. She lists many ways that parents can provide informal learning experiences that will foster an interest in reading. The list of children's magazines and resources for parents that she includes could be shared with parents in a newsletter or during a parent-teacher conference.

There is a separate Learning Package available entitled "Parent Involvement in the Reading Program." This includes a thorough discussion of how parents can collaborate in reading instruction. You may wish to consult that Learning Package for additional information and ideas.

When we think of expanding reading instruction, we must rethink the concept of who teaches reading. There are many teachers of reading. Older students, grandparents, volunteers, student teachers, brothers, and sisters are influential teachers of reading. By capitalizing on all of these resources, students can be engaged in meaningful dialogue with a wide variety of teachers. The expanded curriculum goes beyond the classroom, and beyond the teacher as sole instructor.

The activities which have been suggested in this lecture are only a few examples of how to expand the reading program. Perhaps you will want to make a web and develop your own extensions. A multi-dimensional approach to reading includes experiences that encompass anything from cooking to artwork. It includes music, drama, and storytelling. The expanded curriculum involves an expansion of children's language experiences. It capitalizes on the reciprocal relationship which exists among reading, writing, speaking, and listening; it fosters a balance between receptive and productive language operations.

In an expanded reading program, children are encouraged to become skillful and appreciative readers. The expanded curriculum has much to offer classroom reading teachers. It is an open area, ripe for exploration. We hope the activities presented in this Learning Package will help you to expand your reading program.

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ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

January 1990 DIGEST

Using Literature to Teach Reading

by Nola Kortner Aiex

The National Reading Initiative, an outgrowth of the California Reading Initiative, is a coordinating and disseminating network formed to promote reading and reduce illiteracy. Its members believe that literacy can be promoted by developing children's joy in stories and by instilling in youngsters an early love of literature through positive contact with books. [Cullinan, EJ 386 980]

Through the use of children's literature in a school reading program, youngsters can enter the world of literature while they learn to read. Works of literature can have an integral place in the earliest stages of a reading program through a teacher's practice of reading aloud [Higgins, ED 273 933]. Some language arts specialists hold that real stories and real characters are better vehicles for teaching reading comprehension than the basal readers and accompanying workbooks [Smith-Burke, ED 280 080]. At the very least, real literature could be substituted sometimes for the excerpts found in basal readers.

Recent research

Tunnell and Jacobs [EJ 385 147] review the findings of several recent studies which support the success of a literature-based approach to literacy for various types of students, including limited English speakers, developmental readers, and remedial readers, as well as ordinary readers. They describe common elements found in different literature based programs, such as the use of natural text, reading aloud, and sustained silent reading.

Basic resources in primary grades

Even young children can be involved in activities that establish positive attitudes toward reading and that pave the way for the use of children's literature as a medium for reading instruction. In the first weeks of kindergarten, many teachers use books to stimulate language development in children. Wordless books, such as Tomie dePaola's *Pancakes for Breakfast* and Turkle's *Deep in the Forest* are favorites of young children because they can enjoy following the plot without straining to decode words, and because such books free a child's imagination to interpret the author's ideas in her/his own way.

Many wordless books use a repeated pattern or a rhyme. *The Haunted House* (Bill Martin, Jr.) uses the repetition "I tiptoed...No one was there." Children can delight in chanting the repeated structure while tiptoeing around the room or pantomiming other ways to move [Sampson, ED 236 534]. Children can also make personal versions of book illustrations in watercolor, paint, or collage, for example, or use a storyboard and flannel figures to tell a beloved story in their own words.

A second grade teacher in a rural Appalachian school supplements the required basal readings with familiar regional literature to teach reading to her students. The children also write their own regional stories. She finds that motivation is high with this approach, unlike the low motivation which accompanies the purely basal reader approach [Oxendine, ED 306 549].

Classroom teachers who wish to use literature for reading instruction but are apprehensive because of lack of knowledge about children's books can work closely with the school librarian or with the children's librarian at the public library [Hanzl, EJ 335 657]. A well stocked reading corner in the classroom gives children the opportunity to read a book more than once—along with the option of sometimes reading a book with no academic followup activities. Teachers themselves should read as many of the books in the reading corner as possible to become familiar with the material and to allow the children to observe and imitate their behavior [Newcastle and Ward, ED 260 377].

Assessing literature based reading

How can teachers monitor a student's progress in literature based programs without skill workbooks or tests to grade? Children can write a short paragraph about a book they liked (or did not like). Teachers can develop checklists to fill out as they listen to children read. Teachers can observe whether the students (1) show interest in words, (2) can tell a familiar story, (3) can point to individual words on a page, (4) turn the pages at the appropriate time when a story is being read aloud, (5) can find a familiar book on a shelf, (6) choose to read a book or to write during free time, (7) notice words and symbols in the classroom setting, (8) spell words developmentally, (9) ask questions about print, and (10) are aware that print has meaning. Teachers should become continuous observers who monitor the child's interaction with materials in the child's educational environment.

Most parents will accept a teacher's observation that a child is making progress in reading, even without the reinforcement of test results. And a child who is an enthusiastic reader by the end of the 3rd grade will continue to develop competence in the upper elementary grades [Lamme, ED 281 151].

Basal reading programs have been criticized for being on too literal a level and for their skill-oriented nature. When children in basal-dominated programs reach the 4th grade, they often confront reading for the first time as a task that goes beyond the oral language background that has served them through the lower primary grades. Students are moved at this point into the literary tradition with vocabulary and content that outstrips what they know. They also come into contact with content area reading as science and social studies become individual disciplines separate from language arts.

Students accustomed to reading widely in non-basal materials, however, are less perplexed by narratives of increased complexity. They have established an important connection: what reading class is really all about is reading books [Higgins, ED 273 933]. They have received instruction in reading strategies that address the growing difficulty and length of books. They have been reading in the wealth of children's literature that admirably addresses content area topics. A skillful teacher can use literature to teach the same skills that are presented in the basal readers. Children can be taught to use their background knowledge, to analyze, and to monitor their own strategies for comprehension.

Whole language and guided reading approaches

For middle level students, Cummings [ED 281 207], an elementary school teacher himself, recommends the whole language approach for the development of reading skills. His grade or class exemplifies a highly integrated literature based approach to reading. The students choose a theme, divide into groups of 3 to 5 students, select the titles they intend to read, and work out a time frame for reading. Each student keeps a reading journal to copy favorite passages and makes discussion notes dealing with literary concepts such as foreshadowing, characterization, or plot development. Orally, teacher and pupils compare and contrast plots and characters, discuss imaginative uses of language, consider the author's technique and style, examine illustrations, and make story predictions.

An essay is usually expected of the students. Both rough drafts and the revised copies are written in the journals. Literature provides examples of good writing, and much time is spent learning to write short stories. The final component of Cummings' unit establishes closure of the theme with a day of sharing reading experiences. The whole class engages in activities such as dramatic interpretation, sharing creative art projects, book talks, tape recordings, or anything else that the class can think of [Cummings, ED 281 207].

Gary and Scott Poole [ED 273 936] use novels in guided reading instruction for teaching reading comprehension to upper level elementary school students. This method means more preparation time for the teacher, who must read the book, study the vocabulary, and compose study questions. But they consider the rewards of an interested, excited class worth the extra trouble. The Pooles build background for each chapter, present the new vocabulary, and assign the chapter to be read silently. Then the chapter is either analyzed in class discussion, or the students are given questions to be answered in writing.

Teaching guides

Several teachers' guides that focus on using literature in the reading program in the elementary grades are compiled by McClain [ED 260 381] and Hepler [EJ 374 854]. McClain emphasizes critical reading skills, while Hepler advocates teacher-developed guides. Her criterion is that a good guide should improve the quality of the reader's experience with the book—it should permit readers to examine their own responses and some of the reasons behind them.

As children grow and develop, the refining of the basic skills that make up the language arts–listening, speaking, reading, and writing—is accomplished more easily in an environment that offers the varied language experiences that come with literature. Such a program requires a teacher who is enthusiastic about using real books, knowledgeable about what kind of materials are available, and eager to help students develop interest and enthusiasm in reading.

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Clearinghouse on Reading and Communication Skills

Creative dramatics in the language arts classroom

by Bruce Robbins

It is ironic that although most English teachers consider drama to be within their curricular domain, drama is used more often as a teaching method in other disciplines. Dramatic techniques such as role playing and simulations are well documented in social studies and history, business and vocational, foreign language, counseling, and even science classes; but according to recent reports (Applebee, 1984; Goodlad, 1984) dramatic techniques are rarely used to teach language arts classes in the U.S., especially at the secondary level. English teachers tend to relegate drama to theater courses, isolating drama techniques from most English classrooms. Yet, the literature on classroom drama suggests that there is considerable untapped potential for using drama as a teaching method.

Experts emphasize that using dramatic techniques as a teaching method is not the same thing as teaching theater. Theater is an art form which focuses on a product, a play production for an audience. Drama in the classroom—often referred to as *creative dramatics* to distinguish it from theater arts—is informal and focuses on the process of dramatic enactment for the sake of the learner, not an audience. Classroom drama is not learning *about* drama, but learning *through* drama. Charles Combs (1988) explains:

> *While drama is informed by many of the ideas and practices of theater art, it is principally valued as a learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. Informal drama's goals are based in pedagogical, developmental and learning theory as much or more than they are arts based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer.* (p.9)

Drama is a highly valued teaching technique

In dramatic activities, students use and examine their present knowledge in order to induce new knowledge. Bolton (1985) points out that while much school learning is an accruing of facts, drama can help students reframe their knowledge into new perspectives. Dramatic activity is a way of exploring subject matter and its relationships to self and society, a way of "making personal meaning and sense of universal, abstract, social, moral, and ethical concepts through the concrete experience of the drama." (Norman, 1981, p. 50, as quoted by Bolton, 1985, p.155)

According to Dorothy Heathcote (1983), an important value of using drama in the classroom is that "in drama the complexity of living is removed temporarily into this protected bower so that children not only can learn it and explore it, but also enjoy it." (p.701)

Heathcote also emphasizes the way drama encourages enactment of many different social roles and engages many levels, styles, and uses of language. Language is the central tool and concern for Heathcote, who notes the crucial nature of communication in society and places communication at the center of the educational system.

Other researchers and theorists also attribute many benefits to using drama in the classroom. In *Dramatics and the Teaching of Literature*, James Hoetker (1969) contends that drama increases creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing communication skills and appreciation of literature. Hoetker describes drama as a method of better accommodating students whose learning styles are visual or kinesthetic, of teaching critical skills, and of producing aesthetic experiences with literature.

Most of the research on drama in the classroom has been done at the primary level, where drama has been found to improve reading comprehension, persuasive writing, self concepts, and attitudes toward others (Pellegrini and Galda, 1982; Gourgey, 1984; and Wagner, 1987). In her research with high school students, Renée Clift (1983) found that students using dramatic enactment performed as well as students in traditional lecture, discussion, or seatwork modes. Moreover, they experienced more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-dramatic mode.

Benefits can be gained with varied applictions

Drama has many applications in the classroom. The teacher may work *in role*, as Dorothy Heathcote (1985) demonstrates, assuming for herself and her students the "mantle of the expert." With this role-playing technique, teacher and students might assume the attitudes and language of present-day scientists planning a Bronze-Age community; or they could become monks who find an ancient manuscript and must decide what should be done with it.

Whether students become [illegible]wn council in "The Pied Piper" (Tarlington, 1985), government officials in Farley Mowat's *Never Cry Wolf* (Barker, 1988), or representatives of the publishing industry (Martin, 1982), teacher and students collaboratively construct their imaginary world. The gradual construction and exploration of this world results in a better and more personal understanding of the central issues being studied.

Improvisation takes many useful forms besides role playing. Theater guides like Viola Spolin's classic *Improvisation for the Theatre* (1963) provide a wealth of activities, but the most successful improvisations are those derived from the work at hand. For example, a class might dramatize what it is like to be an outsider while reading Faulkner's "A Rose for Emily" (Bailey, 1982) or might simulate being survivors on a deserted island before beginning Golding's *Lord of the Flies* (Sheehy, 1982). Catherine Hrybyk's (1983) class improvised a trial of Nora Helmer from Ibsen's *The Doll House*, and Helen Sheehy's (1982) students worked in interpretive groups to enact the ways Nora might

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Bruce Robbins has taught high school English and drama for 13 years. He is preparing an ERIC/RCS FAST Bibliography on this topic to be available in the fall of 1988.

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make her final exit, reflecting all they knew about Nora's character and situation.

Other techniques useful in the classroom are readers' theater and choral readings and writing and producing radio programs, television screenplays, or documentaries. Students develop both an understanding of and appreciation for literary genres and for particular works of fiction by writing scripts from fiction or writing fiction descriptions from play scenes.

Dramatic activity is a useful way to begin a piece of literature or to generate ideas for writing. Drama can encourage students to explore, clarify, and elaborate feelings, attitudes, and ideas. Because drama requires students to organize, synthesize, and articulate their ideas, it provides an excellent opportunity for reflection and evaluation at the conclusion of a unit of study.

The teacher plays the role of facilitator

In using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. Hoetker (1969) warns that "the teacher who too often imposes his authority, or who conceives of drama as a kind of inductive method for arriving at preordained correct answers, will certainly vitiate the developmental values of drama and possibly its educational values as well." (p.28)

Classroom drama is most useful in exploring topics when there are no single, correct answers or interpretations, and when divergence is more interesting than conformity and truth is interpretable. As Douglas Barnes (1968) puts it, "Education should strive not for the acceptance of one voice, but for an active exploration of many voices." (p.3)

As collaborator and guide, the teacher sets the topic and starts things in motion, but the students' choices determine the course the lesson will take. The teacher encourages students to take the major responsibility for giving meaning to the curricular concepts and to communicate them through action, gesture, and dialogue. Heathcote (1983) says that the teacher and students make a journey into new territory together. Cecily O'Neill (1985) writes, "The dramatic world of educational drama is most valuable both educationally and aesthetically when its construction is shared and its meanings negotiated." (p.160)

Constructing shared, negotiated meanings requires that teachers feel secure enough to give students center stage in the classroom. Practitioners advise interested teachers to begin by devising brief activities, to use familiar subject matter, and to resist making hasty judgments. Hoetker (1969) cautions that "development through drama is a gradual, cumulative process, and it is very uncertain what may be the developmental timetable, especially if drama is only an occasional activity." (p.29) However, with practice, teachers of English will discover that the use of drama techniques in the classroom can become a vital part of their teaching repertoire.

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Parent Involvement in Elementary Language Arts: A Program Model

by Marge Simic

"Parent involvement" is fast becoming a hot topic. Teaching periodicals, parent magazines, newspapers, and even television talk shows and special broadcasts are emphasizing the impact parents make in educating their children. Topics include hints on effective communication at conference time, tips for establishing study skills and habits at home, and information on how to use parents effectively as volunteers in the classroom (Vukelich, 1984).

A potential limitation with the teacher-parents involvement suggestions described in some articles is that even though they may be worthwhile, they often lack an overall organization that allows teachers to plan and develop principled programs for parents (Becher, 1986; Becher, 1984; Vukelich, 1984). Many well-meaning, dedicated teachers approach parent involvement as an "afterthought" that may lack purposeful implementation. Parent involvement, in this sense, is not seen as part of the curriculum. A general format may help to eliminate wasted effort and guide the development of an organized approach to parent involvement—a parent involvement program that is integrated into the language arts curriculum.

Dimensions of Involvement

Petit (1980) attempts to organize the various dimensions of parent involvement. Petit specifies three levels or degrees of increasing parent involvement: (1) monitoring, (2) informing, and (3) participation.

At Petit's *monitoring level*, schools make parents aware of the school situation. Potter (1989) suggests that this is done through informal conversations (e.g., open houses, school programs), announcements regarding the school's activities, and questionnaires. This type of contact helps to establish parental feelings of assurance, confidence, and acceptance. Parents feel more comfortable sharing with the teacher their child's positive, as well as negative, attitudes about school that the child may be experiencing at home. Many schools are effective and active at this level of parent involvement with weekly bulletins, annual open houses in the fall, and public invitations to special school programs and activities.

Petit's second level is described as *informing*. This means keeping parents informed about the policies, procedures, aims, and expectations that exist in the school, but particularly in the classroom. The contact is more formal and direct. Communication at this level is more specifically between the classroom teacher and the parent rather than between the school and the parents. This is done through (1) parent-teacher conferences, (2) home visits, (3) class newsletters, (4) bulletin boards, (5) reporting, (6) phone calls, and (7) take-home packets.

In addition to teachers informing parents, parents need to inform the teacher about anything going on at home that may help the teacher to understand the child's behavior and performance at school. Parents should communicate with the teacher on how the child's reading and language activities are progressing at home and give feedback regarding the supportive activities done at home.

Participation is Petit's final level. At this level parents become actively involved in the classroom with teachers. Teachers solicit the assistance of parents in helping the school and/or classroom with instructional support. Parents might act as aides or volunteers in classrooms, helping with bulletin boards, checking assignments, or making games and activities. Parents might volunteer to work in the library, do typing, or work with school equipment such as laminating and duplicating. Parents who have had experiences that match a special theme or topic being explored by the class could be asked to make special presentations. They may be asked to participate in classroom instruction or act as classroom reading tutors or writing editors who work with one or two children who are experiencing difficulty. Parents who cannot actively participate in the classroom are encouraged to provide supportive instruction at home using reading and writing strategies and methods similar to those being used in the classroom.

It is necessary that parents be aware of effective instructional techniques when working with children in the classroom and at home. Parent knowledge and skills can be extended through parent observation and/or instruction. It is

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at this participation level that parents become involved in workshops or reading courses. Teachers, specialists, or other professionals explain to parents about the school's language arts program. Parents are then given instruction on how to help students in the classroom and at home.

A Program Model

One such program encourages parent participation in the classroom for those parents who are able to volunteer their time, but also emphasizes participation at home. In this program, an elementary school teacher was implementing a literature-based program in the language arts curriculum. The teacher informed the parents through letters that the students would be integrating reading and writing in the language arts block and that they would be involved in a variety of literature experiences. Parents were given detailed explanations of various strategies in the letters. The teacher asked for their support and involvement at home in helping their child accomplish assignments through these new experiences. Parents and students were encouraged to share reading at home, as well as to share ideas and thoughts about the books. Suggestions or strategies for sharing books were explained and sent home for parent reference.

As the students became acquainted with this literature-based program, enthusiasm for reading was apparent in many of the students. A letter was sent home recounting some of the students' positive experiences and asking for parent volunteers—those who felt comfortable with the discussions and strategies for sharing reading. Some parents came into the classroom to help with small group discussions, book projects, etc.

Later on, the writing process was briefly explained in a parent letter, and activities the students were engaged in and editing marks and skills were defined, so that parents could assist their child at home. In this same letter, parents were asked to come into the classroom to help small groups of students with the authoring cycle, edit final drafts, type student stories, and assist with bookmaking. When parents did volunteer, it was very common to see the students explaining and informing the parents what it was they were doing in literature circles. It was not uncommon to see parents in authoring circles listening to student stories, offering suggestions, and helping students with first drafts.

Parents were given opportunities to help in book selection for new literature groups. The teacher sent home book club orders and suggestions and recommendations for book selection. The letter encouraged parents and children to discuss the recommended books on the list and then make their selection together. Literature groups were then determined from the book selections made by parents and children.

The teacher provided additional opportunities for parent input through a variety of correspondence. Periodically, parent letters were sent home telling of the progress students were making with literature and author circles. An invitation to observe these activities in the classroom was extended. Contracts were sent home to be signed by parents, students, and teachers regarding classroom rules, homework policies, responsibility for using classroom literature sets, and support for achieving success in this program. A list of necessary reading and writing supplies was sent home, and parents were asked to donate some of the items, such as white-out ink, contact paper, markers, old greeting cards, index cards, wallpaper books, cereal boxes, cushions, bean bag chairs, and so forth.

Careful Planning Is Essential!

Initiating an effective and well organized plan for parent involvement takes plenty of work—work to achieve it, work and commitment to maintain it. It is realistic to think that as one moves through the levels of involvement that Petit describes, the audience of parents narrows. It is easy to have all parents and all teachers included at the beginning levels. However, as movement makes its way up the levels, the focus narrows. Fewer parents and teachers are able and willing to enter into the "participation" level of involvement with classrooms and homes. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents still remains.

When parent involvement reaches the level in which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. This effective communication involves positive actions by teachers, parents, and administrators who are willing to cooperate and act in concert with one another. The Office of Educational Research and Improvement (1986) argues that teachers who succeed in involving parents in their children's schoolwork are successful "because they (teachers) work at it. "Working at it" calls for a commitment from principals, teachers, and parents which ultimately benefits the child.

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Task #1

Goal Statement

Your Name:______________________________

Course #:______________________________

Learning package:______________________________

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:______________________________

Course #:______________________________

Learning Package:______________________________

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)
2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)
3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)
4. What ideas did vou want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number______________________________ **Date**________________

Package Title______________________________

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)______________________________

Position___________________________________

Years Taught________________________________

Please mail a copy of this form to:

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Sample ERIC Abstract

AN	ED289160
AU	Binkley,-Marilyn-R.; And-Others
TI	Becoming a Nation of Readers: What Parents Can Do.
CS	Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY	1988
AV	What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT	40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR	EDRS Price - MF01/PC02 Plus Postage.
DE	Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE	*Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID	Reading-Motivation
AB	Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

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DE	Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID	Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB	Summary

AN: EJ370158
AU: Allen,-Elizabeth-Godwin; And-Others
TI: Using Language Experience to ALERT Pupils' Critical Thinking Skills.
PY: 1988
JN: Reading-Teacher; v41 n9 p904-10 May 1988
AV: UMI
DE: Basal-Reading; Cognitive-Development; Elementary-Education; Instructional-Materials; Newspapers-; Radio-; Skill-Development; Teaching-Methods; Television-Commercials
DE: *Critical-Thinking; *Language-Experience-Approach
AB: Describes the "ALERT" procedure, whereby teachers may combine the language experience approach with the use of radio, television, newspaper, and magazine advertisements in a strategy that is useful for developing critical thinking skills, even in very young students. (ARH)

AN: EJ383694
AU: Alvermann,-Donna-E.
TI: Adapting Basal Instruction to Improve Content Area Reading.
PY: 1989
JN: Reading-Horizons; v29 n2 p129-38 Win 1989
AV: UMI
DE: Basic-Vocabulary; Critical-Reading; Intermediate-Grades; Teaching-Methods; Vocabulary-Development
DE: *Basal-Reading; *Content-Area-Reading; *Reading-Instruction
AB: Suggests ways to adapt basal reading instruction to content area reading instruction. Includes adaptations of three common basal procedures: (1) setting the purpose; (2) developing a vocabulary; and (3) discussing the selection. (JAD)

AN: EJ294148
AU: Alvermann,-Donna-E.
TI: Second Graders' Strategic Preferences While Reading Basal Stories.
PY: 1984
JN: Journal-of-Educational-Research; v77 n3 p184-89 Jan-Feb 1984
DE: Basal-Reading; Early-Childhood-Education; Grade-2; Speech-Communication
DE: *Oral-Reading; *Reader-Response; *Reading-Comprehension; *Reading-Strategies; *Young-Children
AB: Second grade students' "think-alouds" were analyzed to investigate whether children used different reading stategies to comprehend targeted story grammar categories in two basal reader narratives. Results indicate that the proportion of elaborative and nonelaborative strategies used by children differed as a function of category type. (Author/JMK)

AN: ED300782

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AU: Armbruster,-Bonnie-B.
TI: Why Some Children Have Trouble Reading Content Area Textbooks. Technical Report No. 432.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1988
NT: 9 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basal-Reading; Elementary-Education; Oral-Reading; Prior-Learning; Reader-Text-Relationship; Reading-Research; Reading-Skills
DE: *Content-Area-Reading; *Readability-; *Textbook-Standards
AB: This article discusses three major reasons why children who can decode the stories in their basal readers may still have problems reading content area textbooks. The reasons include: (1) lack of prerequisite knowledge (including content, discourse, and strategic knowledge); (2) poorly written textbooks; and (3) negative classroom experiences in reading in the content areas. Sixteen references are attached. (RS)

AN: EJ293110
AU: Baumann,-James-F.
TI: How to Expand a Basal Reader Program.
PY: 1984
JN: Reading-Teacher; v37 n7 p604-07 Mar 1984
AV: UMI
DE: Beginning-Reading; Primary-Education; Program-Improvement; Teacher-Role
DE: *Basal-Reading; *Individualized-Reading; *Language-Experience-Approach; *Parent-Role; *Peer-Teaching; *Reading-Instruction
AB: Suggests that, by adding LEA, individualized reading, and varied language arts activities to the basic reading program, teachers, helped by parent aids and peer tutors, can enliven reading instruction. (FL)

AN: ED288185
TI: Big Books for Beginning Readers.
CS: Montebello Unified School District, Calif.
PY: [1985]
NT: 17 p.; Bell Gardens Elementary School, Bell Gardens, CA; National Council of Teachers of English Center of Excellence in Language Arts winner. Photographs may not reproduce well.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Administrator-Role; Basal-Reading; Childrens-Literature; Grade-1; Grade-2; Parent-Role; Primary-Education; Reading-Attitudes; Reading-Difficulties; Reading-Readiness; Reading-Research; Reading-Skills; Recreational-Reading; Spanish-Speaking; Teacher-Role; Teaching-Methods; Theory-Practice-Relationship

DE: *Beginning-Reading; *Books-; *Reading-Aloud-to-Others; *Reading-Improvement; *Reading-Instruction; *Reading-Programs
AB: Noting that some elementary school children may have difficulty learning to read using basal readers, this paper describes the successful implementation of the Big Books for Beginning Readers reading program in a California elementary school. The first section of the paper discusses the problems students were having with reading, including a lack of success in phonics and skill activities, and a need for a more detailed and descriptive vocabulary. The second section reviews the literature pertinent to the problem, and stresses Durkin's research on the bedtime story cycle, while the third section details the Big Books program, which is based on New Zealand's Shared Book Experience program. The section discusses the methods by which students became more interested and fluent readers, including having familiar books read to them, joining in on often repeated phrases, and involving parents by having them make Big Books and helping with the children's reading at home. The fourth section examines the process of implementing the Big Books model, including adapting the materials to the school's beginning reading in Spanish program, while the final section evaluates the program, offering positive comments from the school's reading teachers. (References for English and Spanish Big Books, 14 references for teachers, and names of persons to contact for more information are included.) (JC)

AN: EJ327873
AU: Clary,-Linda-Mixon; Smith,-Susan-Jeter
TI: Selecting Basal Reading Series: The Need for a Validated Process.
PY: 1986
JN: Reading-Teacher; v39 n5 p390-94 Jan 1986
AV: UMI
DE: Board-of-Education-Role; Elementary-Education; Evaluation-Criteria; Government-Role; Parent-Role; Publishing-Industry; School-Role; Student-Role; Textbooks-; Textbook-Standards
DE: *Basal-Reading; *Evaluation-Methods; *Reading-Instruction; *Reading-Material-Selection; *Reading-Research; *State-Standards
AB: Describes one statewide process of basal series selection and outlines the concerns of eight groups involved in the process. (FL)

AN: EJ349076
AU: Demos,-Elene-S.
TI: School-Based Reading Programs.
PY: 1987
JN: Reading-Horizons; v27 n3 p189-96 Apr 1987
AV: UMI
DE: Basal-Reading; Elementary-Education; Individualized-Reading;

Language-Experience-Approach; Program-Content;
Program-Effectiveness
DE: *Parent-Role; *Reading-Instruction; *Reading-Programs;
*School-Role
AB: Discusses the major components, weaknesses, and strengths of three types of reading programs: the basal reading approach, the language experience approach, and the individualized reading approach. (FL)

AN: EJ359220
AU: Duffelmeyer,-Frederick-A.; And-Others
TI: Maximizing Reader-Text Confrontation with an Extended Anticipation Guide.
PY: 1987
JN: Journal-of-Reading; v31 n2 p146-50 Nov 1987
AV: UMI
DE: Elementary-Secondary-Education; Expository-Writing;
Reading-Comprehension; Reading-Difficulties; Reading-Improvement;
Reading-Research
DE: *Content-Area-Reading; *Reader-Text-Relationship;
*Reading-Instruction; *Reading-Strategies; *Teaching-Methods
AB: Notes that expository text, the predominant form of writing in content textbooks, is generally more difficult for students to comprehend than narrative, which predominates in basal readers. Recommends the use of extended anticipation guides as a strategy for helping students build background knowledge for understanding content area texts. (SKC)

AN: EJ315194
AU: Evans,-Mary-Ann; Carr,-Thomas-H.
TI: Cognitive Abilities, Conditions of Learning, and the Early Development of Reading Skill.
PY: 1985
JN: Reading-Research-Quarterly; v20 n3 p327-50 Spr 1985
AV: UMI
DE: Basal-Reading; Comparative-Analysis;
Language-Experience-Approach; Language-Skills; Primary-Education
DE: *Beginning-Reading; *Cognitive-Ability; *Learning-Activities;
*Reading-Research; *Reading-Skills; *Teaching-Methods
AB: Compares two groups of primary-grade classrooms differing in their instructional approach to beginning reading to assess the relationship between learning activities, cognitive ability, and reading skill. (HOD)

AN: EJ368574
AU: Freeman,-Ruth-H.; Freeman,-Gerald-G.
TI: Reading Acquisition: A Comparison of Four Approaches to Reading Instruction.
PY: 1987

JN: Reading-Psychology; v8 n4 p257-72 1987
AV: UMI
DE: Basal-Reading; Comparative-Analysis; Grade-1; Language-Arts; Primary-Education; Reading-Comprehension; Reading-Instruction; Reading-Programs; Reading-Research; Reading-Writing-Relationship; Word-Recognition; Writing-Instruction
DE: *Language-Experience-Approach; *Reading-Achievement
AB: Examines different approaches to reading acquisition used in four first grades of a suburban elementary school. Supports the use of a language experience approach as a viable alternative to the basal reader approach for teaching reading and writing. (JK)

AN: ED270727
AU: French,-Michael-P., Ed.
TI: Effecting Change in Reading Programs.
CS: Wisconsin State Reading Association, West Allis.
PY: 1986
JN: Wisconsin-State-Reading-Association-Journal; v30 n3 Spr 1986
NT: 110 p.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Basal-Reading; Computer-Assisted-Instruction; Courseware-; Instructional-Improvement; Reading-Instruction; Reading-Processes; Reading-Writing-Relationship; Schemata-Cognition; Secondary-Education; Teacher-Improvement
DE: *Content-Area-Reading; *Educational-Change; *Inservice-Teacher-Education; *Reading-Programs; *Staff-Development
AB: The articles in this issue reflect the theme effecting change in reading programs. Titles and authors of the articles include the following: (1) "Commentary: Becoming a Nation of Readers--the Undergraduate's View" (Michael P. French); (2) "Implementing a Reading Curriculum for the 80s and 90s" (Doris M. Cook); (3) "Strategic Teaching/Strategic Reading: An Inservice Approach with Promise" (Mary Boyd and Margaret Wilsman); (4) "Improving Reading Instruction in the Classroom: A University Course Format for Staff Development" (Richard J. Smith); (5) "New Perspectives in Effecting Change: Using Newsletters to Inservice Content Teachers" (Doug Buehl, Georgia Cook, Karen Ehlert, Doug Vance); (6) "The Content Determines the Process: An Ignored Relationship in Content Area Reading" (Cyrus F. Smith, Jr.); (7) "Writing to Learn in Social Studies" (Carol Santa, Valli Ostrem, Jim Scalf); (8) "The Classroom Teacher as an Action Researcher: Changing the Basal Reader Reading Period" (Mary Jett-Simpson); (9) "Modifying Reading Software" (Paul J. Blohm); (10) "Software Review" (Alan L. Jante); (11) "Review of a Resource" (Lee Ann Dubert); and (12) "Schemata" (ERIC Clearinghouse on Reading and Communication Skills). (HOD)

AN: EJ288906

AU: Garcia,-Jesus; Logan,-John-W.
TI: Teaching Social Studies Using Basal Readers.
PY: 1983
JN: Social-Education; v47 n7 p533-35 Nov-Dec 1983
AV: UMI
DE: Concept-Teaching; Educational-Objectives; Elementary-Education; Reading-Comprehension; Skill-Development
DE: *Basal-Reading; *Content-Area-Reading; *Interdisciplinary-Approach; *Social-Studies
AB: A lesson, "Harriet Tubman: A Most Successful Conductor," illustrates how to employ a basal reader in social studies instruction in the elementary grades. This approach offers students a relevant curriculum, greater opportunities for concept development, practice in skills areas, and activities that offer greater opportunity to master social studies objectives. (RM)

AN: ED300777
AU: Goodman,-Kenneth-S.
TI: What's Whole in Whole Language? A Parent/Teacher Guide to Children's Learning.
PY: 1986
AV: Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($7.50).
NT: 79 p.
PR: Document Not Available from EDRS.
DE: Basal-Reading; Elementary-Education; Language-Acquisition; Literacy-; Parent-Student-Relationship; Program-Descriptions; Remedial-Reading; Thematic-Approach
DE: *Educational-Philosophy; *Language-Arts; *Reading-Instruction; *Teaching-Methods; *Writing-Instruction
AB: The major purpose of this book is to describe the basis, features, and future of the whole language movement. Topics included in the book include: (1) a description of what is known about language and language development; (2) presentation of a whole language perspective on literacy development, involving both reading and writing; (3) presentation of criteria that parents and teachers can use in helping children to develop literacy; (4) examples of whole language programs already at work; and (5) suggestions for building whole language programs and transforming existing programs into whole language programs. The book helps whole language teachers recognize and define themselves. (RS)

AN: EJ369786
AU: Grey,-Jeanne; Carbone,-Carole
TI: Life beyond the Basal.
PY: 1987
JN: Illinois-Schools-Journal; v67 n1 p49-55 1987
AV: UMI

DE: Directed-Reading-Activity; Holistic-Approach; Language-Experience-Approach; Reading-Instruction; Sustained-Silent-Reading; Word-Lists
DE: *Basal-Reading; *Literature-Appreciation; *Reading-; *Reading-Improvement; *Teaching-Methods
AB: Reading is a tool for learning. The goal for the teaching of reading must be to produce lovers of reading. A holistic approach should replace exclusive dependence on basal readers. Effective methods are the following: (1) language experience approach; (2) word banks; (3) pattern books; (4) sustained silent reading; and (5) directed reading-teaching activity. (VM)

AN: ED284200
AU: Groff,-Patrick
TI: Preventing Reading Failure: An Examination of the Myths of Reading Instruction.
CS: Educational Research Associates, Portland, OR.
PY: 1987
AV: National Book Company, 333 Southwest Park Ave., Portland, OR 97205-3784 ($15.95; 20% discount for 6 or more copies).
NT: 225 p.; This document is the final edited version of "Myths of Reading Instruction" (ED 254 831), with a change of title.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Cognitive-Style; Educational-Change; Educational-History; Elementary-Education; Instructional-Effectiveness; Miscue-Analysis; Oral-Reading; Phoneme-Grapheme-Correspondence; Reading-Comprehension; Reading-Diagnosis; Reading-Difficulties; Reading-Processes; Sight-Method; Teaching-Methods; Word-Recognition
DE: *Decoding-Reading; *Educational-Principles; *Phonics-; *Reading-Instruction; *Reading-Research
AB: Intended for reading teachers and teacher educators, this book provides an analysis of 12 fallacious beliefs thought to be responsible for the perpetuation of ineffective and inappropriate approaches to reading instruction. The introduction looks at the dangers of the myths that underlie reading instruction, discusses how the myths arise out of an apparently historical opposition to phonics instruction, and touches on the goals of the book. The next 12 chapters examine the myths (and research refuting them) which are as follows: (1) phonics hinders comprehension, (2) unpredictable spelling invalidates phonics, (3) reading is based on "sight words," (4) reading is best taught in sentences, (5) oral language test scores equal reading readiness, (6) word length makes no difference, (7) instruction should match students' preferred learning modalities (visual or aural orientation), (8) letter names are unimportant, (9) dictionary syllabication is needed, (10) reading tests should be replaced by oral reading miscue analysis (ORMA), (11) subvocalization is bad, and (12) oral reading is dangerous. The next chapter discusses why the myths of reading instruction prevail, citing such factors as publishers and writers of basal readers; prejudice and lack of

knowledge about phonics, opposition to phonics from teachers' organizations, and the underuse of research findings. The last chapter argues that the compulsion to dispel the myths must come from forces the reading establishment opposes: a national commission on literacy, merit pay for teachers, an educational voucher system, and private sector training of teachers. A 16-page bibliography concludes the document. (HTH)

AN: EJ276106
TI: Interchange.
PY: 1983
JN: Reading-Teacher; v36 n7 p690-94 Mar 1983
AV: Reprint: UMI
DE: Basal-Reading; Elementary-Education; Microcomputers-; Oral-Reading; Reading-Difficulties; Reading-Skills; Teaching-Methods
DE: *Language-Experience-Approach; *Learning-Activities; *Reading-Comprehension; *Reading-Instruction
AB: Five contributors suggest ways to (1) develop oral reading skills; (2) adapt the language experience approach for use with the mildly handicapped, slow learner; (3) conduct a "ditto-less day" in the classroom; (4) use microcomputers for reading comprehension; and (5) use LEA with basal readers. (FL)

AN: EJ323462
AU: Jones,-Margaret-B.; Nessel,-Denise-D.
TI: Enhancing the Curriculum with Experience Stories.
PY: 1985
JN: Reading-Teacher; v39 n1 p18-22 Oct 1985
DE: Beginning-Reading; Content-Area-Reading; Elementary-Education; Integrated-Activities; Learning-Activities
DE: *Basal-Reading; *Language-Experience-Approach; *Reading-Instruction; *Teaching-Methods
AB: Offers news ways to integrate the language experience approach with a basal reader and in the content areas. (FL)

AN: ED297262
AU: Madden,-Nancy-A.; And-Others
TI: A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
CS: Center for Research on Elementary and Middle Schools, Baltimore, MD.
PY: 1986
NT: 31 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Class-Activities; Elementary-Education; Program-Evaluation; Reading-Writing-Relationship
DE: *Classroom-Techniques; *Integrated-Activities;

*Language-Arts; *Reading-Instruction; *Teaching-Methods; *Writing-Instruction

AB: To determine whether a comprehensive, cooperative learning approach can be used effectively in elementary reading and writing instruction, a study evaluated the Cooperative Integrated Reading and Composition (CIRC) program. Experimental subjects, 11 third- and fourth-grade CIRC classes, worked in heterogeneous learning teams for all reading, language arts, and writing activities over a 12-week period. The control group consisted of 10 regular third- and fourth-grade classes. Overall, results supported the effectiveness of the CIRC program on all target objectives except language mechanics and writing ideas. Findings ascribed the effects on (1) spelling to the partner spelling practice; (2) writing organization and language expression to the integrated language arts/writing component; and (3) reading vocabulary and reading comprehension to basal-related activities such as the teaching of story grammars, partner reading, and mastery-oriented story comprehension practice. Thus, analyses showed that student achievement in reading and writing can be increased if state-of-the-art principles of classroom organization, motivation, and instruction are used in the context of a cooperative learning program. Results also indicated that standardized measures of skills such as reading comprehension and reading vocabulary can be affected by treatments that simultaneously address student motivation, classroom management, curriculum, and metacognitive activities. (JD)

AN: EJ298564
AU: Meyer,-Linda-A.
TI: Increased Student Achievement in Reading: One District's Strategies.
PY: 1983
JN: Research-in-Rural-Education; v1 n2 p47-51 Win 1983
DE: Basal-Reading; Educational-Change; Elementary-Education; Federal-Aid; Phonics-; Program-Implementation; Reading-Achievement; Rural-Education
DE: *Educational-Strategies; *Government-School-Relationship; *Program-Effectiveness; *Reading-Instruction
AB: Describes the evolution of a phonics-basal elementary reading program in a rural New Mexico school district and the resulting improvement in reading. Notes the conditions in which changes initiated by the district and the Follow Through sponsor occurred. Explains monitoring and evaluation advances. (SB)

AN: ED253851
AU: Pearson,-P.-David
TI: The Comprehension Revolution: A Twenty-Year History of Process and Practice Related to Reading Comprehension. Reading Education Report No. 57.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois

Univ., Urbana. Center for the Study of Reading.
PY: 1985
NT: 59 p.; Commentary by Bertram Bruce.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Elementary-Secondary-Education; Research-Needs; State-of-the-Art-Reviews
DE: *Educational-Change; *Educational-History; *Reading-Comprehension; *Reading-Instruction; *Reading-Processes; *Reading-Research
AB: Through reflections upon the ideas and events that have shaped current views about reading comprehension and its teaching, this paper characterizes patterns of development in three related domains: theory and research about basic processes in reading comprehension, research about reading comprehension instruction, and practices in teaching reading comprehension (as reflected by what practitioners think and do and by suggestions in basal reader manuals about how to develop children's reading comprehension ability). The paper begins by discussing knowledge and beliefs about reading comprehension in the period from 1965 to 1970. It then presents changes in views of process and practice for the period from 1970 to 1985. Finally, the paper offers some predictions about new ventures in basic research, applied research, and instructional practice. (HOD)

AN: EJ381794
TI: Practical Teaching Ideas (In the Classroom).
PY: 1988
JN: Reading-Teacher; v42 n3 p256-64 Dec 1988
AV: UMI
DE: Basal-Reading; Elementary-Education; Language-Experience-Approach; Learning-Disabilities; Map-Skills; Parent-Participation; Phonics-; Reading-Diagnosis; Remedial-Reading; Role-Playing; Sentence-Combining; Talking-Books; Teaching-Methods; Units-of-Study; Writing-Instruction
DE: *Class-Activities; *Reading-Instruction
AB: Describes the following teaching ideas: note writing; books supplementing a unit on measuring; parents' activities calendars; quick phonics inventory; map reading; language experience chart stories; predicting activities with titles; summer mail for learning disabled students; role playing; teaching guides for novels; sentence transformation; and recorded and big books. (MM)

AN: ED294175
AU: Raphael,-Taffy-E.; Englert,-Carol-Sue
TI: Integrating Writing and Reading Instruction. Occasional Paper No. 118.
CS: Michigan State Univ., East Lansing. Inst. for Research on Teaching.

PY: 1988
NT: 36 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Classroom-Environment; Elementary-Education; Integrated-Activities; Literary-Genres; Reader-Response; Reader-Text-Relationship; Reading-Materials; Reading-Processes; Reading-Strategies; Story-Reading; Teaching-Methods; Writing-Processes
DE: *Basal-Reading; *Reading-Instruction; *Reading-Writing-Relationship; *Writing-Instruction
AB: Although writing and reading instruction can be integrated regardless of the reading program materials used, teachers need a greater understanding of the similarities and differences in reading and writing processes, as well as knowledge of ways in which instruction can be merged, before integration can take place. Both reading and writing are complex cognitive processes that involve three similar strategies--planning (prewriting or prereading), drafting (writing or guided reading), and revising (modifying and extending, or postreading). Fundamental elements for developing an environment within which reading and writing can be integrated include: (1) emphasizing writing for real purposes and audiences; (2) providing frequent opportunities to write and share one's writing; and (3) creating opportunities for extended writing and evaluation. In this general environment, specific strategies, such as "concept of definition" instruction and Cognitive Strategy Instruction in Writing (CSIW), focus on helping students develop a schema that enhances both reading and writing. Writing experiences should link directly to reading activities in the classroom. For example, students using basal reading can write in connection with each basal selection. Some specific suggestions for writing activities integrated with basal reading topics include selecting a favorite character from a story and writing a character sketch, and rewriting a story written in the first person to take the form of a newspaper report. (Five figures are included and 39 references are appended.) (MM)

AN: ED219730
TI: Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1982
NT: 12 p.; Pages may be marginally legible.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Annotated-Bibliographies; Cognitive-Style; Elementary-Secondary-Education; Mathematics-Achievement; Parent-Role; Reading-Attitudes; Reading-Diagnosis; Reading-Improvement; Reading-Instruction; Reading-Readiness;

Word-Recognition
DE: *Beginning-Reading; *Doctoral-Dissertations;
*Reading-Achievement; *Reading-Programs; *Reading-Research
AB: This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) attitudes and reading achievement in an innovative high school; (2) the interaction of learning styles and word type as they affect word recognition among kindergarten children; (3) two programed supplementary reading programs; (4) the relationship of nonschool factors to achievement in reading and mathematics; (5) a basal versus a correlated language arts approach to reading instruction; (6) the effect of tension control training on mathematics and reading achievement; (7) the effectiveness of selected teaching strategies integrating the teaching of science concepts and the improvement of reading and language skills; (8) the role of letter features in word recognition; (9) print awareness and self-correction behavior as predictors of reading achievement; (10) the effect of parent involvement on student achievement in reading and mathematics; (11) beginning readers' concepts about reading as related to language environment, attitude, and reading achievement; and (12) relationships between reading readiness, the prereading child's comprehension of certain deictic terms involving a shift in perspective, and first grade reading achievement. (HTH)

AN: EJ368571
AU: Reutzel,-D.-Ray; Cooter,-Robert-B., Jr.
TI: Research Implications for Improving Basal Skill Instruction.
PY: 1988
JN: Reading-Horizons; v28 n3 p208-15 Spr 1988
AV: UMI
DE: Educational-Change; Elementary-Education;
Modeling-Psychology; Reading-Comprehension; Reading-Instruction;
Reading-Research
DE: *Basal-Reading; *Basic-Skills; *Reading-Skills;
*Skill-Development
AB: Recommends research-based comprehensive changes in basal reading instruction. Points to the need for purposeful, direct, and text-related reading skill instruction, and for a change in the sequence of the reading lesson, with basal skills being taught prior to reading of the text. (ARH)

AN: ED255898
AU: Taschow,-Horst-G.
TI: The Cultivation of Reading: Teaching in a Language/Communication Context.
PY: 1985
AV: Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($16.96 paper).

NT: 245 p.
PR: Document Not Available from EDRS.
DE: Basal-Reading; Beginning-Reading; Content-Area-Reading; Elementary-Education; Independent-Reading; Psycholinguistics-; Reading-Improvement; Reading-Material-Selection; Reading-Skills; Reading-Strategies; Remedial-Reading
DE: *Reading-Comprehension; *Reading-Instruction; *Reading-Processes
AB: Written from a psycholinguistic perspective to assist teachers-in-training to prepare for reading instruction in grades one through eight, this book can clarify basic issues in reading as well as supplement current knowledge. The three major parts into which this book is divided examine reading in the "human context," the "teaching context," and the "reader's context." In chapters 1 and 2, basic knowledge in understanding reading is discussed and reading is described as one of the four communication abilities practiced among teachers, students, chalkboards, and books. Chapters 3 through 8 discuss reading as a synthesis of developmental processes, the development of reading readiness and its parent-teacher partnership together with readiness to teach reading, the basic information essential to the teaching of beginning and advanced reading, advanced information on reading, teaching for reading comprehension in basal readers and different content-area textbooks, and various instructional procedures and other approaches in teaching reading. Chapters 9 through 11 deal with independent reading, differences among students, and the use of formal and informal instruments in the assessment of reading performance. (EL)

AN: ED293094
TI: Understanding the Stages of a Child's Reading Development. Focused Access To Selected Topics (FAST) Bibliography No. 3.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1988
NT: 4 p.; For the Reprint Bibliography, see CS 009 093.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basal-Reading; Beginning-Reading; Elementary-Education; Parent-Participation; Parent-Student-Relationship; Parent-Teacher-Cooperation; Primary-Education; Reading-Aloud-to-Others; Student-School-Relationship
DE: *Bibliographies-; *Parent-Child-Relationship; *Parent-Role; *Reading-Improvement; *Reading-Skills
AB: A selection from the many citations of material in the ERIC/RCS Reprint Bibliography entitled "Helping Parents Understand the Stages of Their Child's Reading Development," this FAST (Focused Access to Selected Topics) annotated bibliography can serve as a guide and beginning point for parents who want to become better informed about any or all of the phases of their child's reading development. The bibliography is divided into

three sections: (1) the preschool phase (10 citations); (2) the beginning reading stage (3 citations); and (3) the developing reading stage reading stage (3 citations); and (3) the developing reading stage (11 citations). (JK)

AN: EJ345113
AU: Veatch,-Jeannette
TI: Individualized Reading: A Personal Memoir
PY: 1986
JN: Language-Arts; v63 n6 p586-93 Oct 1986
AV: UMI
NT: Thematic Issue: Elementary Language Arts: Historical Perspectives
DE: Elementary-Education; Reading-Material-Selection; Teaching-Methods
DE: *Basal-Reading; *Educational-Change; *Educational-History; *Individualized-Reading; *Language-Arts; *Reading-Instruction
AB: Recounts efforts by the author and others to shift reading instruction from dependence on basals to the use of trade books and a greater range of choice for students in selecting reading materials. (HTH)

AN: ED253847
AU: Walker,-Rena-M.
TI: Let's Stop the "Debate" and Consider the Theoretical Frameworks.
PY: [1984]
NT: 13 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basal-Reading; Decision-Making; Primary-Education; Reading-Materials; Teaching-Methods
DE: *Beginning-Reading; *Educational-Philosophy; *Educational-Theories; *Learning-Theories; *Reading-Instruction; *Teacher-Attitudes
AB: A teacher's theoretical viewpoint is pervasive. It determines not only the materials chosen and the way the materials are used, but also the perception the teacher holds of the reading process. It is important, therefore, for teachers to understand the theory on which their views are based so that they can understand why they have chosen a particular book or basal. Basically, teachers use two different approaches to teach children to read: the synthetic/analytic approach and the holistic approach. Underlying each is a theoretical, psychological assumption of how children learn and how teachers relate to children during the learning process. Teachers using the synthetic/analytic approach present reading to children one piece of information at a time (letter, letter-sound relation, word)--from outside the children's realm of knowledge. The intent in this approach is to work on meaning after children have learned to read. In contrast, teachers using the holistic approach begin with what is meaningful for children

and work from the inside out. Print is used in stories, directions, announcements, and other written forms that hold meaning for children. Teachers and prospective teachers need to understand the theoretical bases of both reading approaches and then identify with one or the other. This would stop the debate about which approach is better and allow teachers to consider what effects their choices have on students' conceptualizations of reading and reading performance. (FL)

AN: ED286157
AU: Weaver,-Constance
TI: Reading Process and Practice: From Socio-Psycholinguistics to Whole Language.
PY: 1988
AV: Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($27.50).
NT: 483 p.; Revised edition of "Psycholinguistics and Reading: From Process to Practice" (1980).
PR: Document Not Available from EDRS.
DE: Basal-Reading; Beginning-Reading; Content-Area-Reading; Early-Reading; Language-Acquisition; Reading-Difficulties; Reading-Material-Selection; Reading-Programs; Reading-Research; Reading-Skills; Reading-Strategies; Reading-Teachers; Remedial-Reading; Sight-Method; Teaching-Methods; Theory-Practice-Relationship
DE: *Psycholinguistics-; *Reading-Instruction; *Reading-Processes; *Sociolinguistics-
AB: Based on the thesis that reading is not a passive process by which readers soak up words and information from the page, but an active process by which they predict, sample, and confirm or correct their hypotheses about the written text, this book is an introduction to the theories of the psycholinguistic nature of the reading process and reading instruction. Each of the 12 chapters includes questions for journals and discussion, and extensive learning activities. The chapters deal with the following topics: (1) beliefs about reading; (2) what language means, and why it matters in the teaching of reading (including schema theory and contrasting models of reading and reading instruction); (3) how words are perceived; (4) how context aids in word identification; (5) why word-identification views of reading (such as phonics and basal reader approaches) are inappropriate; (6) how a socio-psycholinguistic view of reading is relevant to reading instruction; (7) how the acquisition of literacy parallels the acquisition of oral language; (8) how a whole language approach can be implemented (chapter contributed by Dorothy Watson and Paul Crowley); (9) how reading can be taught in the content areas (chapter contributed by Marilyn Wilson); (10) how to assess readers' strengths and begin to determine their instructional needs; (11) how to help those with reading difficulties; and (12) coming whole circle (chapter contributed by Dorothy Watson). Appendixes include a guided

visualization based on the text "Petronella," lists of useful addresses, notes, bibliography, suggested readings (subdivided by topic), and an index. (SKC)

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