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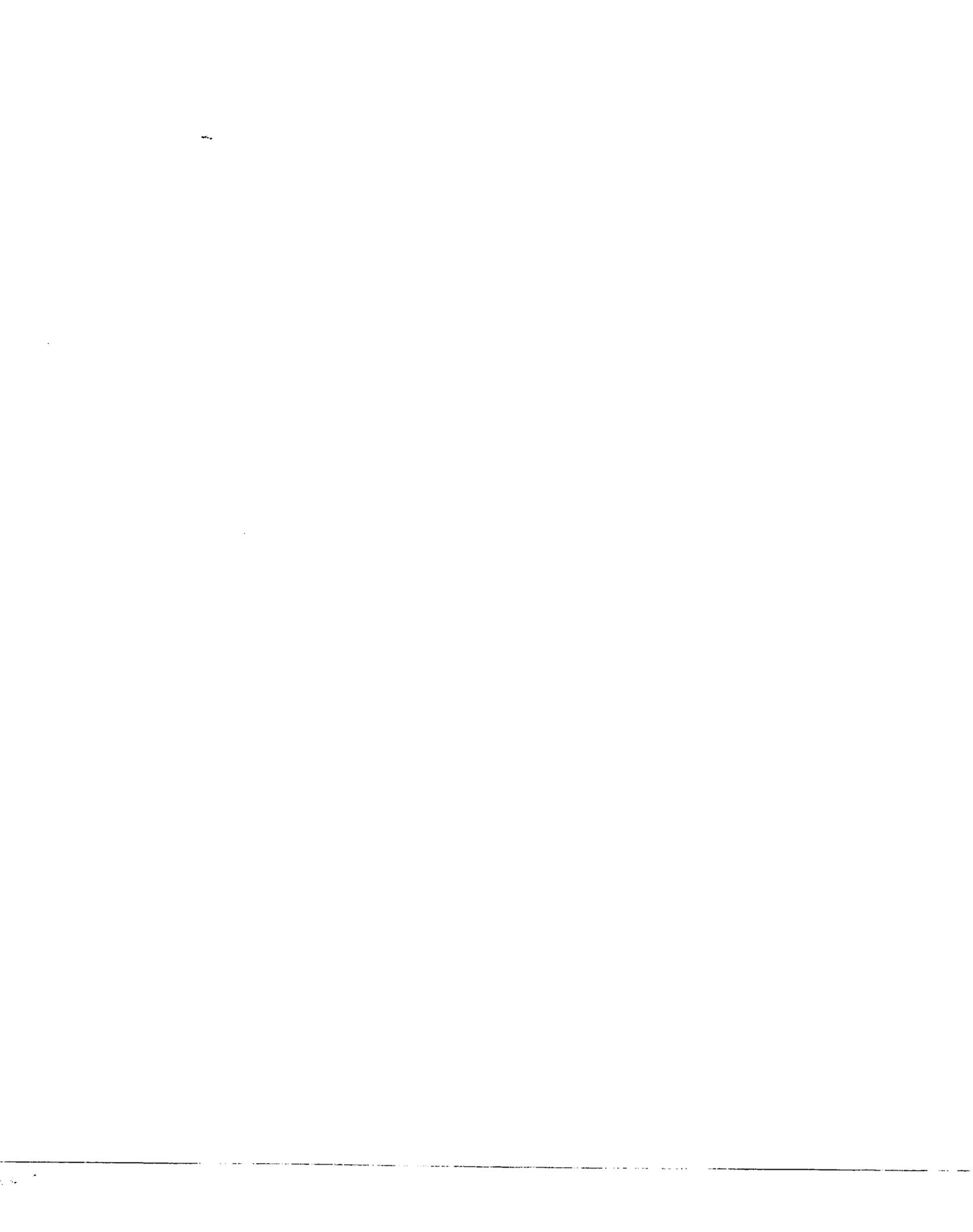
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**Reading Workshop: Effects on reading comprehension and
attitudes toward reading**

Miller, Mirtha Elena, M.A.

The University of Arizona, 1990

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READING WORKSHOP: EFFECTS ON READING COMPREHENSION
AND ATTITUDES TOWARD READING

by

Mirtha Elena Miller

A Thesis Submitted to the Faculty of the

DIVISION OF LANGUAGE,
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In Partial Fulfillment of the Requirements
For the Degree of

MASTER OF ARTS
WITH A MAJOR IN READING

In the Graduate College

THE UNIVERSITY OF ARIZONA

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STATEMENT BY AUTHOR

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ABSTRACT

The primary question addressed in this study was whether or not fourth graders who participated in Reading Workshop would show a greater improvement in reading comprehension and attitudes toward reading than fourth graders who did not participate in Reading Workshop, but received only basal-guided reading instruction.

Two reading classes participated in the Reading Workshops and were used as experimental groups. One of the experimental groups was comprised of average ability readers, and the other of low ability readers. The control group contained both average and low ability readers in the same grouping.

A significant difference between the experimental and the control group was found for attitudes toward reading and some aspects of reading comprehension in the average ability readers. The Reading Workshop group demonstrated significant positive effects in these areas. However, no significant differences between treatment groups were found when both low and average ability readers' scores were included in the analysis.

CHAPTER 1

STATEMENT OF THE PROBLEM

The purpose of this chapter will be to present the background of the study, statement of the problem, significance of the study, assumptions underlying the study, limitations of the study, and definition of terms.

BACKGROUND OF THE STUDY

It is ironic how so much time, effort, and money are spent teaching children to read in school, but the results that are gained are still less than satisfactory. Some of the reasons cited in the literature are:

- * students are not given sufficient time to read in school (Anderson, Hiebert, Scott, & Wilkinson, 1985)
- * students continue to suffer from poor attitudes toward reading (Fry, 1983; Pascoe & Gilchrist, 1987)
- * classrooms lack interesting/authentic reading material- teachers rely instead on basals, skill sheets, and workbooks to do the teaching (Goodman, Shannon, Freeman, Murphy, 1988; Bettelheim, 1983)
- * and teachers unwittingly employ teaching practices that threaten children's interest and sense of confidence in reading (Gentile & McMillan, 1987).

The first reason cited is that students are not given sufficient time to read in school. Among their observations on the status of reading instruction in the United States of America, the Commission on Reading (Anderson et al., 1985) reports that the actual amount of time spent on independent, silent reading in schools is only about seven minutes a day in the primary grades and 15 minutes in the middle grades. Most of the reading period is spent on workbook exercises that often require very little reading. Sadly, the commission reports that, "children spend considerably more time with their workbooks than they do receiving instruction from their teachers." (p. 74). They recommend that increasing the amount of time children read from books (other than text books) should be a priority for both parents and teachers because independent reading contributes to fluency, vocabulary growth, and a love of reading which establishes the reading habit and influences gains in reading achievement.

The second reason cited in the literature for unsatisfactory reading performance is poor attitudes toward reading. While studying the importance of attitudes in reading, Fry (1983) observed that children who dislike reading were likely to avoid it and when obligated to read would apply minimal effort. Finding this phenomenon

disturbing, he set about to study the relationship between reading ability and attitude toward reading. He compared 13 to 14 year olds' reading comprehension scores with their scores on an attitude to reading scale. As he predicted, Fry found that the better readers tended to have more positive attitudes toward reading than the less able readers.

Fry then argued that teachers can directly influence students' attitudes for the better by increasing their access to books, providing more opportunities for reading, and encouraging reluctant students to read in order to establish in them the habit of reading.

Pascoe and Gilchrist (1987) explored another reason why some children's attitudes toward reading are negative. They asked a group of teachers and students to identify and rate story factors that are "very important" for enjoyment of books. They found that teachers' opinions on the factors that make a story interesting differed substantially from the students' opinions. Teachers of seventh graders rated character interest and ability to identify with the characters as most important, whereas their students rated excitement, action, and suspense as the most important factors. There seems to be a difference of opinion among adults and children in what makes a book interesting. Since

teachers and librarians often select the books used in school, this could be contributing to the problem of poor attitudes toward reading.

Another reason for the lack of results in reading instruction is the over-dependency on basal readers, workbook pages, skills drills, and tests in the reading program. As a consequence, authentic, unedited, and interesting children's literature is being neglected. Goodman et al. (1988) argue that basals have a stranglehold on teachers and children. They say that basals are controlling teaching and learning, and are presenting reading as an activity learned piece by piece, item by item, and skill by skill. Yet in actuality, the opposite is true; reading ability develops easily and well in the context of its use and in the reading of whole and authentic texts.

Bettelheim (1983) bluntly states that reading primers are demeaning and boring, and that because they insult their intelligence, children using them learn to dislike reading. According to Bettelheim, primers do more harm than good to a child's progress in reading. The way to teach reading, according to Bettelheim, is to give children reading material that gives them facts that are valuable, stories that captivate their interests, and literature that teaches them something useful.

The final reason given for lack of achievement in reading is that some teaching practices are threatening to children. Gentile and McMillan (1987) have found that many children who experience difficulties learning to read feel threatened by the demands some teachers make during reading instruction. These children develop feelings ranging from anger to apprehension because they feel helpless over what happens to them during reading. Gentile and McMillan identified eight teaching practices that threaten students' interest and confidence in reading. One of these is, "requiring students to do the same kind of reading day after day from basal readers and to complete innumerable workbook activities in order to overcome skills deficits." (Gentile & McMillan, 1987, p. 4). They claim that working from the same basal program every day is boring, and that focusing on weak reading skills in an attempt to strengthen them confirms students' perceptions of themselves as poor readers.

These problems, and their implications for reading attitudes and achievement, became apparent to the researcher last year while interviewing a third grade boy about his reading likes and dislikes. He said that he does not like reading class, the basal reader, and especially the workbook assignments. Yet he talked enthusiastically about reading

and listening to stories.

Why do some children dislike reading as a subject taught in school, but like it when they are reading interesting books and magazines or in the relaxed atmosphere of a home read-aloud? Could it be that reading instruction is turning children off to reading rather than turning them on? Could better instructional methods capitalize on the inherent love of stories found in children so that reading would be regarded as enjoyable both in school and out? These are the questions that prompted this research project on the effectiveness of Reading Workshop.

In order to solve the problems discussed above, it appears that reading programs must include:

- * more time for independent reading
- * children's literature that relieves boredom, improves attitudes, invites response, and provides purposeful reading practice
- * an environment that supports readers and extends reading interests.

The use of children's literature in the elementary school reading program is gaining popularity. This is because children enjoy literature. It prompts children to laugh, cry, and to be deliciously frightened. Literature develops the imagination, invites new insights, and allows

the reader to consider nature, people, and their experiences with new perspectives (Huck, 1979).

In brief, literature carries practical, personal and social value for children. It exposes them in an enjoyable way to written composition and enriches their vocabularies. It deepens their personal lives through the opportunity to participate in others' lives through vicarious experiences. And it has the social value of preparing children to make decisions and to think critically (Gambell, 1986).

One way that children's literature can be brought into the reading program is through Reading Workshop. Reading Workshop (Atwell, 1987) is an instructional framework that places a high priority on time spent in the actual reading process, individual choice in books read, and opportunity for students to respond to their reading in discussion as well as written format. Reading Workshop can be used to replace a traditional basal reading program or to supplement one. It can be taught five days a week or every other day, as time allows.

A typical Reading Workshop includes a mini lesson (designed by the teacher to address specific class needs), silent reading, journal writing, and sharing time.

The teacher introduces the Reading Workshop with a brief lesson. These lessons are varied. They may address

decoding, comprehension, and self-monitoring strategies, or they may be about characterization and plot. Following the mini lesson the teacher and students read for about 20-30 minutes from books that they have each selected. After reading, the students think through the story and record their responses in a journal. The responses in the journals are used to focus reactions to the literature, demonstrate an internalization of concepts taught during the mini lesson, and to stimulate class discussion. To close the Reading Workshop, teachers and students come together to share their responses, ask clarifying questions, and summarize the concepts from the mini lesson.

The Reading Workshop format returns instructional decision-making to teachers and allows teachers to provide the support and freedom necessary so that students can make reading meaningful for themselves.

STATEMENT OF THE PROBLEM

This study was designed to test the effects of a twice weekly Reading Workshop on fourth graders' reading comprehension and attitudes toward reading. The following questions were addressed:

1. Will Reading Workshop improve the reading comprehension of low-to-average fourth grade

readers as measured by retellings?

2. Will Reading Workshop improve the attitudes toward reading of low-to-average fourth grade readers?
3. Will Reading Workshop affect the attitudes and comprehension of low ability students to the same degree as it affects average ability students?
4. Will Reading Workshop reduce students' stress-reactions to reading?
5. Will Reading Workshop affect the amount of reading students do in school?

SIGNIFICANCE OF THE STUDY

Although there has been a flurry of interest lately in the use of children's literature and authentic versus basalized text in reading instruction (Goodman et al., 1987; Hancock & Hill, 1988), there is a continuing need for more research on the effectiveness of such programs.

Tunnell and Jacobs (1989) cite a variety of studies using literature-based reading instruction to challenge the basal tradition. They report surprising levels of success among all types of students, particularly disabled and uninterested readers. Among the studies they cite is a report by Boehnlein (1987; cited in Tunnell & Jacobs, 1989) on the effectiveness of the Ohio Reading Recovery Program.

The Ohio Reading Recovery Program is modeled after New Zealand's Reading Recovery Program. Reading Recovery uses children's literature to teach needed reading skills to "at risk" first graders in the context of real reading. Results of the study in Ohio boasted that 90% of the children, formerly at risk for reading failure, were performing at or above their class average, and that many of them had made greater gains than the children who did not need extra help in reading.

Research on the effectiveness of Reading Workshop has been limited to only a couple of studies. Nancie Atwell, who teaches eighth grade language arts and reading, provides a detailed account of students' reactions to reading and writing within the workshop framework in her book In the Middle: Writing, Reading, and Learning With Adolescents (1987). She reports that her students are reading for pleasure at school and at home, demonstrating confidence in their reading abilities, and having meaningful literary discussions because they have participated in Reading Workshop.

Cora Lee Five (1988), a fifth grade teacher, also reports that her students' attitudes and responses to reading have improved since she implemented Reading Workshop. In order to describe these changes she documented

student's comments and kept a record of written responses to reading in the same way that Atwell did.

These studies, although useful in describing Reading Workshop and its perceived benefits, are limited to descriptive data and lack experimental controls. The researcher felt that there was a need for an experimental study that could be analyzed statistically as well as naturalistically. Combining the two methodologies would lend more reliability and validity to the growing collection of research on Reading Workshop.

ASSUMPTIONS UNDERLYING THE STUDY

Before beginning the study, several assumptions about the sample were made. It was assumed that the children in both the experimental and control groups were roughly similar in regards to reading ability and attitudes. It was also assumed that the target students selected for the retellings were in the middle range of the ability group with which they were identified. And finally, it was assumed that the sample was representative of the other fourth graders in the two schools.

Certain assumptions about the treatment were also made. First of all, it was assumed that the basal guided reading instruction the experimental group received three days a

week was similar to instruction the control group received five days a week. (The researcher observed the control group during a typical reading lesson in order to verify this.) It was also assumed that the teachers in the experimental group maintained their basal-guided instruction the other three days of the week even as they learned more about Reading Workshop. A third assumption was that the Reading Workshop lessons were an appropriate length of time and that two days a week would be adequate to effect changes in comprehension and attitude. Finally, it was assumed that the reading materials selected and provided by the researcher were appropriate to the children's abilities and interests, and provided sufficient variety for them to choose from. It was also assumed that students would choose books from the school library and home to supplement the books provided by the researcher.

Some assumptions about the evaluation instruments were also made. It was assumed that the 1984 Warnke Attitude and Interest in Reading Inventory (WAIRI) is a reliable instrument to measure and detect changes in attitudes toward reading. Secondly, it was assumed that written retellings are a reliable method for assessing reading comprehension. And finally, it was assumed that the training provided on how to write a retelling provided adequate instruction and

practice for the children.

LIMITATIONS OF THE STUDY

Some uncontrolled factors limit the generalizability of the study. It was discovered that although the two schools involved in the study are in the same district, the socio-economic status of the children receiving the treatment was generally lower. Also, the students involved in the study did not comprise a normal distribution since the sample included no "high" ability readers. Other limitations regarding the sample drawn were that it was not a random sample, and the sample was selected from only one school district and one grade level.

The treatment also had its limitations. Although there was an effort to provide a variety of genres and books of varying difficulty for the students in the treatment group to select from, the number and selection was necessarily limited.

Some limitations were also inherent in the assessment instruments. The WAIRI was self-reported and its purpose was highly visible. Another concern about the assessment instruments is that written retellings may not reflect reading comprehension accurately due to limits on the children's composing abilities.

DEFINITION OF TERMS

The following definition of terms used often in this study is provided for the reader's benefit.

1. Reading Workshop A reading instructional framework that provides prolonged periods of time for sustained silent reading, opportunity for students to self-select literature that meets their own interests and needs, a supportive environment in which to respond to literature, and reading skills taught in the context of real reading.
2. Written Retellings An after-reading activity in which students write as much as they can remember of the story in their own words. They are to pretend as if they were writing it for a friend who has not read the story. Students are free to include their own reactions to the story as well.
3. Retelling Profile A 12 item check-list developed by Mitchell and Irwin (In preparation) for evaluating the written retellings in three areas: depth of reading comprehension, reader response, and written form.
4. WAIRI Warnke Attitude and Interest in Reading Inventory. A 15 item survey to assess the students' attitude toward reading. Some open ended questions are also included at the end of the survey for insights

into further qualitative information.

CHAPTER 2

REVIEW OF THE LITERATURE

Four major areas of research will be examined in this chapter in order to show how they relate to Reading Workshop. First, interactive reading theory will be discussed in order to set a theoretical framework for Reading Workshop. Second, the interrelatedness of reading and writing will be examined in order to argue the necessity for instructional programs that keep the two processes integrated. Third, the development of Reading Workshop and its relationship to the methods and philosophy of Writing Workshop will be reviewed. Fourth, the literature on reader response will be explored in order to analyze the importance of response in Reading Workshop.

THEORETICAL PERSPECTIVES

In years past, reading was thought to be a passive activity. It was thought that a reader simply decoded a printed message and extracted the meaning intended by the author. Writing, on the other hand, was considered an active process, the creation of meaning. Reading and writing were considered similar because they were both forms of communication with written symbols, but different because

in reading meaning was simply being extracted, whereas in writing meaning was being created (Rubin & Hansen, 1984).

Current theory has brought reading up to the same creative status as writing. According to interactive reading theorists, reading too is the construction of meaning. Meaning does not simply reside in the text waiting for the reader to extract it. Rather, meaning is a result of ongoing interaction between reader, text, and context or purpose (Adams & Collins, 1979).

Rumelhart (1985) argues that theoretical models of reading that represent reading as a bottom-up process, where input is sequentially transformed from low-level sensory information into higher-level interpretations, are inaccurate because they allow no provision for interaction within the system. He believes that a truer representation of the reading process must account for the simultaneous interaction of all knowledge sources: graphophonemic, syntactic, semantic, and pragmatic. Since higher levels of processing are used throughout, the reading process is called "top-down."

Because reading is a highly interactive process, understanding a sentence is more than putting together the meanings of individual words. In fact, according to Smith (1979), when reading is broken down into its component

skills it becomes nonsense. The only way to keep reading meaningful is to keep it unified. Reading then, is learned only through reading (Goodman, 1984; Smith, 1979).

The fundamental assumption behind interactive reading theory is that written text does not in itself carry meaning, but that text provides guidance as to how meaning can be constructed or organized to be retrieved later from inside the reader (Adams & Collins, 1985). The process of reading requires interaction between the reader and text for negotiation of meaning. Schema is the reader's organized knowledge of the world that provides the basis for comprehending, learning, and remembering ideas in stories and texts (Anderson, 1985). Thus, it is a reader's organizational schema that enables him to interact with the text and negotiate meaning. A given text evokes associated concepts and interrelationships within a reader, and then the reader's knowledge and experience interact with the information on the page to give it meaning. The richer the reader's prior knowledge and the more experiences he has had with the world around him and with written language, then the easier it will be for him to see relationships among ideas, comprehend, categorize, and recall them.

According to Anderson, in order for a reader to comprehend what he is reading, the ideas must be

understandable to him and relate to his experiences, and they must relate clearly to each other (1985). This schema, the organization and categorization of ideas, is very important to readers because it is the key to understanding what has been read, and the key to recalling information that has been stored (Smith, 1979).

INTERRELATEDNESS OF READING AND WRITING

Much has been written in recent years on the similarities between reading and writing. When reading is also viewed as the construction of meaning, then it is easy to see how reading and writing are interrelated. Indeed, reading and writing are now seen as two sides of the same basic process.

Tierney and Pearson (1984) have outlined a model that illustrates how meaning is always under construction within reading and writing. In their model, Tierney and Pearson discuss how both readers and writers plan, draft, align, revise, and monitor in their construction of meaning. For example, before writing, a writer usually plans what he wants to say and how he should say it. A reader also plans his reading by setting a goal such as, "I want to find out about how rockets work." For both writer and reader goals may emerge or shift during the process. In the drafting

process a writer searches for ways to put the ideas together. He is not intent on producing a perfectly finished product during the drafting stage. During the first reading of a text, the reader too is drafting, beginning to get a sense of the meaning. The specific details are not as important in this stage as getting the sense of the whole. According to Tierney and Pearson, the composing process involves, ". . . continuous, recurring, and recursive transactions among readers and writers. . . ." (p. 43).

Another indication that reading and writing are two sides of the same process lies in the dependence of both on information and experience for meaning construction. A cross-cultural experiment completed by Steffensen, Joag-Dev, and Anderson (1979) illustrates how reading is more efficient and meaningful when the reader has experienced or observed what he is reading about. Indians (natives of India) and Americans were asked to read letters about an Indian and an American wedding. The researchers found that subjects spent less time reading the passage that was native to them and were able to recall more of the idea units presented in their native passage. Also, as expected, the opposite effects occurred when Americans read the Indian passage and Indians read the American passage.

Direct experiences and information also play a vital role in the writing process. In her writing process research, Jane Hansen (1983; cited in Rubin & Hansen, 1984) reports asking a first grader what makes a good writer. The child answered, "someone who does lots of things . . . on weekends." (p. 7). Borrowing reading terminology then, a writer also needs adequate prior knowledge and rich schema in order to produce interesting and factually accurate text.

Direct experiences are not alone in contributing to the schema of writers. Reading, also increases their prior knowledge and vicarious experiences. In many instances, reading provides the substance for writing. According to Graves (1983), "All children need literature. Children who are authors need it even more. Because the children write daily and across the curriculum, their need for information is raised significantly." (p. 67). But literature provides more than facts for writing about. Reading also provides young writers with more writing teachers, more genres to try out, more styles to emulate. Nancie Atwell (1985), an eighth grade teacher who has done extensive research in writing and Reading Workshops said, "I think two of my eighth graders' most significant writing teachers are S. E. Hinton and Robert Frost." (p. 38). Atwell's students learn from Hinton and Frost because they read their works.

On the other hand, writing can also make a significant impact on reading. At Atkinson Academy, where an intensive writing workshop is implemented, parents of first graders exclaimed at the Open House meeting in October, "My first grader thinks she can read anything: signs, labels, books. She's reading to her little brother!" (p. 46). When the parents asked what magical reading program was being used the teacher answered: writing (Calkins, 1983).

In Stotsky's review of the research on reading/writing relationships (1983) she reported that almost all experimental studies using writing activities to improve reading comprehension have been successful. For example, Taylor and Berkowitz (cited in Stotsky, 1984) discovered that sixth grade students who wrote one sentence summaries after reading a passage from their social studies text performed better on measures of comprehension and memory than students who simply read the passage, answered questions at the end of the passage, or who used a study guide.

In a study by Glover, Flake, Roberts, Zimmer, and Palmere (cited in Stotsky, 1984) college level students instructed to paraphrase or write "logical extensions" of an essay recalled significantly more ideas than students who were asked to note key words or simply read the essay. As

illustrated here, descriptive and experimental studies show that writing can contribute significantly to gains in reading comprehension.

THEORY INTO PRACTICE: WRITING AND READING WORKSHOPS

Research on the interrelatedness of reading and writing has generated a new language arts pedagogy. Teachers and researchers are now searching for ways to keep reading and writing integrated, mutually reinforcing each other and ultimately, learning. These efforts at a more holistic approach to teaching the language arts have generated the workshop approach to teaching writing and reading.

One of the more significant efforts to study the composing processes of primary grade children in the United States began with Donald Graves and his associates from the University of New Hampshire. During the years 1978-1980, they cooperated with the Atkinson Academy staff to set up a writing process laboratory in which they observed teachers and students writing together (Graves, 1983; Calkins, 1983; Walshe, 1983). Since that time this writing instructional approach has been called a Writing Workshop. They based their Writing Workshop on the belief that children want to write and will write if given ample opportunity and

encouragement to do so.

Three conditions important to the writing process appeared throughout their research. They are time, choice, and opportunities to conference with others about the writing. First of all, Graves found that in order for children to write they needed the consistency of daily writing time. Students needed enough time to allow the ideas to flow and to refine their drafts. Secondly, students needed to choose their own topics. Graves (1983) pointed out that when students chose their own topics they were self-motivated to express their ideas clearly. Writing was easier because students wrote about things familiar to them or things they were curious about. Finally, Graves demonstrated that student/student conferences and student/teacher conferences were valuable opportunities to discuss trouble spots, get and give advice, and clarify the direction of children's writing.

The results of Writing Workshop have been encouraging. Because students know they will be writing in school the next day, they are always thinking about writing. Mrs. Howard, who teaches third grade at Atkinson says, "My third graders often plan for writing on the bus, at home, or at recess." (Calkins, 1983, p. 48). Nancie Atwell, who teaches eighth grade at Boothbay Elementary in New Hampshire, writes

that:

When we make time for writing in school, designating it a high priority activity of the English program, our students will develop the habits of writers- and the compulsions. Janet came into class one day and wailed, 'Ms. A., my head is CONSTANTLY writing.' (Atwell, 1987, p. 55)

Because responsibility for thinking and planning belongs to the student in Writing Workshop, students are writing to satisfy genuine, individual needs, reports Atwell (1985). As Pam, one of Atwell's students expressed it: "I get to find out what's important for me, what I think and have to say." (p. 36). It is in the process of writing that Pam is learning about herself, discovering what she believes. Students feel an ownership, pride, and motivation to do their best when they are allowed to choose their own topics. Graves relates that after selecting his topic, "Gray Squirrels in New Hampshire," Brian, a first grader, realized that he did not have enough interesting things to say about gray squirrels. So Brian stated, "I am going to at least look in two more books before I start my drafts because I need more information." (Graves, 1983, p. 7).

As well as more motivation to research their topics, students also experience greater desire to revise their writing for clarity- not just a "manicure," as Graves (1983) calls it. To the typical school child revision simply means

"copying the piece over in my nicest handwriting." But Graves has observed that students in Writing Workshops are more concerned about the message and revise to get the information down in a more precise and clear way. In his observation at Atkinson, Graves has found that even eight- and nine-year-old children will do extensive revisions, rewriting over six to eight drafts to present the information clearly and accurately. (p. 4). Calkins reports that during the early part of first grade Chris found revising painful. He hated to mess up his page with arrows and black marks. But seven months later he said, "Revisement is easy. Just take in, take out, move around. No problem. Then copy it over or get it published and it'll be neat in the end." (Calkins, 1983, p. 48).

Just as professional writers do not worry about spelling or mechanics in their early drafts, choosing rather to concentrate on the information, students in Writing Workshops also leave the mechanics for later. But that does not mean they don't pay attention to them at all. They do. Even in first grade, Mrs. Giacobbe has her students keep a writing journal to record what writing skills they have worked on together. She then holds her students responsible for the skills they have learned and recorded in this journal. (Calkins, 1983).

Although the third graders in Mrs. Howard's class have no formal instruction in punctuation skills (workbook exercises, drills, and language lessons) they have learned to apply them in practical writing situations. A study funded by the National Institute of Education found that Howard's third graders could define/explain about twice as many kinds of punctuation as other third grade children in the same school who were taught punctuation through daily classwork and drills (Calkins, 1983).

FROM WRITING WORKSHOP TO READING WORKSHOP

Believing that the same principles that apply to writing also apply to reading, Nancie Atwell (1987) has developed a Reading Workshop that follows the same guidelines of the Writing Workshop. She reports that in the years since implementing Reading Workshop, average reading scores on standardized achievement tests have improved from the fifty-fourth percentile up to the seventy-second percentile. In addition, ninety-two percent of her eighth graders indicate by the end of the school year that they are reading regularly at home for pleasure.

According to Atwell, readers need the same three basics for reading that are applied to Writing Workshop: time,

ownership, and response. Students need prolonged periods of time to establish the habit of reading and to develop fluency. They need time to grow and improve as a reader, and to reflect upon their reading.

In addition to time, students need the freedom to choose their own books in order to develop ownership and a sense of control over their reading. Atwell (1987) has found that her reading students, including some special education students, are now reading more books than ever before because they enjoy the power of choice that reading workshop gives them. They each read about thirty-five full length works ranging from Blume to Bronte, Strasser to Steinbeck. They read now because they want to. Lori, one of Atwell's students wrote, "I can't really believe that I've read that many books this year. At the beginning of the year I just read so that I would pass reading but now I read because it's fun." (p.158).

Atwell has also found that opportunity to share and discuss favorite parts of the book, and to reflect on their reading through writing has proved to be a valuable part of Reading Workshop. Daily her students discuss the books they are reading in a brief sharing session. They also keep a journal of written responses that illustrate how talking and writing about books accomplishes three things: extending

and supporting reading interests, revealing the reader's processes, and helping readers to reflect on the deeper meanings in text.

Patrice is an example of how talking and writing about books extends and supports reading interests. After being urged by a friend to sample Shakespeare, she wrote, "I finished Macbeth today. The reason I decided to read Macbeth was because a girl at Skyway Middle School, who I am friends with, read it and loved it." (p. 163).

An example of how talking and writing about books reveals the reader's process is given by Justine who wrote, "As I'm reading Garp I'm wondering why Irving didn't write it in first person. I want to know more about what Garp is feeling and thinking. Right now I picture him as a short, muscular writer. . . ." (p. 167).

And finally, Jennipher illustrates how sharing responses to literature helps readers to reflect on the deeper meanings in text. She wrote these thoughts on two of her favorite works after watching the sunrise,

. . . sunrise! But no, it did not rise. All I could see was a golden strip across the sky. I pulled up a chair and put my feet up. I said 'Nothing Gold Can Stay' in my mind without stumbling and found how Ponyboy could have felt in The Outsiders. After fifteen minutes when the sun didn't appear I went back to bed feeling new. (p. 168)

Other teachers are starting to use the Reading Workshop

approach to teaching reading. That the approach is gaining acceptance in Tucson is evidenced by its increasing use in district classrooms, reading resource rooms, and even at the University of Arizona Reading Clinic. Several reasons for its popularity are that Reading Workshop encourages genuine learner involvement and response, readers are able to apply immediately the skills and strategies being taught to "real" reading as opposed to "practice" reading situations, and regardless of reading ability, Reading Workshop permits all students to benefit from the reading instruction at the same time (L. D. Miller, personal communication, June 30, 1989).

Cora Lee Five (1988) witnessed dramatic change in her reading program due to Reading Workshop. Her fifth graders changed from sighing passive readers who passed notes and watched the clock, to avid readers who wrote comments in their journals like, "This book was so good I wish I could read it forever." (p. 107).

RESPONDING TO LITERATURE

Students' responses to reading within the Reading Workshop framework documented by Atwell (1987), Five (1988), and others illustrate the power of reading when it becomes a genuine literary event. Theoretical support for response in reading workshop is found in the writings of Louise

Rosenblatt (1938/1976, 1978). In her exposition on the transactional theory of the literary work she argues that the theory of literature must widen to include an active reader who is constantly transacting with or responding to the text.

According to Rosenblatt, it is neither the text nor the reader which is most important, but the transaction between them. Within this theoretical framework, the understandings and experiences that the reader brings to the text are just as important as those intended by the author. The reader is not merely a passive recipient, but crucial to the literary event.

It is during the reader's continual shuttling back and forth among aspects of the text, meaning, context, and past experiences that the literary event takes place. Rosenblatt calls this literary event the "poem." The poem is the event created by the reader as he responds to the text, interprets it, and associates it with his personal experience.

In explicating her transactional theory of the literary work Rosenblatt challenged long-held ideas. From the time of Plato to the late 18th century the theory of literature focused primarily on the text. The reader was viewed as a "tabula rasa" only receiving the imprint of the text, contributing nothing to its meaning. Later the importance

of the author within the theory of literature was also recognized. When authors such as Wordsworth and Coleridge were asked "What is poetry?" they simply replied, "What is a poet?" (Rosenblatt, 1978, p. 2).

However, as recently as the early 20th century the reader was still so generally ignored that proponents of the New Criticism continued to view the reader's interpretation of the text as a problem. One such critic was I. A. Richards. He feared that the reader's perceptions would interfere with the correct interpretation of the text (Richards, 1930). Obviously, proponents of the New Criticism base their theory on the assumption that there is one correct interpretation of a text, an assumption that reading theorists do not make.

Nevertheless, modern research on reader-text interaction supports Rosenblatt's transactional theory of literature. Current research indicates that text, reader, and context all play a major role in the literary event. Joanne Golden (1986) observed two groups of eighth graders as they responded to stories. She found them using the text as a sort of "blueprint." The students regularly used examples from the text to support their views. This illustrates that they were grounding their interpretation in the text, even though responding personally to the story.

But the relationship between reader and text did not have the sole influence on students' interpretation. Golden also found that social context had an influence on interpretation. She observed that although each reader interpreted the text one way during a private reading, talking with others about the story sometimes confirmed, but other times extended, or modified individual interpretations and helped students together create a richer understanding.

Lee Galda (1983) also reported the influence of reader, text, and context in literary response. In a review of the literature on response, Galda found that the reader's personal style and experience, cognitive development (maturation), and the reader's concept of story were found to be important indicators of depth and type of response (Applebee, 1978; Galda, 1980, 1982; Holland, 1975; Petrosky, 1975; cited in Galda 1983).

Galda also noted that the concrete reality of the text influenced response. Usually even diverse readers agree on the literal meaning of a text. But Galda reported that style and complexity of syntax, level of abstraction, and the age of the main character often create differences in reader response (Holland, 1975; Schlager, 1978; Squire, 1964; cited in Galda, 1983).

Finally, Galda also reported that the type of context

for response affected differences in reader responses to stories. Beach (1973, cited in Galda, 1983) found that students given the opportunity for individual free association responded quite differently than those responding in a group discussion. Beach also reported differences in oral versus written responses. Hickman's research (1981, cited in Galda, 1983) demonstrated the importance of a classroom environment that invites risk-taking and provides a secure context for individuality.

These findings, reported by Golden and Galda, support the need for reading instruction that encourages reader response in a secure and stimulating context. The findings illustrate the diversity and depth of response that can be achieved when students are invited to respond through talking and writing in a supportive context such as Reading Workshop.

Once students have responded to literature, it is interesting to note the different types or levels of responses that they exhibit. A variety of methods have been used to classify readers' responses to literature. They vary in form but typically describe responses that range between total or partial engagement with or detachment from a literary work (Gambell, 1986).

Deanne Bogdan (1984) identified four levels of reader

response. She claims that readers' responses usually take some form of imbalance between thought and emotion. The first level, Precritical, is the reader's initial emotional response and identification with the characters. In this level the reader's response is strongly emotional. In the second level, Critical, the reader approaches the reading with a sense of detachment adopting a spectator stance. The response here is highly analytical. Responses at level three, the Postcritical, are characterized by informed judgments that are based on feeling plus understanding. The final level, the Autonomous response is a full, undirected literary response where imaginative identity with the literary work has been achieved.

Taking another approach, Gutteridge (1983, cited in Gambell, 1986) notes that responses often differ depending on the age or maturity level of the child. He noted that students before the age of twelve typically respond to teacher's questions about reading at only a Basic stage. The responses simply relate the literal aspects of the story. With a second reading paying special attention to verbal cues, however, the student may uncover the elements of story-telling. This second stage, the Rhetorical, occurs when the student is aware of how the story was crafted (plot, character, setting, suspense) and is in tune to its

effect on the reader. It appears that with increased experience and practice, even students under the age of twelve can respond at the Rhetorical stage.

The third stage proposed by Gutteridge, is interesting because he notes that a child needs to have reached a higher level of maturity and experience in order to respond at this stage. According to Gutteridge, in order for a reader to reach the Moral-Thematic stage, he must have enough self-understanding to note experiential patterns in the characters that are like his own. That takes time, experience, and reflection to develop.

Alan Purves advocates a response-centered literature curriculum that keeps close ties with the literary theory of Rosenblatt. He argues that the center of the literature curriculum is the mind as it meets the book, reader response (1972; cited in Gambell, 1986). He suggests that readers experience four levels of responses. The first three levels are very similar to Bogdan's (1984) first three. In level one of the model proposed by Purves, the reader may experience an affective response such as identification or empathy with the characters in the story. In level two the reader takes an objective viewpoint. In level three the reader may use a subjective or objective viewpoint to interpret what the story means. But the highest level of

response, according to Purves, is when readers evaluate the impact and importance of a particular work. An evaluative response (level four) often compares one work with others and is the most sophisticated way of responding to literature.

These various methods of describing readers' responses to literature are interesting when studied within the context of Reading Workshop. Within Reading Workshop there is the instruction, experience, freedom, and structure necessary to generate the deepest of responses discussed above.

SUMMARY

In this chapter, some theoretical perspectives, the interrelatedness of reading and writing, the emergence of Reading Workshop from Writing Workshop, and reader response theory were reviewed. It is interesting to note how all of the discussions relate back to interactive reading theory and the centrality of meaning and experience in reading. Reading Workshop, as a reading instructional method, fits comfortably within interactive reading theory because it allows students the opportunity to engage in the whole act of reading from the top-down. Reading Workshop does not teach skills first and meaning later, but skills and meaning

interlaced.

A review of the literature on the relationship of reading and writing also revealed an emphasis on meaning and wholeness. The importance of reading and writing activities that are personally meaningful, that ask and answer questions that matter to the student, and that allow students to interact with each other were discussed. Reading Workshop includes all of those ingredients while integrating writing naturally into the reading curriculum.

Finally, literary response theory called for the acceptance of reader and context into the making of the literary event. It was argued that the uniqueness of all three: text, reader, and context are critical to the response. Reading Workshop provides a context in which readers' feelings and thoughts about reading can be uniquely and safely expressed.

CHAPTER 3

DESIGN OF THE STUDY

The purpose of this chapter is to describe the subjects, materials, and procedures used in this study. The methods used in scoring and analyzing the data will also be described.

The purpose of this research project was to test the effects of Reading Workshop on fourth graders' attitudes toward reading and reading comprehension. The design was a pre- posttest design using two experimental groups and one control group.

SELECTION OF SUBJECTS

Two fourth grade classes from the same school were the subjects selected to receive the Reading Workshop treatment. The two teachers participating with their students in the experiment volunteered to set aside the basal program two days a week in order to accommodate Reading Workshop. Reading Workshop was implemented twice a week for about eight weeks (16 workshops altogether). One fourth grade class from another school in the same district served as the control group.

One of the experimental groups contained students with

low reading achievement. The other experimental group was comprised of students average in reading achievement. Readers in the two experimental groups were divided into average and low groups by their test scores on a basal criterion test administered in September, 1988.

The control group was roughly similar to the experimental groups although low and average readers were combined in the same class. The readers in the control group were labeled average or low according to reading comprehension and vocabulary scores received on the Iowa Tests of Basic Skills administered in the Spring of 1988. Spring 1988 scores of experimental and control groups on the ITBS were compared in order to verify the similarity of experimental and control groups.

All teachers in the study (experimental and control) taught from the same basal series, used the workbooks, unit tests, and other supplementary materials in much the same way. Although the teaching styles and personalities were unique, it was established by the researcher that reading instruction in all three groups was essentially similar, except for the addition of Reading Workshop.

TESTING MATERIALS

Reading Comprehension

Written retellings were used in order to measure changes in reading comprehension. A written retelling is a post-reading activity in which students write as much as they can recall from the text. Retellings were used to measure changes in reading comprehension because they not only indicate what readers recalled from the text, but also what they regarded as important and how they chose to reorganize the story in their retelling (Irwin & Mitchell, In preparation). Pre- and posttest retellings were scored according to the Retelling Profile developed by Judy N. Mitchell and P. Irwin (In preparation). This profile is sensitive to deep processing such as reader's affective involvement with the text, reader's attempts to apply learnings from the text to the real world, and attempts to connect background knowledge with text information. When a retelling included aspects such as these, it was called a "rich" retelling.

The stories selected for the written retellings were selected from a 3.2 basal reading series not being used in the district (in order to assure that none of the students had read the test stories before). The 3.2 series was

selected so that the story would be comprehensible to all students, including those in the "low" ability groups.

Other important criteria used in selecting stories included character interest, plot, and vocabulary. The characters were believable, easy to relate to, and developing throughout the story. The plot or problem was well designed with several episodes leading to a resolution. The vocabulary was reasonably familiar to this age group. These criteria were judged important by the researcher considering how the retellings were scored. In order to judge "richness" of retelling there had to be some richness in the story to report and for the reader to connect with.

When a Fry Readability Formula was used to check the reading level, it was found that some of the stories selected from the 3.2 text were at the fourth grade level. The fourth grade level stories had (on the average) longer sentences and more polysyllabic words. However, they were not abandoned because they met the other important criteria and because of the recognized problems inherent with readability formulas. Two stories at approximately the same reading level were used for retellings, one for the pretest and the other for the posttest.

Attitudes

WAIRI In order to measure changes in reading attitude an attitude survey was constructed by the researcher. It was adapted from the 1984 Warncke Attitude and Interest in Reading Inventory (WAIRI). A five-point scale (rather than the three-point scale used in the WAIRI) was used in order to be more sensitive to changes. Increasing the scale is similar to adding more questions to the test and for this reason tends to increase the reliability of the instrument. Mean scores were used to compare the pre-and post- attitude survey of 15 items. Some open-ended questions were also included to provide the researcher with added information about reading attitudes that might not be detected in the five point scale.

STRESS REACTION SCALE During pretesting the teachers in the experimental groups were be asked to identify those students who demonstrated a stress reaction to reading (Gentile & McMillan, 1987) and record specific stress behaviors. At the end of the treatment period students were reevaluated by the teachers using the same instrument to monitor possible changes in reading behavior and attitudes.

COMMUNICATION JOURNALS In order to maintain communication

between researcher and teachers in the experimental groups, a communication journal was kept. In this way teachers reported to the researcher any student changes in reading behavior that occurred throughout the week (such as increased free reading or decrease in stress signals).

OF PAGES READ A specially prepared bookmark for recording the number of pages read during free reading periods and Reading Workshop was kept by each student. (Appendix A includes a sample bookmark.)

STUDENT RESPONSE JOURNALS Students recorded their responses to the mini lesson and/or to their reading in a journal at the end of each Reading Workshop. These journals are a written record of specific student attitudes and learning throughout the treatment period.

TESTING PROCEDURES

Before beginning Reading Workshop all three groups (two experimental and one control) were pre-tested on reading comprehension and attitude toward reading. The researcher administered each of the tests.

Before students were asked to write a retelling, the researcher modeled the process. The students practiced

written retelling independently and then some discussion and clarification of retelling followed. Finally, once the researcher was confident the students all had a fair opportunity to learn to retell and understand the criteria for a good retelling, the students read a new story and provided a written retelling for scoring.

The attitude survey began with five practice questions that were designed to teach the students how the answers should be marked. Discussion during this time was encouraged. Students answered the remaining 15 questions quietly on their own copy of the survey. The researcher read the questions aloud to ensure that everyone understood.

TEACHING MATERIALS AND PROCEDURES

Following the pre-tests, the control group continued with their usual method of reading instruction five days a week. The experimental groups began implementing Reading Workshop two days a week and continued work in the basal series the other three days a week. The researcher conducted each of the workshops.

Reading Workshop began with a mini lesson that took about 10 minutes. The lesson was followed with 20-30 minutes of silent reading and time for writing responses in journals. The workshop was concluded with a sharing

session. In all, the workshops lasted from 50-60 minutes.

Reading strategies taught in mini lessons were drawn from the current literature on interactive reading theory. This theory emphasizes the need for predicting, self-monitoring, questioning, reader response, and reading from authentic texts. Lesson plans for each workshop are included in Appendix C. Some of the lesson topics were:

- * how to choose a book
- * how readers respond to stories
- * decoding strategies
- * activating prior knowledge before reading
- * typical story grammars
- * story mapping to recall and organize key points

Students read trade books brought from home, borrowed from the library, or purchased from book companies.

Students were free to choose the books they read as long as they demonstrated that they comprehended what they were reading and were not merely browsing through pictures. A written response journal was also kept by each student. The journal entries were used to reinforce mini lessons, record responses to reading, and to stimulate group discussion.

The treatment period lasted from February 20 to May 4, 1989, and each group participated in 16 Reading Workshops. Posttesting in experimental and control groups followed the

treatment period. Students completed another attitude survey and wrote another retelling for post-treatment scoring just as in the pre-testing. The students in the experimental groups were also re-evaluated by their teachers according to the stress reaction scale.

DATA ANALYSIS

Prior to investigating the primary questions of the study, the internal consistency of the four dependent variables (three aspects of written retellings measuring reading comprehension: text-based comprehension information, reader response, and written language use; and the WAIRI survey measuring attitude toward reading) was analyzed using Cronbach alpha coefficient (1960) as an index for reliability. The dependent variables used to assess students' reading comprehension performance and attitudes toward reading proved to be reliable measures.

Retellings were evaluated according to the Retelling Profile developed by J. Mitchell and P. Irwin (In preparation, b) which is divided into three categories: reader's text-based comprehension information, response and reactions to text, and language usage. Three raters determined whether each retelling reflected a high degree, moderate degree, low degree, or no degree of performance for

each criteria judged in the profile.

Three raters scored each written retelling in order to establish interrater reliability. Cronbach alpha internal consistency coefficients indicate that there was adequate agreement among the raters.

To investigate the effects of Reading Workshop on reading comprehension, an analysis of variance using a three-way mixed design (treatment conditions [2] X ability levels [2] X trials [2]) with repeated measures on the last variable was employed. This design provided f-tests for three main effects (treatment condition, ability level, and trials), three double interactions and one triple interaction.

To determine if Reading Workshop had positively affected students' attitudes toward reading (question #2), an analysis of variance using a three-way mixed design (treatment conditions [2] X ability levels [2] X trials [2]) with repeated measures on the last variable was employed to compare the experimental and control groups.

To answer question #3, the researcher compared mean change scores for comprehension and attitude of all experimental and control groups by ability levels, using a three-way mixed design analysis of variance with two between variables and one within. The between variables producing

fixed effects were method of instruction (Reading Workshop or no Reading Workshop) and ability level (average or low). The within variable was the number of trials (pre- and posttests). Each of the variables underwent f-tests to determine statistical significance. Tukey's HSD Post Hoc Test was used to examine differences among the means when the overall f-test was significant.

Stress-reactions were assessed on experimental groups only. To answer question #4 the researcher compared differences between the percentage of stress behaviors observed by the teachers in pre- and post-assessment.

To find out if Reading Workshop affects the amount of free reading students do in school (question #5), the mean number of pages each student in the experimental group read for the first two weeks and the mean number of pages each student read the last two weeks of the treatment were compared.

In addition, a qualitative analysis of the data was used to support the initial research findings above. Specifically, notes taken by the researcher during or immediately following each Reading Workshop, notes taken during interviews with teachers, teacher's entries in the communication journals, and entries in student response journals provided anecdotal data to support the findings.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this chapter is to report the reliability coefficients for the assessment instruments and to present the results of the study. The quantitative findings for the primary research questions will be presented first, and then the qualitative findings will be incorporated into the discussion as they relate to each of the five research questions.

NUMBER OF SUBJECTS

Subjects in this study were made up of three groups. Two reading classes were used as experimental groups. One of the experimental groups was comprised of average ability readers, and the other of low ability readers. The experimental groups received the treatment condition (participation in Reading Workshops scheduled twice weekly) in addition to basal-guided reading instruction the other three days of the week. The third class was used as a control group. This latter reading class contained both average and low ability readers in the same grouping. The control group did not participate in any of the Reading Workshops, but rather received daily basal-guided reading

instruction.

All students (both experimental and control) took the WAIRI attitude survey, and all students wrote the retellings, although not all of the retellings were scored or used in the analysis. The researcher asked the classroom teachers to select six students representative of the middle range of students in their particular group. This was done in order to reduce the scoring of retellings to a manageable number. The researcher also selected three more from the average experimental group because this group was larger than the others. Table 1 shows the number of students in each of the groups and the number of scores available for analysis of each of the dependent measures.

Table 1 Number of Subjects
for Experimental and Control Groups

Treatment Condition	# of Students in Class	WAIRI	Retellings
Exp. (RW) Low	16	13	6
Exp. (RW) Avg.	25	23	9
Control Low	8	8	6
Control Avg.	14	13	6
Totals	63	57	27

DEPENDENT VARIABLE INTERNAL CONSISTENCY

This study was designed to investigate two independent variables (Reading Workshop in addition to basal-guided instruction versus basal-guided reading instruction only) and four dependent variables (three aspects of written retellings measuring reading comprehension: text-based comprehension information, reader response, and written language use; and the WAIRI survey measuring attitude toward reading). Prior to investigating the primary questions of the study, the internal consistency of the four dependent variables was analyzed using Cronbach alpha coefficient (1960) as an index for reliability.

Table 2 reports the reliability coefficients for the attitude survey.

Table 2
Cronbach Alpha Internal Consistency Coefficients
for Pre- and Post-Measures of WAIRI

Pretest WAIRI	Alpha = .83
Posttest WAIRI	Alpha = .85

Table 3 reports the reliability coefficients for the retellings.

Table 3
Cronbach Alpha Internal Consistency Coefficients
for Pre- and Post-Measures of Retelling Profile
Parts I, II, and III for Three Raters

		Text-Based Comprehension Information	Reader Response	Written Language Use
Rater 1	Pretest	Alpha = .68	.50	.62
	Posttest	.75	.75	.83
Rater 2	Pretest	.85	.60	.86
	Posttest	.71	.79	.80
Rater 3	Pretest	.53	.76	.82
	Posttest	.52	.82	.74

As shown in Tables 2 and 3, the dependent variables used to assess students' reading comprehension performance and attitudes toward reading proved to be reliable measures.

PRIMARY STUDY QUESTION

The primary question addressed in this study was whether or not fourth graders who participated in Reading Workshop would show a greater improvement in reading comprehension and attitudes toward reading than fourth graders who did not participate in Reading Workshop, but received only basal-guided reading instruction. The

hypothesis was that participation in Reading Workshop would bring about a change in fourth graders' reading comprehension and attitudes toward reading different from basal-guided reading instruction without Reading Workshop. The differing effects of Reading Workshop or no Reading Workshop on low and average ability readers was also studied. To test the difference between the treatment conditions (Reading Workshop versus no Reading Workshop) an analysis of variance using a three-way mixed design (treatment conditions [2] X ability levels [2] X trials [2]) with repeated measures on the last variable was employed.

Treatment condition and ability level are between subject variables, and trials is a within subject variable. This design provides f-tests for three main effects (treatment condition, ability level, and trials), three double interactions and one triple interaction. The effects of interest are those interactions with trials which indicate differential change dependent upon combinations with the between variables. Only the analyses which indicate change in these areas will be reported in table form in this paper, although all analyses performed will be discussed.

PRIMARY ANALYSIS: TREATMENT CONDITION X ABILITY LEVEL X TRIALS- ALL STUDENTS

Results related to reading comprehension as measured by the Retelling Profile will be presented first. Since the Retelling Profile is divided into three factors the results will be reported in three sections.

The first reading comprehension factor assessed by the retellings was reader's text-based comprehension information. No significant interaction effects were found for text-based comprehension information in this analysis.

The second reading comprehension factor assessed by the retellings was reader's response to the text. A significant main effect for treatment condition was found in this analysis. However, since there was no significant interaction with trials this main effect is not of interest to the researcher. No significant interaction effects between treatment condition and trials were found on reader response.

The final reading comprehension factor assessed by the retellings was reader's written language use. A significant main effect for trials was found in this analysis. Yet, since there was no significant interaction with treatment condition, this main effect is not of interest to the researcher. No significant interaction effects between treatment condition and trials were found with written

language use.

Changes in students' attitude toward reading were also measured. Table 4 is the ANOVA summary table for the WAIRI attitude survey.

Table 4
ANOVA Summary Table for WAIRI

	Sum of Squares	df	Mean Square	F	Probability
Treatment Condition	5.17	1	5.17	0.03	0.86
Ability Level	128.38	1	128.38	0.76	0.39
Treatment Condition X Ability Level	0.19	1	0.19	0.00	0.97
Error (between)	8987.77	53	169.58		
Trials	110.57	1	110.57	3.02	0.09
Treatment Condition X Trials	11.56	1	11.56	0.32	0.58
Ability Level X Trials	10.93	1	10.93	0.30	0.59
Treatment Condition X Ability Level X Trials	224.08	1	224.08	6.12	0.02
Error (within)	1940.12	53	36.61		

Table 5 reports the means and standard deviations for the WAIRI attitude survey.

Table 5
Means and Standard Deviations for WAIRI

Treatment Condition	Pretest	Posttest	Change Score
Exp. (RW) Low	$\bar{X} = 50.62$ SD = 10.60	$\bar{X} = 46.85$ SD = 10.56	-3.77
Exp. (RW) Avg.	$\bar{X} = 45.91$ SD = 10.87	$\bar{X} = 46.83$ SD = 10.13	0.92
Control Low	$\bar{X} = 47.75$ SD = 10.10	$\bar{X} = 48.63$ SD = 11.94	0.88
Control Avg.	$\bar{X} = 49.23$ SD = 6.92	$\bar{X} = 42.77$ SD = 9.57	-6.46

As indicated in Tables 4 and 5, there was a significant triple interaction among all of the variables (treatment conditions, ability levels, and trials) in the WAIRI attitude survey. Tukey's HSD Post Hoc tests were performed on all pair wise comparisons to determine where significant effects occurred. The only group for which significant effects ($p < .05$) occurred between pre- and posttests was the average ability readers in the control group. This group showed a significant deterioration in attitudes between the pre- and posttest measures of the WAIRI.

In summary, the primary analysis investigating pre- and posttest change in the three aspects of reading comprehension demonstrated no significant differences between treatment groups. The primary analysis investigating pre- and posttest change in attitudes demonstrated a significant three-way interaction among all

of the variables. When Post Hoc tests were performed on the pair wise comparisons, a significant deterioration in attitudes between pre- and post measures of the WAIRI was found for the average ability readers in the control group.

SECONDARY ANALYSIS: TREATMENT CONDITION X TRIALS- ALL STUDENTS

Given that there were no interactions between ability level and trials and there were no significant ability level main effects, the researcher combined all of the students who participated in the Reading Workshop into one group and all of the students who did not participate in Reading Workshop into another group, thus eliminating the ability levels. This was done in order to reduce the number of groups and increase the size of the two main groups in the analysis, thus gaining power with increased degrees of freedom.

In the first section of the Retelling Profile measuring reader's text-based comprehension, no significant effects were found.

The second reading comprehension factor measured by the retellings was reader's response to text. A significant main effect for treatment condition was found in this analysis. A significant main effect for trials was also found. However, since there was no interaction effect

between treatment condition and trials, these main effects are not of interest to the researcher. No significant interaction effects between treatment condition and trials were found.

The final reading comprehension factor measured by the retellings was reader's written language use. A significant main effect for trials was found in this analysis. However, since there was no significant interaction with treatment condition, this main effect is not of interest to the researcher. No significant effects between trials and treatment condition were found.

Changes in reader's attitude toward reading were also examined in this secondary analysis that combined average and low ability readers. No significant interaction effects were found between treatment condition and trials on the WAIRI in this analysis.

In summary, although significant main effects were found for trials and for treatment condition in the secondary analysis of the reading comprehension factors, these main effects are not significant to this study. They simply demonstrate that the groups were different to begin with and that both groups improved equally. For example, the analysis of reader's written language use merely demonstrated a significant improvement between pre- and

posttest for both groups. However, some trends in favor of the Reading Workshop treatment did begin to surface for reader's text-based comprehension information, reader response to text, and attitudes toward reading when pre- and posttest means were compared. These trends were investigated in the following analysis.

SECONDARY ANALYSES- TREATMENT X TRIALS- AVERAGE STUDENTS ONLY

Throughout the course of the study, the researcher observed a variety of conditions within the low treatment group which appeared to be detracting from the effectiveness of the Reading Workshop. The researcher observed that the low treatment group was behaving differently in variables unrelated to Reading Workshop. For example, the low treatment group demonstrated more absenteeism, less motivation to read, and more behavioral problems which made daily participation in Reading Workshop and performance on the assessments erratic. Some days enthusiasm and cooperation in Reading Workshop were high, and other days a few of the students disrupted class and refused to read their books or write in their journals. These conditions appeared to minimize the effectiveness of Reading Workshop with the low treatment group.

This led the researcher to initiate another analysis

using only the average ability students in both the treatment and control groups to investigate the effectiveness of Reading Workshop on reading comprehension abilities and readers' attitudes toward reading. In the following analysis, the effectiveness of Reading Workshop was studied without the low ability group due to uncontrolled variables such as absenteeism, lack of motivation, and discipline problems. It was decided that the effectiveness of Reading Workshop would be better studied using students who were on task and actually participating in Reading Workshop. In this analysis only average ability readers were studied. A 2 X 2 mixed design analysis of variance (treatment condition X trials) was used to test the difference between Reading Workshop and no Reading Workshop.

Table 6 is the ANOVA summary table for the first section of the retelling profile measuring readers' text-based comprehension information.

Table 6
ANOVA Summary Table for
Reader's Text-Based Comprehension Information

	Sum of Squares	df	Mean Square	F	Probability
Treatment Condition	1.04	1	1.04	0.36	0.56
Error (between)	37.64	13	2.90		
Trials	0.52	1	0.52	0.12	0.74
TC x Trials	4.45	1	4.45	1.00	0.34
Error (within)	58.11	13	4.47		

Table 7 reports the means and standard deviations for this analysis.

Table 7
Means and Standard Deviations for
Reader's Text-Based Comprehension Information

Treatment Condition	Pretest	Posttest	Change Score
Exp. (RW)	$\bar{X} = 7.48$ SD = 1.97	$\bar{X} = 8.00$ SD = 1.26	0.52
Control	$\bar{X} = 7.89$ SD = 1.63	$\bar{X} = 6.83$ SD = 2.66	-1.06

As indicated in Tables 6 and 7, no significant effects were found. However, a trend toward the desired direction developed in favor of the Reading Workshop treatment.

Table 8 is the ANOVA summary table for the second

section of the retelling profile measuring reader response.

Table 8
ANOVA Summary Table for
Reader's Response to Text

	Sum of Squares	df	Mean Square	F	Probability
Treatment Condition	21.14	1	21.14	6.96	0.02
Error (between)	39.49	13	3.04		
Trials	5.57	1	5.57	1.72	0.21
TC x Trials	11.60	1	11.60	3.59	0.08
Error (within)	42.01	13	3.23		

Table 9 reports the means and standard deviations for this analysis.

Table 9
Means and Standard Deviations for
Reader's Response to Text

Treatment Condition	Pretest	Posttest	Change Score
Exp. (RW)	$\bar{X} = 2.67$ SD = 1.80	$\bar{X} = 4.81$ SD = 2.07	2.14
Control	$\bar{X} = 2.22$ SD = 1.02	$\bar{X} = 1.83$ SD = 1.80	-0.39

As indicated in Tables 8 and 9, no significant interaction effects involving treatment condition and trials were found. However, when the means are compared, a trend in favor of the Reading Workshop treatment becomes evident.

On the third factor of the Retelling Profile measuring reader's written language use, a significant main effect for trials was found in this analysis. However, no significant interaction effects involving both trials and treatment condition were found.

Table 10 is the ANOVA summary table for the WAIRI attitude survey.

Table 10
ANOVA Summary Table for
WAIRI Attitude Survey

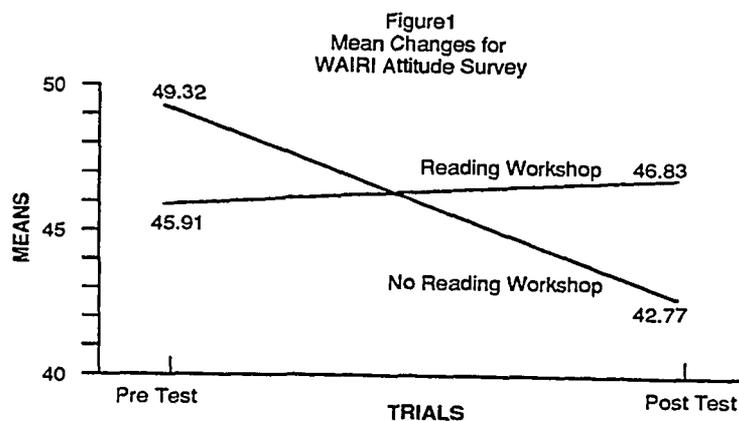
	Sum of Squares	df	Mean Square	F	Probability
Treatment Condition	2.27	1	2.27	0.01	0.90
Error (between)	5206.22	34	153.12		
Trial	127.85	1	127.85	3.28	0.08
TC x Trials	225.85	1	225.85	5.79	0.02
Error (within)	1325.53	34	38.99		

Table 11 reports the means and standard deviations for this analysis.

Table 11
Means and Standard Deviations for
WAIRI Attitude Survey

Treatment Condition	Pretest	Posttest	Change Score
Exp. (RW)	$\bar{X} = 45.91$ SD = 10.87	$\bar{X} = 46.83$ SD = 10.13	0.92
Control	$\bar{X} = 49.32$ SD = 6.92	$\bar{X} = 42.77$ SD = 9.57	-6.46

As indicated in Tables 10 and 11, there is a significant interaction effect between treatment condition and trials in this analysis. This indicates that the average ability students who participated in the Reading Workshops demonstrated a slight improvement in attitudes toward reading, whereas the average ability students in the control group demonstrated a sharp decline in attitudes toward reading by the end of the treatment period. Perhaps attitudes declined because the control group students were tiring of the reading program, or because they were anxious for summer vacation to begin. In contrast, it is encouraging to note the slight improvement in attitudes for the Reading Workshop group. Figure 1 illustrates how the two groups differed.



In summary, the analysis of average ability students only indicates the expected effect of the treatment

condition in one of the four dependent variables. Posttest attitudes toward reading were significantly better in the experimental group than in the control group. In addition, trends in the expected direction also developed for text-based comprehension information and reader response. Posttest means for text-based comprehension information and reader response were higher in the experimental group than in the control group, although not significantly so. However, written language use improved equally in both groups.

SECONDARY ANALYSES- PRETEST AS COVARIATE- AVERAGE STUDENTS ONLY

Because pretest scores were unequal in most of the analyses, the researcher chose to perform a final analysis using the pretest score for each of the dependent variables as a covariate to statistically adjust for the lack of randomization in the study. Although analysis of covariance can not be considered a substitute for randomization in studies, it is a commonly accepted practice in the literature as an aid in interpretation of results (Kirk, 1968).

Table 12 shows the ANCOVA for the first section of the Retelling Profile measuring reader's text-based comprehension information.

Table 12
ANCOVA Summary Table for
Reader's Text-Based Comprehension Information

	Unadj. Posttest Group Mean	Adjusted Group Mean	F	Probability
Reading Workshop	8.00	7.96	0.01	0.37
No Reading Workshop	6.83	6.90		

As indicated in Table 12, no significant differences between the adjusted posttest means of the two treatment groups were found. Nevertheless, a trend towards significance continued to surface. This analysis may gain strength with a larger sample. It needs to be studied further.

Table 13 shows the ANCOVA for the second section of the Retelling Profile measuring reader response.

Table 13
ANCOVA Summary Table for
Reader's Response to Text

	Unadj. Posttest Group Mean	Adjusted Group Mean	F	Probability
Reading Workshop	4.81	4.82	7.55	0.02
No Reading Workshop	1.83	1.82		

As indicated in Table 13, there is a significant difference between the adjusted posttest means of the two treatment groups. The Reading Workshop group demonstrated a higher degree of reader response than the basal-guided

reading instruction group.

As in the previous analyses, no significant differences between the adjusted posttest means of the two treatment groups were found on the third section of the retellings measuring written language use.

Table 14 shows the ANCOVA for the WAIRI attitude scale.

Table 14
ANCOVA Summary Table for
WAIRI Attitude Survey

	Unadj. Posttest Group Mean	Adjusted Group Mean	F	Probability
Reading Workshop	46.83	47.56	4.54	0.04
No Reading Workshop	42.77	41.47		

As shown in Table 14, there is a significant difference between the adjusted posttest means of the two treatment groups. The Reading Workshop group demonstrated a better posttest attitude toward reading than the basal-guided reading instruction group.

In summary, the final analysis using the pretest means as a covariate, strengthened the findings of earlier analyses. Once again, a significant improvement in students' attitudes toward reading was found in the Reading Workshop group that was not found in the basal-guided group. A trend in the direction of significance was found in reader's text-based comprehension information which warrants

further investigation. A significant improvement in reader response was found in the Reading Workshop group that was not found in the basal-guided group. No significant difference in written language use was found between the Reading Workshop group and the basal-guided group. Thus, two of the four dependent variables (reader response and attitudes toward reading) showed significant improvement attributable to the Reading Workshop treatment, and one other (text-based comprehension information) showed trends in favor of Reading Workshop. The last variable measured by the Retelling Profile (written language use) did not appear to be affected by the Reading Workshop treatment.

THE FIVE RESEARCH QUESTIONS

The purpose of this study was to investigate what effects Reading Workshop would have on fourth graders' reading comprehension and attitudes toward reading. Those results have been reported at length above. In addition to those two primary questions, the researcher also investigated some other related effects of Reading Workshop on the treatment group alone. In the following section, each of the research questions will be restated, the findings will be reported, and a brief discussion will complete the analysis of the data.

QUESTION 1

Will Reading Workshop improve the reading comprehension of low-to-average fourth grade readers as measured by retellings?

FINDINGS

The primary analysis investigating differential changes in reading comprehension between the Reading Workshop groups and the basal-guided group found no significant differences between them. When only the average ability readers were compared, a significant difference in reader response was found between the Reading Workshop group and the basal-guided group. The Reading Workshop group demonstrated a higher degree of reader response than did the control group on the posttest. Average readers who participated in Reading Workshop also showed higher change scores in text-based comprehension information than those in the control group. Reading Workshop did not appear to affect written language use.

QUESTION 2

Will Reading Workshop improve the attitudes toward reading of low-to-average fourth grade readers?

FINDINGS

The first analysis on the results of the WAIRI attitude survey indicated no significant attitudinal change between low to average ability readers who participated in Reading Workshop and low to average ability readers who received basal-guided instruction. However, in subsequent analyses a significant difference in attitudinal improvement toward reading was found between the average ability readers who participated in Reading Workshop and the average ability readers who did not have Reading Workshop. Average ability readers who participated in 16 Reading Workshops showed an improvement in attitudes towards reading after the treatment, whereas the basal-guided group demonstrated a deterioration in attitudes towards reading on the posttest.

QUESTION 3

Will Reading Workshop affect the attitudes and comprehension of low ability students to the same degree as it affects average ability students?

FINDINGS

Given the uniqueness of the low ability experimental group, it was difficult to determine how Reading Workshop affected low readers' reading comprehension and attitudes toward reading in this particular study. When the

statistical data were studied, it appeared that the eight weeks of Reading Workshop had no effect on the low ability readers' reading comprehension or attitudes toward reading.

Yet, notes taken during observation of this group and excerpts taken from their response journals indicate otherwise. For example, Cori enjoyed reading The Chocolate Touch, and wrote in her journal, "I cannot wate to keep riading it and i'm going to finis it I Like it [sic]." According to her teacher, Cori was a reader who demonstrated many stress reactions to reading and who had serious reading difficulties. The researcher also noted that Cori read very slowly and had trouble deciding which book to read. So, for Cori it seems that Reading Workshop did have some positive effects.

Another indicator that Reading Workshop was having a positive effect on the students in the low ability group was the length of time that the students were able to read silently without growing restless. During the first several Reading Workshops students were unable to read silently for more than five or seven minutes. However by the eighth Reading Workshop in the low treatment group, the researcher noted that students had nearly doubled their engaged reading time- staying on task well over ten minutes. Most of the students were still engrossed in their books when the

reading time was up.

The fact that all of the low ability readers were reading books (rather than comics or magazines) was another improvement. Jorge commented to the researcher that he had completed and enjoyed Ralph S. Mouse. That was quite an accomplishment for Jorge who on the first couple days of Reading Workshop displayed a decidedly negative attitude toward reading class and insisted on reading car magazines or MAD Magazine rather than books.

The teacher communication journal was still another source of information on how the low ability readers responded to Reading Workshop. In it the teacher for the low ability group wrote positive things about how Reading Workshop motivated her students to read:

I was so pleased with the class yesterday- the day after vacation. They came right in and started reading. I asked if some had read over vacation or finished books and several told me what books they finished. I was pleased to see some enthusiasm!

And on a different day she wrote, "I definitely see more interest in reading in these kids (at least most of them!) At this school and this level, motivation is a challenge! Your box of books has helped to meet that challenge." These and other examples illustrate how Reading Workshop positively affected students in the low ability group although the test scores indicated no significant

improvements.

Average ability readers who participated in Reading Workshop did show a significant improvement in some aspects of reading comprehension and in attitudes toward reading. The most significant change in reading comprehension took place in the area of reader response. Reading Workshop students demonstrated a higher degree of affective involvement with the text, identification with the main character, and generalizations based on the text in the retelling measure than students who did not participate in Reading Workshop.

This effect was also evident in the student response journals. An analysis of the journals showed that daily written responses fell into three categories: a short synopsis of the plot, an emotional response, and evaluations of the book. Only one student out of 25 in the average group failed to write any emotional or evaluative response in his journal. All of the other students expressed many emotional and personal responses to the books they were reading during Reading Workshop.

Some excerpts from the response journals illustrate how the average ability readers responded to their books. One type of emotional response was identification with the main character or theme of the book. For example, Jennifer

wrote, "I love this book. It's about famous animals. . . . I chose this book because I want to be a veterinarian [sic]." Joseph wrote, "I like this book because when I grow up I'm going to be in the armed forces." And that Shannon was identifying with the characters is evident in this response, "This book Reminds [sic] me about when I had a crush on someone."

Other responses expressed student's feelings toward and evaluations of the books they were reading. Phillip found his book, The Dog that Stole Football Plays, so entertaining he chose to read it three times. Mandie went so far as to recommend her book by writing, "I Think the Book is hilarious. It is the funniest Book I have read. I think you should read it you [would] laugh alot. . . [sic]." Sometimes students were not particularly interested in their books. Bobby thought that Snaggle Doodles was merely OK. He said, "I think this book is o.k. I don't want to read it after now [today]."

As indicated by these and other entries in the response journals, students were gaining valuable experiences in reader response to text by writing and sharing their feelings about books during Reading Workshop. Their posttest scores on the Retelling Profile indicate that these experiences may have been what enabled the Reading Workshop

group to retell their stories in a more personal and expressive way than the control group.

QUESTION 4

Will Reading Workshop reduce students' stress-reactions to reading?

FINDINGS

The number of students who exhibited stress-reactions to reading were reported by each of the two teachers in the experimental group before treatment began and immediately after treatment ended. The number of students exhibiting stress reactions to reading was then converted into a class percent. Pre- and posttreatment percents of stress reactions were compared to see if Reading Workshop had reduced the percentage of students' stress-reactions to reading. Table 15 shows the pre- and posttreatment stress-reactions to reading as reported by the classroom teachers.

Table 15
Stress Reactions to Reading

		Pre-Treatment	Post-Treatment
Low (N=16)	# of Students with SR % of Class with SR	11 69 %	6 38 %
Average (N=25)	# of Students with SR % of Class with SR	2 8 %	7 28 %

As indicated in Table 15, stress-reactions to reading appeared to diminish sharply in the class with low ability readers and increased somewhat in the class with average ability readers.

However, during the course of the study, some methodological problems with the way in which stress-reactions were reported and analyzed became evident to the researcher. These problems need to be discussed in order to put the data into perspective. First of all, the two teachers differed sharply in the way they evaluated each student on the Stress Reaction Scale. The teacher with the low ability readers was meticulous and thoughtful in evaluating each student according to the criteria provided for her. (She also had fewer students to evaluate- 16; the other teacher had 25 reading students.) She took several days to complete the pretreatment evaluation and asked the researcher a few questions along the way to verify that she was using the scale appropriately. She completed the posttreatment evaluation more rapidly, perhaps because she felt more comfortable with the evaluation instrument, but the researcher had no reason to doubt that she was any less careful in the posttreatment evaluation.

On the other hand, the teacher with the average ability readers appeared to be hurried or disinterested in the

pretreatment evaluation of stress reactions. She completed the pretreatment evaluation quickly, leaving the evaluation instrument mostly blank and reporting that only two of her students demonstrated any type of stress reaction to reading. Yet, during the posttreatment evaluation she took more time to complete the instrument and found that five more of her students were showing stress reactions to reading. This change in reporting could stem from the teacher's increased interest in her students' reading behavior due to the experiment, increased time in which to observe the students without having to teach, or some ill-effects of Reading Workshop, reading class, or other unrelated variables.

Secondly, the researcher realized too late that by analyzing the data whole class style, the Stress Reaction Scale merely became a rudimentary index of the stress level for the class as a whole. This method of analysis reduced the number of subjects to only two- the low ability group and the average ability group. It is difficult to conclude anything about the effects Reading Workshop had on these readers' stress reactions with only two scores to analyze. The data thus gathered is deemed unreliable, invalid, and inconclusive for these reasons.

QUESTION 5

Will Reading Workshop affect the amount of reading students do in school?

FINDINGS

Students were asked to record daily the number of pages they read during Reading Workshop or any other free reading time they had during the school day. They recorded the title of the book and the pages read on a specially prepared bookmark. This bookmark was to be collected by the teachers each Friday and exchanged for a new bookmark on which to record their reading.

Results were analyzed by comparing the mean number of pages each student reported reading during the first two weeks of the treatment and the mean at the last two weeks of the treatment. Table 16 reports the means and standard deviations for the number of pages read.

Table 16
ANOVA # of Pages Read

		Mean	Standard Deviation	T-Value	Probability
Average	Pre	49.33	30.48	-1.36	0.19
	Post	65.39	49.63		
Low	Pre	55.50	50.21	1.00	0.50
	Post	25.50	7.78		
Avg./Low	Pre	49.95	31.11	-1.02	0.32
	Post	61.40	48.56		

As shown in Table 16, the average ability group reported reading slightly more pages towards the end of the treatment and the low ability group reported reading less. None of the pre- and posttreatment differences were significant, however.

Once again, some problems inherent to the reporting process need to be discussed. First of all, having the students report their own pages read tended to be unreliable. Some of the students in both groups appeared to be reporting more pages than they were actually reading. Also, only two students in the low ability group reported pages read although the researcher observed all students in this group reading during Reading Workshop. Basically, the biggest problem with this method of recording pages read, was that many of the students simply failed to keep accurate records and/or give the charts to their teachers.

DISCUSSION

A review of the results indicates several positive effects of Reading Workshop. First of all, despite the fact that only half of the analyses indicated a significant improvement in reading comprehension or attitudes for the students who participated in Reading Workshop, all of the means show that gains were in the positive direction (or, as

in the case with the low experimental group, their attitude toward reading did not deteriorate as much as the attitude of the average control group). Thus, it appears safe to conclude that Reading Workshop is not harmful to fourth grade readers, that it is not a waste of time, and that it could very possibly produce positive changes in fourth graders' reading comprehension and attitudes toward reading.

Another aspect of this study that should be considered is the duration of the treatment. Due to time constraints, only 16 workshops were conducted over an 11 week period. As it turned out, the average ability treatment group demonstrated significant improvement in reader response and attitudes toward reading, with a trend toward significance in text-based comprehension information despite the brief treatment period. It is reasonable to expect that given more time, the positive trends that developed in reading comprehension and attitudes towards reading for both the average and low ability groups would have been strengthened.

A factor not addressed in this study was the possible increased positive effects the classroom teacher might have had on her own students. The effects of Reading Workshop might have been even more striking if the person conducting the workshops was the regular classroom teacher rather than an outside researcher/teacher. Provided that the classroom

teacher is competent in the methods and versed in the theories supporting Reading Workshop, it is seems likely that having the classroom teacher conduct the Reading Workshops might have produced a more significant and lasting impact on the students.

CHAPTER 5
CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter will present a restatement of the research problem, give an overview of the literature on Reading Workshop, review the design and procedures of the study, summarize the findings, and provide conclusions, implications, and suggestions for further study.

RESTATEMENT OF THE PROBLEM

The purpose of this study was to assess the ability of Reading Workshop to positively influence fourth graders' reading comprehension and attitudes toward reading. Reading Workshop is an instructional framework that places a high priority on time spent in the actual reading process, individual choice in books read, and opportunity for students to respond to their reading in discussion as well as in written format. During Reading Workshop the teacher presents a reading strategy mini lesson, students read silently then record their responses to reading in a journal. To culminate the lesson, teacher and students discuss what they have been reading, ask clarifying questions, and share personal responses to the readings.

Teachers implementing Reading Workshop as an integral

part of their reading program have reported that students show an increased interest in reading for pleasure during their free time, express an improved self-confidence in reading ability, and demonstrate better attitudes toward reading in general.

Some of these positive effects were examined in the research presented here. The five research questions addressed in this study were:

1. Will Reading Workshop improve the reading comprehension of low-to-average fourth grade readers as measured by retellings?
2. Will Reading Workshop improve the attitudes toward reading of low-to-average fourth grade readers?
3. Will Reading Workshop affect the comprehension and attitudes of low ability students to the same degree as it affects average ability students?
4. Will Reading Workshop reduce students' stress-reactions to reading?
5. Will Reading Workshop affect the amount of reading students do in school?

LITERATURE REVIEWED

Four major areas of research related to Reading Workshop were examined. First, interactive reading theory

was discussed in order to set a theoretical framework for Reading Workshop. Second the interrelatedness of reading and writing was examined in order to argue the necessity for instructional programs that keep the two processes integrated. Third, the development and relationship of Reading Workshop to the methods and philosophy of Writing Workshop were reviewed. Fourth, the literature on reader response was explored in order to analyze the importance of response in Reading Workshop.

DESIGN AND PROCEDURES

Three reading classes from the same school district participated in the study. Two classes (one comprised of low ability readers and the other of average ability readers) from the same school participated in Reading Workshop twice weekly and received basal-guided instruction the other three days. The class used as a control group was from a different school and had a combination of both low and average ability readers in it. The control group received basal-guided reading instruction five days a week.

Students' reading comprehension ability was measured by the Retelling Profile (Mitchell & Irwin, In preparation), and attitude toward reading was assessed through the Warncke Attitude and Interest in Reading Inventory (WAIRI) (Warncke

& Shipman, 1984). Students participating in the study completed pre- and posttests for both of the dependent measures. Before treatment began and immediately following treatment, both teachers in the experimental group evaluated each student's stress reactions toward reading by using the Stress Reaction Scale (Gentile & McMillan, 1987). Throughout the treatment, each student in the experimental group also kept a record of pages read (recreational reading) in school each day.

The treatment period lasted from February 20, 1989 to May 4, 1989 with time off for a spring vacation and district-wide standardized testing. The researcher conducted workshops twice a week in each of the experimental classrooms (16 total). Throughout the treatment period, students in the experimental group recorded the number of pages read each day. Students also recorded their responses to reading in a journal at the close of each Reading Workshop.

An analysis of variance using a three-way mixed design (treatment conditions [2] X ability levels [2] X trials [2]) with repeated measures on the last variable was employed to test the differences between the treatment conditions. F-tests ($p < .05$) were used to test the significance of the differences found between the experimental and control

groups.

SUMMARY OF THE FINDINGS

The primary analysis investigating differential changes in reading comprehension between the Reading Workshop groups and the basal-guided group found no significant differences between them. However, when only the average ability readers were compared, a significant difference between the experimental and the control group was found for reader response. The Reading Workshop group demonstrated a higher degree of reader response than did the control group on the posttest. Average readers who participated in Reading Workshop also showed higher change scores in text-based comprehension information than those in the control group. Reading Workshop did not appear to affect written language use.

The primary analysis investigating differential changes in attitude toward reading found no significant attitudinal change between low to average ability readers who participated in Reading Workshop and low to average ability readers who received basal-guided instruction. Nevertheless, when a follow-up analysis on only the average ability readers was conducted, a significant difference in attitudinal improvement toward reading was found between the

Reading Workshop group and the basal-guided group. Average ability readers who participated in 16 Reading Workshops showed a significant improvement in attitudes towards reading after the treatment when compared to the control group whose attitudes deteriorated sharply.

The average ability reading group benefitted in three ways from Reading Workshop. The average ability treatment group improved in text-based comprehension information, reader response, and attitudes toward reading whereas the control group deteriorated in these areas. Although the low ability reading group did not appear to benefit as much from Reading Workshop as the average ability group benefitted, neither did they deteriorate more than the control group. When only the statistical data were examined, it appeared that the 16 workshops had no significant effect on the low ability readers' reading comprehension or attitudes toward reading. Nevertheless, observation notes and journal entries indicate that many positive changes occurred in the low ability reading group as well.

Stress reactions to reading appeared to diminish sharply in the low ability experimental group, but increased somewhat in the average ability experimental group. However, due to methodological problems in the data collection process, doubt is cast upon the reliability and

validity of these findings.

And finally, the average ability experimental group reported reading slightly more pages towards the end of the treatment and the low ability group reported reading less. Yet, none of the pre- and posttreatment differences in number of pages read were significant ($p < .05$). These findings were also inconclusive due to inaccurate record-keeping by the students.

CONCLUSIONS

Based on the findings of this study it is safe to conclude that Reading Workshop produced many of the expected positive effects, particularly for the average ability readers who participated in the treatment. In addition, some unexpected positive effects were found for all of the students involved in the Reading Workshops.

One of the most significant positive effects was an improvement in attitude toward reading. Students enjoyed the change in routine offered by Reading Workshop. They enjoyed having time to read books that they had selected. They liked discussing their books with classmates and teachers. Several students said good things about the mini lesson or about Reading Workshop in their journals. Phil said, "I like [sic] our mini lesson alot. It helped me."

Penny expressed herself this way, "The mini lesson was funny and interesting. I like Des because she is loud. I am loud to [sic]. I will miss Reading Workshop." Reading Workshop also provided a forum for discussing and writing about books that fostered personal and thoughtful responses to reading. It was interesting to note the trends that developed in the written response journals. Written responses reflected the classifications discussed in the review of the literature. Typical entries ranged from highly emotional responses to more critical and thoughtful discussions of the plot and story elements. All but two of the Reading Workshop students regularly evaluated the interest and value of their books, a practice that Purves (1972; cited in Gambell, 1986) called the highest level of response.

An entry in John's journal illustrates his emotional response to Runaway Ralph, "Chum told Ralph about his life and Ralph gep [kept] inerruping Chum it made me lauph [sic][.]" Shannon identified the conflict present in her book by writing, "She [Ramona] had a problem. She didn't want to go to Mrs. Kempher babysiter after school. But her dad had to go to collage and her mom had to go to work [sic]. . . ." Matt judged his book worthy to be read by saying, "This is a good book I think I will read it all the

way thrgh [sic]."

Some positive effects of Reading Workshop that were not predicted also occurred. Throughout Reading Workshop, a meaning-centered emphasis was employed. Students were encouraged to think of reading as more than just figuring out the words. Some of the students' journal entries demonstrated that they were attending to the deeper processes of reading. Morgan was in tune to his level of attention and explained how a good story was able to arouse his curiosity, "I started to skim it, then I got into it." Tami was so engrossed in her book that she felt confident in ~~predicting what the outcome might be,~~ ". . . she got buck off the hores becaues the horse got scard and she doen't know if she wants to keep [the horse.] I like this Book alot and I think she going to keep the horse [sic][.]"

Although many students failed to keep an accurate record of how many pages they were reading, the researcher noted that a majority of the students involved in Reading Workshop completed several books throughout the 11 week treatment period. Several of the students even took books home to finish reading them.

And finally, although not all of the results of this study were statistically significant, the opportunity to reflect, respond, and write about books must certainly have

made a positive impact on the students involved in the Reading Workshops. Comments such as, "I love Ramona." "I love to read." "I'm going to miss Reading Workshop." and "I can't wait to see what happens." simply can not be passed off as unimportant by classroom teachers or researchers.

In summary, Reading Workshop produced many positive effects such as improved attitudes toward reading, higher levels of reader response, increased level of text-based comprehension information, and increased amount of reading without producing any known ill-effects. Reading Workshop also introduced the students to some new stories, characters, and a new way of looking at reading.

IMPLICATIONS FOR PRACTICE

The results of this study investigating the effects of Reading Workshop indicate that this method of teaching reading has much to offer classroom teachers and their students without the risk of ill-effects. Before implementation of this approach, however, some conditions must exist.

First and most important of all the teacher must demonstrate enthusiasm for Reading Workshop and believe that it is a worthwhile approach. The teacher's attitude sets the mood of the class toward new teaching/learning

approaches and is critical to the success of Reading Workshop.

Secondly, the teacher must have a clear understanding of the interactive nature of the reading process and be adept at transferring that kind of knowledge to the students.

The last requisite for successful implementation of a Reading Workshop is books. Many books at a comfortable level of difficulty for the students must be available. Without a sufficient variety of books to choose from, students (especially the less motivated ones) will not be able to find books they want to read.

RECOMMENDATIONS FOR FURTHER RESEARCH

Although Reading Workshop has been tested in a few classrooms across the Tucson area and the nation, and although results have reportedly been good, further research is needed. The effects of Reading Workshop on low ability readers needs to be studied in greater depth, preferably with a larger sample and a more comparable control group.

Also, a staff development model needs to be developed for training teachers interested in the Reading Workshop approach. Along with a staff development program, an

experimental study needs to be conducted comparing the effects which occur when classroom teachers conduct their own Reading Workshops.

Teachers implementing Reading Workshop can also continue to take a case study approach and keep records of student interest and progress in reading due to Reading Workshop. The growing collection of case studies on the effects of Reading Workshop will also be an interesting chronicle of the positive impact Reading Workshop can have on students.

APPENDIX A

February

	pages	Title
Mon. 20		
Tues. 21		
Wed. 22		
Thurs. 23		
Fri. 24		

APPENDIX B

RETELLING PROFILE*

Directions: Indicate with a check () the degree to which the reader's retelling reflects the reader's comprehension in terms of the following criteria:

	none	low degree	moderate degree	high degree
1. Retelling includes information directly stated in text.				
2. Retelling includes information inferred directly or indirectly from text.				
3. Retelling includes what is important to remember from the text.				
4. Retelling provides relevant content, concepts, and context.				
5. Retelling indicates reader's attempts to connect background knowledge with text information.				
6. Retelling indicates reader's attempts to make summary statements or generalizations based on the text and apply them to the real world.				
7. Retelling indicates reader's highly individualistic and creative impressions of or reactions to the text.				
8. Retelling indicates reader's affective involvement with the text.				
9. Retelling demonstrates reader's language fluency (use of vocabulary, sentence structure, language conventions, etc.).				
10. Retelling indicates reader's organization or composition abilities.				
11. Retelling demonstrates the reader's sense of audience or purpose.				
12. Retelling indicates reader's control of the mechanics of speaking or writing.				

Interpretation: Items 1-4 indicate reader's text-based comprehension information;
 Items 5-8 indicate reader's response and reactions to text;
 Items 9-12 indicate reader's language use.

* from Mitchell, J.N. & Irwin, P.A. (1988). The reader retelling profile: Using retellings to make instructional decisions. In preparation.

APPENDIX C

MINI LESSON 1 (Introduction to Reading Workshop)

- OBJECTIVES:**
1. Given posters and talk, students will know schedule, purposes, and rules of RW.
 2. Given discussion, students will suggest ways to choose a book.
- SET:** Today we will begin RW. I will explain the schedule, the rules, and then we will discuss sensible ways to choose an interesting book.
- TEACH:**
1. Schedule looks like this-
 - 10 min. Mini Lesson
 - 20-35 min. Silent Reading and Journals
 - 10 min. Sharing Time
 2. Expectations during each of those sections of RW
 3. Today's Mini Lesson- How to Choose a Book
Some of my suggestions to supplement theirs are:
 - cover, title, and picture
 - back page and inside flap
 - author
 - read the first few pages (3-5)
 - choose a book recommended by a friend
 - topic that interests you (ie, dogs, horses, cars)
 4. After the silent reading period you will record your responses in the journal. Include the title, date, and a brief reaction to your reading or today's mini lesson.

MINI LESSON 2 (Comfortable vs. Challenging Books)

- OBJECTIVES:**
1. I want the learners to differentiate between comfortable and challenging books.
 2. I want them to choose books that are comfortable enough gain benefit from the fluency and enjoyment they bring, yet challenging enough to teach them new skills and ideas.
- SET:** Today I want to discuss the difference between

comfortable and challenging books. I brought 2 shoes to illustrate the difference (a sneaker vs. a high-heeled pump). Which is appropriate for a party? Hiking?

- TEACH:
1. Books can also be either comfortable or challenging. (Illustrate with a variety of books ranging in difficulty from easy reading to difficult.)
 2. See chart:

COMFORTABLE BOOKS . . .

I can read the book fairly quickly.
I know most of the words.
It is on a topic I am familiar with.

CHALLENGING BOOKS . . .

I have to read more slowly and carefully.
There are many new words.
It is on a topic I want to learn more about.

3. When you are choosing a book to read, it is important for you to decide if it is comfortable or challenging. I want you to choose the books you read, but I also want Reading Workshop to be
 - * fun and enjoyable (not frustrating) because if you are enjoying yourself you will probably learn more, and
 - * challenging and interesting enough to be a valuable learning experience. I also want you to experience new ideas, new characters, new words, and a sense of accomplishment and pride.
4. While you read today ask yourself if the book is challenging or comfortable. Decide which kind of book is best for you to read at this time.

MINI LESSON 3 (Questions for Sharing Time)

OBJECTIVE: I want learners to think of some questions that help clarify what they have read and what others have shared about their reading.

SET: Our mini lesson today will be about what kinds of questions we might ask during sharing time. It is important to listen carefully while others in your group share. If you are listening carefully you will be able to ask interesting questions and get interesting responses.

- TEACH:**
1. Some question words? (who, what, when, where, why.)
 2. (Hypothetical situation) Let's think of some interesting questions to ask Susie about her response. She said, "I like Ben's Dream." What are some questions we can ask Susie to get her to say more and be more clear or specific about her reactions to Ben's Dream? (Think of a question that starts with who? what? why? etc.)
(Begin chart entitled, "Questions 4 Sharing." Add to it throughout RW as other ideas surface.)
 3. All of these questions make Susie's comments about Ben's Dream during sharing time more clear.
 4. Sharing time is your opportunity to briefly tell about your book. Also, listen carefully while others share so that you can ask good clarifying questions.

MINI LESSON 4 (Journal Procedures)

- OBJECTIVES:**
1. I want learners to write Title, date, response, and a sharing plan in journals.
 2. I want learners to continue making additions to "Questions 4 Sharing" chart.

SET: Our mini lesson today is about how to keep a Reading Workshop response journal. Did you realize that when you write about what you have read it gives you an opportunity to rethink the ideas, organize them the way you think is important, and explore your own feelings about what you have read? Writing and reading go together very nicely to help you decide what things you read mean.

- TEACH: 1. Format for response journal
Title of Book date
- Response
 (Things such as:
 *what the story made me think about,
 *my immediate reactions to the characters or their problem,
 *my "gut-level" feelings,
 *other stories or events in my life that this story reminded me of, or
 *response to the mini lesson.)
- Sharing Plan (Choose from the ideas below:)
 *What I plan to share.
 *A picture I might want to show.
 *A sentence or 2 I might want to read.
2. While you read think about what you would like to share with others. Write down your sharing plan so that you'll be prepared.
3. Add to chart, Questions 4 Sharing.

MINI LESSON 5 (Response)

- OBJECTIVES: 1. I want learners to write responses to Shel Silverstein's poem.
2. I want learners to write responses about their own book in their journals after the silent reading. Responses should include 1-2 of these:
 *What the poem/story made me think about
 *My immediate reaction
 *"Gut-level" feelings
 *Other stories/poems/events in my life it reminded me of

SET: Today we are going to "tune-in" to how we respond to stories or poems. Do you know where reading or listening really takes place? (Not simply eyes/ears.) Reading/listening happens in your mind. It is your mind that sorts sentences and meanings, letters and words out for you. Today I really want you to "tune-in" to what your mind or

feelings are telling you as you read or listen.

- TEACH:
1. Some ways to think about reading response- (see objectives, make chart. . .I felt, it made me think of, I wanted to, I wondered, it reminded me of.)
 2. Listen to poem. "Tune-in" to (chart). Play Silverstein tape, Jimmy Jet and His TV Set. Write your response on scratch paper.
 3. Share responses!
 4. While you read, "tune-in" to your inner responses and write about them during journal time. If you can't think of what to write, see chart.

MINI LESSON 6 (Decoding Strategies)

- OBJECTIVES:
1. I want students to name some strategies they use for decoding.
 2. I want students to practice using a cloze strategy.

SET: Today I brought a "bag of decoding tricks" to show you. All readers have some secrets and tricks they use to figure out new or difficult words. I'll show you some of my tricks in a minute, but first you tell me yours.

- TEACH:
1. What do you do if you come to a word you don't know? (Brainstorm. Write responses on board.)
 2. The more "tricks" you know and use to figure out words and understand what you read, the easier reading will become. (We will be learning many "tricks" [strategies] in the next few RW.)
 3. Here are some decoding "tricks" I use:
 - *ask someone
 - *guess
 - *skip the word, read to the end of the sentence or read the sentence that comes before to see if you can figure it out from the context.
 - *sound it out
 - *look at the picture for hints
 4. Let's experiment with the skipping trick. (Use prepared cloze story to illustrate.)

5. What would happen if I covered every other word? (It would be too hard to read. Importance of choosing "comfortable" books for reading enjoyment.)
6. Check your own book. Is it comfortable or challenging?

MINI LESSON 7 (Activating Prior Knowledge, narrative)

- OBJECTIVES:
1. I want learners to make a list of 4-5 things they already know about Chris Van Allsburg's books before I read Jumanji. (Use knowledge about author, title, pictures, front/back covers, and life experiences as resources for activating schema for Jumanji.)
 2. I want learners to make a list of 2-3 things they already know about their own book before reading.

SET: Today we're going to look at how much we already know about the books we are reading before we even open them. Remember I said that the more tricks you know and use for understanding what you read, the better reader you become? Here is a new strategy to begin using.

- TEACH:
1. Make list of prior knowledge for Jumanji. Compile class list. Discuss.
 2. Now, look at your own book. Think about what you already know in regards to your own book. (See title, author, pictures, front/back covers, yesterday's reading, movie, or life experiences for ideas.) Make a list of 2-3 things you already know about your book before you start to read.
 3. Add questions to chart "Questions 4 Sharing".

MINI LESSON 8 (Activating Prior Knowledge, narrative)

Time allowed for Mini Lesson 7 expired before the lesson did. Therefore, Mini Lesson 8 is merely a continuation of Lesson 7.

MINI LESSON 9 (Activating Prior Knowledge, expository)

- OBJECTIVE:** I want learners (in small groups) to make a list of 5-6 things they already know about The Ocean Floor.
- SET:** So far we've talked about how to figure out a word we don't know, and how to stop first and think about what we already know before reading. These are some helpful reading strategies. I've explained how doing this can help us read faster, understand and remember better, and even realize we were wrong in some of our ideas. This strategy works very well in stories, but today I will show you how it works especially well in study-type books such as S.S., Sci., etc.
- TEACH:**
1. For example, here is the title and subtitle to a page in your science book:

The Ocean Floor
 "What is it like?"

Together with your partners, think of some things you already know about the ocean floor. Write them down.
 2. Now, here is the selection. Before reading it examine the headings, pictures, captions, think about your past experiences at the ocean and add these prior knowings to your list.
 3. Read.
 4. Share lists. Discuss. Did the reading confirm or disprove your predictions? (Probably both.)
 5. What predictions can you make about your own book today? Are you close?

MINI LESSON 10 (Semantic Mapping of Story Elements, part 1)

- OBJECTIVES:**
1. I want learners to identify key events/concepts brought out in George and Martha after hearing it read aloud.
 2. I want learners (working in small groups) to list about 5 points they think are important.
 3. I want learners to participate in making a large class list of key events/concepts.

SET: We have been discussing ways to prepare for reading so that we will better remember and understand what we have read. Activating prior knowledge is one way to "warm up" before reading. Today we will learn what we can do AFTER reading to help us remember more.

TEACH:

1. Teacher reads George and Martha.
2. Small groups brainstorm key concepts/events. One or two students take notes in order to report back to class later.
3. Share ideas with class, teacher makes large brainstorm composite on butcher paper.
4. Next time we will organize these ideas.
5. Today while you read your own book, see if you can think about important events, your reactions to the characters and how they must be feeling.

MINI LESSON 11 (Semantic Mapping of Story Elements, part 2)

OBJECTIVE: I want learners to categorize brainstorming ideas into a semantic map of George and Martha.

SET: Last RW we brainstormed. Not a very tidy picture, is it? Let's organize it into a "Story Map" today.

TEACH:

1. Need an assistant to cross off brainstorming ideas as they are organized onto story map.
2. Let's take these ideas and put them into groups.
3. I will suggest the first category. Let's begin with the characters. Which brainstorming ideas fit into the characters group? (continue, etc.)
4. We can add more categories as we need them
5. Something interesting to note . . . there is lots more to say about this book than simply the events. Notice how many items we have in the groups entitled "Character's Feelings," "Theme," or "Our Feelings About the Story"?
6. There is usually lots more to write about in your response journal than simply the events. Think about some of the other story elements you might include.

MINI LESSON 12 (Story Grammar, Setting/Characters)

- OBJECTIVES: 1. I want learners to identify and describe various story settings.
 2. I want learners to identify and describe characters.

SET: Today we are going to begin looking at how authors or storytellers usually organize their stories. This is called a story grammar. A story will often include the setting, characters, plot, problem, resolution, and a theme or moral. In today's lesson we will concentrate on the first two.

- TEACH: 1. What is the setting? (The where and when of the story.) What is it for? (So I can begin to picture the story in my mind's eye.)

Time-(past) In 1776. . . .
 When G. Washington was president. . .
 Millions of years ago when dinosaurs. . . .

(present)

(future) In the year 2216. . . .

Place- "Mrs. White stepped to the chalkboard as she spoke. Lucy began to take notes in her folder. Dan bumped her desk as he went to sharpen his pencil."

"The stars were bright and the smell of pines fragrant. Dad added another log to the fire while Mom looked in the tent for the marshmallows. I just sat and whittled a sharp point on my roasting stick."

Other- "Once upon a time. . . ." (Fairy tales)
 "There once was. . . ." (Fables)

2. Underline the words that help you identify the setting.
3. Who are characters? (They are the important people or animals in the story. Usually 1-2 central or main characters in a story. Events happen to them. They develop throughout the story. The events cause them to learn and grow.)
4. Who are the main characters in these books? (Show books students are familiar with and have them identify the characters.)
5. Do you know who the main character(s) is in your story? What is your reaction to him/her?

MINI LESSON 13 (Story Grammar, Plot/Problem)

- OBJECTIVES:
1. I want learners to identify the problem in the story, The Vegetable Thieves.
 2. I want learners to sequence the plot (events) in order.

SET: Last time we had RW we began looking at how most stories are organized into a story grammar. If we know what to expect in a story we tend to understand it better and avoid becoming confused. For example, if we know the author has set the scene in the olden days with covered wagons . . then we won't be surprised if mother has to draw water from the well and knit socks by hand. . . . Today we will look at how this story has a plot and problem.

- TEACH:
1. What is a plot? (What happens. What the characters do. The plot often describes a problem that the characters need to solve in the story.)
 2. Teacher reads The Vegetable Thieves. (Begin a chart outlining the setting, characters, plot, and problem as students contribute suggestions.)
 3. (Prepared ahead) Have students sequence the events card by card.
 4. Be aware of the plot and developing problem

in your own story as you read today. Respond accordingly in your journal.

MINI LESSON 14 (Story Grammar, Resolution)

- OBJECTIVE:** I want learners to identify how the characters resolve their problems.
- SET:** Today we will find out how the characters in The Vegetable Thieves resolve their problems.
- TEACH:**
1. What is a resolution? (resolution, solution to the problem[s])
 2. Review problems together with the class.
 3. What is the resolution?
 4. While you read today, see if you can identify the resolution in your own story. Share it, write about it.

MINI LESSON 15 (Story Grammar, Theme)

- OBJECTIVES:**
1. I want learners to identify and discuss the theme in The Vegetable Thieves. (Write a 1-2 sentence description.)
 2. I want learners to identify (and write in their journals) the theme from their own RW books.
- SET:** Today we will finish our discussion about story grammar and the way authors usually organize a story. We have learned about the setting, characters, plot, problem, resolution, and today we will discuss the theme (what the story means). We will finish this chart that we've been using to keep track of The Vegetable Thieves on.
- TEACH:**
1. What is "theme?" We have read TVT. So what? What does it mean? Does it apply to me? How? Is there a lesson in this story for me? What is the author trying to teach me? etc.
 2. Briefly review problems and resolutions. Discuss how the theme might be discovered by looking at what took place.
 3. Write what you think the theme of TVT is in 1-2 sentences.
 4. Share with classmates. Discuss various

- interpretations of theme. Point out how all answers are valid. No 1 right answer, etc.
5. While reading and responding in your journal today, see if you can reflect on the theme in your book. Write about it.

MINI LESSON 16 (Story Grammar, Review)

- OBJECTIVES:**
1. Given short fable to read, pairs of learners will outline (using summary sheet provided) the parts of this story.
 2. Learners will discuss interpretations with their partner and with the class.
- SET:** Since today is our last RW, I am going to give you the opportunity to find the parts of this short fable on your own. You will work with a partner to read and discuss how you think this story is organized.
- TEACH:**
1. Have students read the story silently.
 2. Work in pairs to fill in chart outlining the key parts of this fable.
 3. Emphasis on problems, resolution, theme.
 4. Discuss conclusions.

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