

FIRST GRADE CHILDREN'S RESPONSES TO BEGIN-
NING READING AT THE ONSET OF FORMAL
READING INSTRUCTION COUPLED WITH A
PARENT-CHILD READ ALOUD PROJECT

By

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CHAPTER I

INTRODUCTION

Rationale for the Study

In recent years the parent-child read aloud connection has gained the attention of researchers. Parents reading aloud to children is one of the most beneficial ways to ensure success in emergent reading (Teale, 1986; Trelease, 1982, 1989). The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children (Anderson, Hiebert, Scott, & Wilkerson, 1985).

The shared book experience begins at home with the child sitting beside or on the parent's lap as they share a book together. Many things happen in this setting. The child learns that print has meaning and is not just isolated words. In addition, concepts about print, left to right progression, vocabulary development and sound symbol associations are all introduced in a natural environment (Snow & Ninio, 1986).

There is an abundance of children's trade books that are recommended by many authorities which opens a world of literature to the emergent reader. Evidence suggests that being read to leads to young children displaying literacy skills, and using language and information structures which

they previously encountered in book reading interaction (Teale, 1986).

Delores Durkin (1966) in her classic study investigated early readers. She found that one determining factor was that they had been exposed to books at an early age. Their homes provided literate environments.

Children who enter first grade at the bottom of the class usually remain behind their classmates in reading (Calfee & Piontkowski, 1981). Therefore, intervention in the preschool years which fosters interest in reading and print is extremely important for reading success.

The one book that has probably done the most to bring to light the importance of parents reading aloud to their children is Jim Trelease's Read-Aloud Handbook (1982). As a journalist, Trelease was asked to speak to classrooms concerning writing. While there he would ask the children what they had been reading. Much to his dismay most of them could not name a single book they had read. Trelease's New Read-Aloud Handbook (1989) continues to bring to the forefront the detrimental effects of excessive television or video viewing. Read-aloud commercials or book teasers are necessary to sell children on the joys of reading. Children learn to read by reading (Smith, 1973, 1978). Allington (1977) noticed that remedial reading classes were spending very little time reading real books without interruptions. In order for children to learn to read they need lots of practice.

The goal of education is to produce lifetime readers not

just school time readers. Involving parents in the reading process should have a positive effect on reversing the trend of illiteracy, which is choosing not to read even though the ability to read exists (D'Angelo & Adler, 1991; Epstein, 1991). In one U. S. Survey, 54% of American nine year olds reported reading most days for pleasure, but the percentage dropped to 35% for thirteen year olds and 33% for seventeen years olds (Pikulski, 1984). An inexpensive and productive way to simulate literacy is for parents to read to children and for children to read to their parents (Tizard & Hewison, 1985). When a significant person introduces children to the "enchantment and wonder of books" a path to becoming a lifelong reader has begun (Snow & Ninio, 1986).

Using nonfiction books to whet the children's appetite for lifelong reading also introduces them to real facts. Coupled with the New Read-Aloud Handbook (Trelease, 1989), Eyeopeners (Kobrin, 1988) acquaints children with beautiful books that inform and build schema concerning real people, places and things. Reading aloud books such as these can build lasting concepts as the interaction between the parent and child takes place.

Toomey (1987), however, suggested that more research is essential to determine if parental involvement resulted in an increase in the child's interest in reading. Another issue raised by Toomey (1987) is the question of the relative merits of reading to and listening to children.

Statement of the Problem

The focus of this study was on the interest first grade students showed in reading at the onset of first grade and as formal reading instruction proceeded. Coupled with this focus was a parental read-aloud project. Is it possible to inspire an interest in reading through a parent read-aloud project that would bring students and parents together? Would this effort increase and maintain interest over time?

Purpose of the Study

The purpose of this study was to observe and interact with first grade students as they progressed through the first fifteen weeks of instruction, and as they were involved in a parental read-aloud project in regard to their interest in reading.

Research Methodology and Questions

Qualitative research was the method used to obtain information for this study. Detailed data was gathered through open-ended questions and through participant observations. The researcher became an integral part of the investigation to obtain a holistic or complete picture of first graders as they began formal reading and were also involved in a parental read-aloud project.

The following research questions were pursued:

1. Is the first grade student excited about learning to read at the onset of the first grade year?
2. As the weeks progress, does the first grade student continue to show an interest in reading?
3. What merit or value is apparent as parents are involved in reading quality literature to and with their children (Toomey, 1987)?
4. Is the first grade student moving from being a nonreader to a reader (Durkin, 1980)?
5. Are the students making sense out of the written language (Goodman, 1989)?
6. Are the students constructing the meaning the author intended (Cambourne, 1988)?
7. Are the students using print to read the environment (Haussler, 1981)?
8. Are the students wanting to read extensively (Burk, 1981; Cullinan, 1987)?
9. Are books becoming a source of enchantment and wonder (Snow & Ninio, 1986)?
10. Are the students starting to write stories that make sense (Wanner, 1983)?
11. Did the students develop an interest in scribbling at an early age (Durkin, 1980)?

As the data was collected key issues and/or recurrent events were used as categories for focus. The researcher attempted to describe the incidents in the data, searching for new data, discovering basic patterns and relations of emergent reading (Stainback & Stainback, 1988).

Definition of Terms

Several key terms were utilized throughout this report. The definition of each term has been provided:

1. Emergent Reading is defined as the development of reading taking place. Something new is emerging in the child that had not been there before (Teale, 1986).
2. Trade Books are defined as library books, not textbooks or basal readers.
3. Quality literature is literature chosen from lists such as Children's Choices (October issues of The Reading Teacher), Read Aloud Handbook (Trelease, 1982, 1989), or American Library Association (ALA) Notable Books.
4. Parent refers to a parent or a significant person in the child's life.
5. Read Aloud is defined as reading orally to a person while conversing about the reading material, pictures and prior knowledge of the material.
6. Qualitative Research is an investigative method that attempts to obtain a holistic picture through interviews, participant observations and other informal methods.
7. Chapter 1 refers to the Federally funded program that assists those students in the greatest academic need in Reading, Language Arts and Math.

8. Shared book experience replicates the parent-child interaction when "Mom" reads to the child as he/she sits beside the parent. Big books are used with groups of children in this shared book experience.
9. Paired reading refers to two readers interacting with print. It may be parent-child, low-achieving student with high-achieving student, student-teacher or any combination where the child is interacting with another and quality literature.
10. Scaffolding offers support to the child while it is needed. Gradually this support is diminished as the child becomes more independent.
11. Metacognition refers to being aware of the processes of reading and to actively use strategies such as predicting outcomes before reading.
12. Reading Strategies are what the reader does when the eye hits the page: the reader samples, predicts what is coming, confirms those predictions, corrects if necessary, and integrates new with old information (Weaver, 1988 p. 258).
13. Alliteracy refers to those who can read, but do not choose to read.
14. Psycholinguistics is the scientific study of the relationship between thought and language.
15. Whole language is the use of natural and authentic learning situations in which language is dealt with in context. Meaning making is the central focus of reading and writing.

16. Invented spelling refers to the students using their own functional spellings as needed, and not worrying about mechanics.
17. Cooperative learning refers to students working together in small groups to accomplish shared goals (Johnson and Johnson, 1987).
18. Semi-structured interviews refers to interviews that begin with a start list of question but is sensitive to the responses of the participant.

Limitations of the Study

The present study had certain limitations that must be identified in order that the conclusions may be viewed in their proper perspective.

1. This study was limited to the students enrolled in one intact first grade classroom for whom parental permission to participate in the study could be obtained. The students were from a small rural community in Central Oklahoma which according to the 1990 census had a population of 7329.
2. This study was limited by the possible degree or involvement of some parents involved in the project.
3. This study was limited by the amount of training provided for the parents. An information sheet with suggestions for reading aloud to children was included in the first book bag exchange.

Assumptions

The basic assumptions of this study were as follows:

1. The students enrolled in the intact classrooms were typical of other first grade classrooms.
2. There is no known bias in the selection by the students of one class over the other.
3. The mix of achievement levels is approximately the same across the group.

Summary

Even though it has been established that parental involvement can make a significant difference in a student's achievement, many parents may not be aware of specific ways in assisting their children with reading (Toomey, 1987; Rasinski, 1989). The purpose of the present study was 1) to confirm the impact of parental involvement; 2) to add to the knowledge about the first grade student's initial feeling toward reading; 3) to confirm that exposure to children's literature heightens a child's interest in reading; and 4) to demonstrate an approach for involving parents.

Organization of this Study

Chapter 1 contains an introductory discussion concerning the study's significance, statement of the problem, purpose of the study, research methodology and questions, definition of terms, limitations of the study, assumptions, summary and the organization of the study. The introductory discussion

summarizes the role that children's literature has played in literacy in recent years. It, also, includes how parental involvement has impacted children learning to read. The problem is concerned with the interest in reading of first grade students as they enter formal schooling, and whether a parent read-aloud project may have an effect on the children's continued interest in reading. The purpose was to examine the interest of first grade students at the onset and as instruction progressed coupled with a parental read-aloud project. The methodology employed was qualitative research. Questions that were derived from the review of literature served as beginning categories of focus. Terms were defined to enhance understanding of the research. The limitations of the study, assumptions, summary and the organization of the study concluded Chapter one.

Chapter two contains the review of literature. Studies reviewed were concerned with the psycholinguistics of the reading process; the whole language movement; children's literature and emergent reading; parental involvement in the learning process; and children's literature paired with parental involvement. The summary concluded Chapter two.

Chapter three contains the description of the study, including an introduction, methodology, data collection procedures, data description and summary. This includes the methods used in collecting qualitative data.

Chapter four includes a comprehensive description of the interviews, participant observations and surveys to enhance understanding of the findings of the study. Verbatim

conversation is used to record data.

Finally, chapter five summarizes the analysis and makes suggestions for further research. This includes several educational implications derived from this study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This review of literature is offered as a foundation for understanding the significance of parental involvement using "whole" books as first grade students are beginning formal reading instruction. This review includes the following section titles: (1) Psycholinguistic Nature of the Reading Process; (2) Whole Language Movement; (3) Children's Literature and Emergent Reading; (4) Parental Involvement in the Learning Process; (5) Children's Literature Paired with Parental Involvement, and (6) the Summary.

Psycholinguistic Nature of the Reading Process

Psycholinguistics is the scientific study of the relationship between thought and language. Psycholinguistics looks at reading and writing as language based processes that have a similar pattern of development as listening and speaking (Schwartz, 1988, p. 39).

Kenneth Goodman was one of the pioneers in the psycholinguistics process. Goodman (1968) stated:

The reader does not merely pass his eyes over written

language and receive and record a stream of visual perceptual images. He must actively bring to bear his knowledge of language, his past experience, his conceptual attainments on the process of language information encoded in the form of graphic symbols in order to decode the written language. Reading must, therefore, be regarded as an interaction between the reader and written language, through which the reader attempts to reconstruct a message from the writer (p. 15).

The whole language philosophy has developed from the research of Goodman's psycholinguistic process of reading. Teachers are now applying this process through the use of whole language. Whole language redefines reading and writing as processes for making sense out of written language (Goodman, 1986).

Psycholinguistics defines reading as comprehension. If comprehension does not happen reading does not happen. The reader must construct meaning from his/her own experiences and knowledge and make inferences as they confront the meaning that the author intends. Cambourne (1988) stated that connections between the author and the reader must exist:

When engaged in reading, comprehension depends on the reader being able to construct a text which matches what the author of that particular text intended (p. 163).

How one teacher moved away from a phonics/skills

approach toward a more meaning-based whole language approach was studied by Woolsey (1986) in a first grade classroom for one year. Woolsey found that the children carried out literacy tasks in ways and for purposes that had meaning for them, such as completing school tasks, mastering reading, gaining status, social interaction and personal pleasure. A similar year long longitudinal study by Haussler (1982) researched the psycholinguistic analysis of beginning reading in kindergarten and first grade children. Haussler concluded that after children discover that print makes sense, they then use print to read the environment. They become aware of print on television, signs, cereal boxes or any place that print is seen. As they read from books, they use pictures as clues, their knowledge of plot, and past reading experiences.

Likewise, reading for meaning, can be reinforced with meaning centered writing as supported by Wanner (1982) in her research of the psycholinguistic view of literacy. Language learning consists of incorporating reading, writing and spelling as an integrated whole. McCartney (1985) reported that beginning readers do not need to acquire all the skills, nor be proficient in many reading skills to have reading success. Developing oral language and environmental factors both contribute to learning to read. Students should be encouraged to read for information, to cope with the print that surrounds them everywhere, to enjoy a good story (Goodman, Y. 1986).

Park (1980) designed, implemented and evaluated the Goodman socio-psycholinguistic approach to beginning reading

instruction in a first grade classroom. The teacher provided a literate environment by having available many reading materials. The program was designed to enable the students to use their own language to learn to read. Some of the reading materials were self-made, others teacher made, plus trade books and commercially published reading texts. Many types of evaluation were employed, namely, self-evaluation, daily logs by students and informal reading conferences. The study concluded that the Goodman method helped children learn to read and produced reading proficiency, in most cases, because it focused on strategies that engaged the reader's natural language competence.

A number of young children enter school deficient in literacy development. Strong (1988) stated that many times these children are often provided literacy intervention programs that are contrary to present theoretical and practical perspectives regarding how literacy emerges and how children learn. For instance, skills are presented in isolation instead of in context of a whole story or book. She observed five at-risk first grade students who were involved in a classroom using integrated thematic literature units that included seven literacy elements; rereading familiar books, read aloud, shared reading, shared writing, independent writing, extensions and running record of progress. The focus of the program was on the development of the children's literacy strategies which included the child's development of story. The children read and reread books which were familiar to them. Their writing ideas came from

their real, literary and imaginary worlds. These students made impressive gains in literary development. Using quality children's books in a first grade classroom develops language skills, interest in reading and is a basis for meaningful writing experiences (Egawa, 1990).

An instructional model described by Burk (1981) directed toward meaning instead of one of processing phonemic information yields an effective reader that reads for meaning. The reading program should provide large amounts of data, interesting and meaningful materials where children are encouraged to read extensively.

Hansen (1987) emphasized the characteristics of independent readers. They are students who read beyond reading class, who read many kinds of books, who know how and do use the library. In short, an independent reader is someone who reads.

In comparing the code emphasis reading approach compared to the whole language or meaning centered approach Ribowsky (1986) found that the shared book experience was a more effective program of literacy stimulation for preschoolers than a code emphasis approach. The study showed greater achievement in phonetic analysis, without direct instruction than the code emphasis group. Bringing meaning to print develops greater reading achievement.

Readers bring meaning to the printed page and, therefore, they obtain meaning from the printed page (Goodman, 1989). Reading is making sense out of the written language.

Whole Language Movement

The Whole Language movement gained momentum in the 1980's. It is not a particular type of reading program but a philosophy of how children learn. Meaning is at the center of the whole language approach (Goodman, 1989; Spiegel, 1989; Gursky, 1991; Kitagawa, 1991). Learning is whole. Reading, writing, listening, talking are all included in Whole Language teaching. In a Whole Language classroom print is everywhere. Children create their own stories, books, journals and all types of books are available for them to read. Real books are used to teach and foster learning. Bergeron (1990) conducted an extensive review of 64 journal articles in an attempt to compile a definition of the term "whole language". The following definition was constructed from an analysis of the literature:

Whole language is a concept that embodies both a philosophy of language as well as the instructional approaches embedded within, and supportive of, that philosophy. This concept includes the use of real literature and writing in the context of meaningful, functional, and cooperative experiences in order to develop in students motivation and interest in the process of learning (p. 119)

Whole language is considered by many to be a grass-roots movement. In a school that was to be closed the parents, teachers and students banded together and lobbied the school to keep it open. They wrote a proposal for a "whole language dream school" and turned it into a whole language school

called the Dewey Center for Urban Education. Even though there was not a lot of emphasis placed on test scores, they did show that the students improved in reading. One girl actually jumped six grades levels (Ladestro, 1991).

Cohen conducted a landmark study in 1968 (Tunnell and Jacob, 1989) that compared a basal program and a literature program that included meaningful activities. The control group consisted of 130 students in second grade who were taught with basal readers. The experimental group of 55 children were read aloud 50 quality picture books. Enrichment activities were used as a follow-up. The experimental literature group showed significant increases over the control group with the lowest group making the greatest gains.

Another notable study was one conducted by Eldredge and Butterfield (1986). The study involved 1,149 second grade students in 50 Utah classrooms. It compared a basal approach to five other methods: basals with traditional homogeneous grouping and 10-15 minutes of special decoding program; basals with heterogeneous groups; basals with heterogeneous groups and 10-15 minutes of the special decoding program; literature program; literature program and the 10-15 minute special decoding program. This study further supported the effects materials, groups and decoding have on achievement and attitude toward reading. Evaluation revealed fourteen out of twenty significant differences among the instructional methods that favored the literature based approach with a special decoding lesson. Children's literature and special

decoding instruction had a positive effect upon students' achievement and attitude toward reading.

In Brownsville, Texas (Roser, Hoffman and Forest, 1990) a Language to Literacy project was conducted with six schools within the district that had low test scores on the state's mandated test of basic skills. The project staff worked with seventy-eight teachers and approximately 2,500 children in grades kindergarten, first and second grades. The first step was to get children's literature into the classrooms. The project staff purchased 1000 quality children's books and developed approximately 70 thematic units. Each unit included ten books which provided a read-aloud book for the teacher each day for ten days. These books were slipped into tote bags with other materials that developed the theme. Teachers were involved in inservices on how to introduce children's literature effectively. Language experiences, writing, and Big Books were also components of this project. Of the six schools, five made statistically significant growth in their scores on the state mandated test of basic skills. Three of the participants in the Language to Literature program were cited for being the most improved in the state.

McWhirter (1990) incorporated the Reading Workshop in her class of eighth grade student. The "typical" basal approach to reading was not reaching the student. Reading Workshop (Atwell, 1987) is a system of reading that allows time to read in which the students have a choice in reading materials and they respond to the reading. The Reading

Workshop class includes a ten-minute mini-lesson and fifty minutes daily for reading silently and responding to the reading in a dialogue journal. McWhirter found that the students moved from a class of uninterested students to one in which the students were enjoying reading and writing.

Using enlarged texts in the classroom is an extension of the lap reading that is done by parents in the home. Combs (1987) compared two read aloud approaches. The first was the traditional method with emphasis upon enjoyment of the story. The teacher would introduce the book by telling the title and making a brief statement about its contents. The book would be read with a few questions about the content. The modeled approach was introduced by activating the prior knowledge of the children. They made predictions prior to reading. As the story was read the children confirmed or rejected their previous ideas. The teacher modeled through thinking aloud, how she knew certain aspects of the story. At the conclusion, the important details of the story were discussed. For all twenty-four children, recall of the story element averaged 61% after the traditional reading but 94% after the modeled approach.

Authorship is a key facet in Whole Language (Lamme, 1989). Children become authors by writing their own stories and sharing them with others (Schulz, 1991). Author's Chair (Graves and Hansen, 1983) is an integral part of writing. Children come to read their work while other children respond by questioning or offering constructive suggestions to assist others in improving their story.

Doreen Janzen, a first grade teacher in Vancouver, British Columbia created a literate environment for her 23 students (Staab, 1990). Half of the students had English as their second language. The children were involved daily in a 30 to 40 minute writing period and were choosing literature books that they enjoyed. By the end of the program a few of the children were writing 12 to 15 page stories and reading chapter books. Janzen accomplished this by providing good literature and time for shared reading, individual reading, for reading aloud to children, and for writing.

With similar results, 52 first-grade students in Vancouver, British Columbia were asked to write daily beginning the first day of school and continuing throughout the year (Gunderson & Shapiro, 1988). The students produced a large volume of writing and had written eighteen times more words than would have been introduced in a basal text.

Trachtenburg, (1990) demonstrated the value of whole books in conjunction with an explicit phonics approach. Practicing and applying a phonic principle in quality children's literature provides students familiar, meaningful, natural language and engrossing plots. This whole-part-whole framework integrated real reading with phonics instruction to produce readers who can read and who chose to read. Heymsfeld (1989) supported teaching phonics and reading comprehension skills in conjunction with whole language.

Children's Literature and Emergent Reading

The value of reading aloud to children cannot be

overemphasized (Strickland, 1980; Fields, 1988; Haney, 1988). Among the benefits of book reading according to Snow and Ninio (1986) are growth in vocabulary, syntax, story grammar, along with learning how to hold books, recognize letters, and understand that print stands for spoken words. Reading books with a parent provides an opportunity to learn the rules for reading which concerns getting meaning from the printed page. Books can also be a source of enchantment and wonder (Snow & Ninio, 1986).

Literature informs the imagination and feeds the desire to read. When students are surrounded with rich examples of the language or literature they develop a storehouse of images and story patterns to draw upon for their own experiences (Cullinan, 1987).

Edwards (1989) found in a study of lower income families that many parents did not know how to read with their child. She developed a program that would teach the parents how to interact with a book while reading. This qualitative study suggested that we must go beyond telling lower income parents to help their children with reading. Parents need to be shown how to participate in parent-child book reading and to help them to become competent readers themselves.

A study by Herb (1987) was done to determine the effects of a specifically designed story hour and book borrowing program on their emergent reading skills and family reading experiences showed positive results in influencing children's reading skills. Children in the experimental group attained significantly higher scores in word recognition, reading with

expression and sentence fluency across all weeks of the study.

Trelease (1989) suggested bookreading should begin soon after birth. Lamme & Packer (1986) videotaped thirteen mothers each reading four books to their infants and found that for many infants reading aloud was not only a positive experience but also an educational one. They found that the mothers who were successful in reading books to their children adjusted their bookreading behavior to the developmental levels of their infants. Bookreading sessions should be very short, with the average length about three minutes. Cues should be taken from the infant as to when to continue or to quit the session.

The beginning of literacy begins long before formal education. Baker (1989) studied the effects of the Preschool Reading Experience Program on the attitudes and pre-reading skills of ninety-six four and five year olds. Results of the quantitative data measured by a quasi-experimental method indicated positive changes in attitudes as well as pre-reading skills. An investigation of the home environments of the participants also suggested three factors that may affect and encourage early reading: onset age of reading aloud; frequency of library use and the education level of the parents.

Marrion (1988) worked with mothers of Head Start children. The mothers of one experimental group read to their children from selected books which emphasized rhyme and were taught a strategy for enhancing rhyming skills. In a

second experimental group the mothers read to their children from selected books that focused on a story. Pre and post tests of rhyming skills were administered to the children in these two experimental groups and a comparison group. Mothers in both experimental groups independently expanded their reading to include books in both rhyme and story. Results showed that both experimental groups had significantly greater gain on this rhyme test than children in the control group.

A number of studies dealt with the frequency of read aloud episodes that had a positive effect on first grade students (Kellam, 1985; Snee, 1981). Snee (1981) conducted a study that involved two experimental groups, one in which the parents read to the students for twenty minutes per day while the other group worked with language activities. This summer reading program showed that the Oral Reading Group gained an average of five months in comprehension compared to an average gain of two months by the Language Group. A Control Group gained an average of less than one month.

Reading Recovery (Clay, 1985; Lyons, 1987) is an intervention program for at-risk first grade students that provides them a second chance in reading skills. In addition to their regular classroom activities, children were provided one-to-one planned lessons for 30 minutes each day by a specially trained teacher. Each lesson included reading many "little" books and composing and writing a message or brief story.

An alternative to Reading Recovery was implemented as a

pilot project in a small, middle-class suburban school district in the Midwest (Taylor, Short, Frye, and Shearer, 1992). First-grade teachers used special reading intervention procedures to work with low achieving students in the regular classroom. The Early Intervention in Reading program (EIR) used procedures similar to Reading Recovery. It makes use of quality literature, develops students' phonemic segmentation and blending ability, and teaches students to use phonic syntactic, and context clues as they read (Adam, 1990).

A successful program (D'Angelo & Adler, 1991) in Lima, Ohio emphasized a personal relationship between every parent and child. At the initial conference, parents were given a packet that would help them engage in learning activities with their children. Parent resource centers promoted reading to and with children in other successful Chapter 1 programs (p. 350-354).

Emergent reading behaviors were evident in Jed, as recorded by his mother, at one-half months when he showed an interest in print. A diary was kept of his interest in reading through age three. At that time he was reading numerous words. Jed had no formal instruction but was read to from a wealth of books (Lass, 1982).

McCormick and Mason (1986) involved kindergarten parents in a study that utilized little books. It showed that even with minimal intervention with little books a significant impact was made on those children who were less well prepared for reading instruction.

Perez (1986) stated that teachers must do more than preach about the joys of reading. They must model for children what a reader who enjoys reading does. Books must surround children, if we expect them to be more than decoders. Books can take the reader to many parts of the world, evoke a feeling of happiness or anger, and place them in which may seem like a fantasy world but may some day become a reality (Freeman, 1984). A positive reading environment is necessary for teachers to motivate reluctant readers to become mature readers (Casteel, 1989). Making classrooms literate environments with books, magazines, and positive communication by teachers will improve motivation.

According to Anderson et al (1985) students in elementary schools in this country read for approximately 12 percent of the time during a school day. Most of the time is spent doing workbooks or ditto sheets. Usually one story a week is read from the basal. According to a Book Industry Study Group (1984) survey about 80 percent of all books read are read by only 10 percent of the people. Cullinan (1987) maintains that there are at least two goals for every reading program: (1) to teach students how to read and (2) to make them want to read (p. 2). She contends that the schools have been reasonably successful with goal one but many children still do not choose to read. To change this Cullinan (1987) suggests reading children's books that are fun, entertaining or informative that will whet the student's appetite to want to read.

Bill Martin, Jr. (1987) has written many pattern and

predictable books that are used to turn children on to literature. He credits a teacher who read to him.

A blessed thing happened to me as a child. I had a teacher who read to me (p. 15).

Martin (1987) stated that reading instruction has less to do with skills than with luring children to book experiences. Reading to children serves a variety of significant purposes such as promoting enjoyment and, with it, positive feelings about books and school. Reading to children moves nonreaders to want to become readers (Durkin 1980).

Even before our children enter school we must become committed to developing their appreciation of and familiarity with text (Adams, 1990). She comments that we hug them, give them treats, teach them to be polite, and fair. We do these things because we know it will set them off and happy, healthy lives. We must do as much for reading.

Chomsky (1972) found that children that had well developed oral language had been read more books at higher complexity levels than other children.

Huck & Kerstetter (1987) suggested that if we want children to read and to take delight in reading, we need to make their classrooms literate environments where books, magazine, poetry, bulletins boards are prevalent throughout the room. In a longitudinal study of literacy achievement, Gordon Wells (1986, cited in Huck & Kerstetter, 1987) placed much emphasis on the value of reading aloud. He reported that Jonathan, who had heard approximately 6000 stories

before entering school ranked highest of all children studied at seven years and at the end of his schooling. In contrast, Rosie had possibly not heard one story was at the bottom and never changed rank.

In a 1968 study conducted by Cohen (cited in Huck & Kerstetter, 1987) on second grade students the evidence showed it was not too late to start reading aloud when children entered school. This year-long read aloud project with second graders in New York City, included ten experimental and ten control classrooms. The teachers in the experimental classrooms were asked to read aloud every day for at least twenty minutes from a selected list of books. They were to do something with the books to make them significant, such as drama, art, or compare one story with another. Becoming a Nation of Readers (Anderson, et al 1985) recommended that reading aloud should continue through the elementary grades.

Nancie Atwell (1987), a middle school teacher and writer, stated that whenever a good reader opens a book, he/she accepts an invitation to forge and explore new meanings. They make and remake meanings as they read.

Building a firm foundation of literacy for the emergent reader using children's literature will evolve into this type of reading. Interacting with the text to develop new meanings and understanding is the mark of an effective reader.

Parental Involvement in the Learning Process

When Delores Durkin (1966) began her review of

literature concerning first grade students who were reading when they entered school, she found eight reports on which to base her study. Since that time numerous studies have been conducted to document her findings that children who read early have been exposed to books, magazines, environmental print, or other materials at an early age. Durkin (1966) conducted two longitudinal studies, one a six year study and the other a three year study. All of the subjects in the first study were given some kind of help during the preschool years in the reading task. Some parents were intent on teaching their child, but others were influenced by the child's desire and curiosity to read.

Another important finding by Durkin was that the interest in print developed prior to the interest in learning to read. The children began scribbling and drawing, copying letters and asking questions about how to spell words. The role of the mother had an impact. Early readers are not a special brand of children. Durkin (1966) stated:

It is their mothers who play the key role in effecting the early achievement. The homes they provide, the example they show, the time they give to the children, their concepts of their role in the education of the preschool child--all of these dimensions of home life and of parent-child relationships appeared to be of singular importance to the early reading achievement described in this report (P. 138).

In a study done in the United Kingdom Hewison and Tizard

(1980) found that the home factor which emerged as most strongly relating to reading achievement was "whether or not the mother regularly heard the child read" (Johnston, 1989). They found that the effect was greater than that of IQ scores, maternal language behavior, or reading to the child.

A large project was carried out in the 1970's in the London Borough of Haringey (Tizard, Schofield, and Hewison, 1982, cited by Johnston, 1989; Toomey, 1987; Slade, 1988) to see if there was a causal relationship between active parental help in reading and children's reading performance. Six and seven year old children took their books home two, three, or four times a week and read aloud to their parents a passage allocated by the teacher. The parents and teacher used report cards to monitor the reading and to add comments. The control classes did not have any organized intervention, but were not prevented from reading at home. There was also another group that was receiving help from a remedial reading teacher. A researcher was available for each class to contact the parents at home and support their endeavors, promote good practice, and foster good relationships between the parents and the school (p. 353). Results of this two year project showed that the children who read at home had made greater gains than either the control or remedial group as measured by their performance on the National Foundation for Educational Research's Reading Test. Their average being above that of the national norm for the test (Toomey, 1987). This was true even in homes that had little education, were illiterate or non-English speaking.

Another British study was conducted in the Infants Department of Belfield School in 1978 (Johnston, 1989; Toomey, 1987). Five year olds read to their parents for a short time every night. These children progressed at approximately twice the normal rate.

Toomey (1987) described the Mangere approach from Auckland, New Zealand, which used a 'pause, prompt, praise' formula. Parents were taught to pause when the child made an error so he would have time to self-correct. Prompt referred to the parents supplying cues such as phonic cues so the child could self-correct. Parents praised the child for being correct and especially for self-correcting. The project produced considerable gains in reading on the part of remedial readers between the ages of eight and twelve.

When parents read aloud, according to Cullinan, et al (1990), they hold the child on their laps, focus attention on the books, and interrupt or allow the child to interrupt the reading to talk about what is happening. Children are free to initiate discussion, make comments and ask questions.

Parents and a child's home background, even from low income homes, provide literacy development in preschool years (Teale, 1986). The home background deals with factors such as economic, social, cultural and personal factors all of which relate to literacy development in young children. Many types of environmental print can be found in most of these homes that influence interest in print, for example, books, magazines and newspapers. Story book reading, even though this contributes directly to literacy and is the best way to

ensure success in the complex process of reading was not evident to any degree in Teale's study (1986).

Public Law 100-297, Section 1016, of the United States Department of Education (1990), mandates the Chapter 1 program to urge parents to become involved. Activities planned by schools to increase parental involvement are an integral part of Chapter 1 programs. Local education associations are required to implement parent participation in the reading, language arts, or math programs involving them in planning, training and ongoing activities in the educational process.

Akron, Ohio's Chapter 1 reading instituted a paired reading project (Topping, 1987) in which the parents read along with the children from a book of their choosing. This provided a model for the children of a fluent reader and a pleasant environment. Research showed that using this technique for five to fifteen minutes a day increased fluency and comprehension skills (Rasinski and Fredericks, 1991).

Parents who are involved in their child's educational experience through attending parent-teacher conferences, assisting with homework, and keeping in contact with the teacher concerning their child's needs create a learning environment that furthers knowledge. Allen & Freitag (1988) described a program where parents and students were cooperative learners working together to achieve a common goal. It consisted of a four hour workshop in which fifth and sixth grade students were involved with their parents as they became cooperative learners to master study skills.

They discussed metacognition, which is an awareness of one's thinking processes. This may involve activating prior knowledge to bridge to new information that will be encountered in a story or article.

Providing training on how to read books to children helps parents become more effective in their interaction with their children. Talking about the pictures, characters, feelings and predicting outcomes all make the book reading experience more valuable. Flood (1977) described how parents should read to their children. He felt the best style was one of verbal interaction between parents and child using warm-up questions that prepare the child for reading. Discussion should develop during reading that relates story content to the child's experiences, positive reinforcement, and post story evaluation questions.

The learning knapsack program (Vukelich, 1984) helped parents work with their first grade students at home to reinforce beginning reading skills. Parents worked with the eleven activities in the bag for a two week period. A control group received no learning knapsack. Children whose parents provided the reinforcement at home scored significantly higher on a criterion referenced test than the children who had not had the opportunity to take a learning knapsack home.

Reading to very young children was studied by Teale extensively (1976, 1981, 1984 cited in Resnick, et. al 1987). He cautioned:

Studies....that investigate the correlations between

preschool experience in being read to and achievement in literacy have generally paid little attention to defining or describing what constitutes a book-reading episode. For whatever reasons, researchers made no concerted effort to specify what was meant by read to your child (Teale, 1984).

Cross-age tutoring for example results many times in the "teacher" often learning more than the pupil being tutored (McWhorter and Levy, 1976). Parents can also be used as tutors as was exemplified by a reading club (Parents Assistance Program) designed for urban parents and their children (Raim, 1980). The club was designed as an activity to enhance the reading of second and third grade children. The club met weekly throughout the school year. The first hour the parents learned how to use instructional devices appropriate for their children and rehearsed their use. The second hour, the parents used these materials under the supervision of the reading teacher. The parents' own reading improved and their vocabulary enlarged.

A study by Manning (1984) researched early readers and nonreaders from low socioeconomic environments. Ten kindergarteners who were early readers were paired with ten who were nonreaders. Home interviews that took a minimum of one hour were conducted. From this information several traits emerged concerning early readers. Manning (1984) found the following: Early readers prefer quiet games, prefer to play with older children, enjoy playing alone, attended structured preschools, prefer educational TV

programs to cartoons, watch TV fewer hours per week, check out books from the library with their parents, have parents who read for pleasure, have parents who believe they should help them with reading, and have parents with slightly more education than parents of nonreaders.

Criscuolo (1974, 1980) suggests parents can learn much about reading by observing it in the classroom. Parents could be notified that they are welcome to visit the school at any time, and they can be invited to observe the reading program at a specified time.

Children's Literature Paired with Parental Involvement

Parental involvement paired with children's literature makes book reading pleasurable and builds interest in reading. Continued exposure to books develop children's vocabulary and sense of story structure, both of which helps them learn to read (Teale, 1981). Parental reading to the child can stimulate imagination and understanding of written words long before the child recognizes them. It supports or "scaffolds" the labeling of objects and has a strong potential for language development (Ninio and Bruner, 1978). Scaffolding refers to the fact that the parent provides support for the child's learning which eventually becomes withdrawn as the child advances in its mastery and becomes more independent (Toomey, 1987).

When young children have been read picture books and read them on their own, they develop a broader vocabulary,

experimental background, comprehension, mental imagery, motivation and interest to read and understanding of literacy schema (Cianciolo, 1987).

Sullivan (1988) studied the effect of children's literature on the attention span of kindergarten children. The study concluded that read-aloud sessions to kindergarten children five times per week for an eight week period proved favorable in affecting their scores relating to auditory memory and attention span when compared to children who did not receive treatment.

Missouri in 1981 mandated that all school districts provide parent education and support services to families beginning at the child's birth (Winter & Rouse, 1990). Parents As Teachers (PAT) is a group that served as an ideal vehicle to promote activities recommended in the emergent literacy literature. Story book reading seems to have a particularly powerful influence on the social interactional development of the family as well as the effect on children's literacy (Taylor & Strickland, 1986).

According to Rasinski (1989) organization is the key to a successful school home reading project. A potential difficulty with many parent projects is an overall lack of organization that allows teachers to plan and develop a successful parent program. Parents must feel a part of and be empowered (Rasinski & Fredericks, 1988) in order to make a substantial impact on reading achievement. Children's literature is the natural vehicle for a parent-school literacy experience. Reading activities must have purpose

and should relate directly to the child's immediate life and interests (Rasinski & Fredericks, 1988).

Erwin and Mangano (1981) described one approach to parental involvement that was implemented by the Bryan Independent School District in Texas. The parents signed a contract to read for 15 minutes three times a week; read a story a day to their child; three times a week read a magazine of choice while the child reads something of interest; conduct activities sent home in folders. This program revealed parents and teachers are capable of successfully becoming partners in education and this can enhance the children's attitude toward reading.

Glazer (1980) stated that in order to make reading a part of the child's life, you must first make it a part of your life. This means parents modeling an interest in reading. Then children will join you in sharing their joys of reading.

Fredericks and Rasinski (1990) also stated that reading succeeds when parents and teachers work together. Sharing the same aspirations and goals is a necessary first step for children to achieve in reading competence. Using whole language to work with parents allows for a meaningful reading experience:

Whole language holds the promise of establishing and strengthening a very important bond between home and school; moreover, it may further the goals and objectives of the entire reading curriculum (Fredericks & Rasinski, 1990, p. 691).

A home based program was developed in Tyrone, Pennsylvania in 1979 for preschool children (Spewock, 1988). Children's literature was used as the vehicle to promote reading readiness. The parents were trained by a teacher who provided books that were to be read in the home along with activities to expand the books.

With many parents entering the work force more children are in child care facilities. A study (Warren, Prater, and Griswold, 1990) surveyed the parents in 50 child care facilities to determine if they had time to read to their child. The study suggested that the child care facility will have to take some responsibility to reading to children.

Research conducted by Vinograd-Bausell (1982) concluded that the use of a home teaching program which did not require direct face-to-face educator/parent interactions could be feasible and effective.

Summary

Parent's reading aloud to children and children reading to parents could have a tremendous effect on the reading achievement in this nation. The evidence is clear that parents made a difference in children learning to read and loving to read. Planning and implementing a successful parent-school program that empowers the students and the parents is necessary for an impact to be made. Educating parents to the significant role they play in the education process of children must be an ongoing priority. Toomey (1987) concluded in his study that primary level teachers

that did not involve parents in their student's reading development are likely to cause relative disadvantage to them. This is especially true of the less competent readers. More research needs to focus on whether parent training makes a difference; what benefit is derived from an increase in the child's interest and what is the merit of reading to and listening to children (p. 29).

Using children's literature can make this task a reality and will also provide a bond between parent, child, and teacher as they interact with a good book.

CHAPTER III

DESCRIPTION OF THE STUDY

Introduction

This chapter presents an explanation and description of the research study. It includes the methodology employed, a description of the sample, data collection procedures, the format of the observations and interviews, data analysis, and summary.

The purpose of this study was to determine the relationship of a parental read aloud project on attitudes of first grade students toward reading as they began formal reading instruction. The objectives of the study were to examine the following:

1. The attitude of first grade students toward reading at the onset of formal reading instruction.
2. The attitude of first grade students as instruction progressed and as they were involved in a parental read aloud project.

Methodology

The focus of this research was to obtain a total or complete picture of a class of first grade students as they began reading instruction. Qualitative research was the

method employed. It emphasized the importance of looking at variables in the natural setting in which they are found. According to Stainback & Stainback (1988) the purpose of qualitative research is to understand people's interpretation of the issues being studied. People's values also must be taken into account when conducting and reporting research. The researcher (participant observer) is the primary collection instrument. Theories and hypotheses evolve as data is collected under natural conditions. The focus is on design and procedures to gain real, rich and deep data. This method produces more in-depth and comprehensive information. Finally, qualitative research seeks to develop a wide understanding of the entire situation.

Haggerson (1988) used a "stream metaphor to depict four basically different approaches to research and attendant roles of researchers in the domain of curriculum. He depicts the participant observer as the researcher in a boat in the stream. The researcher's weight and balance do affect the stream as do the depth and the swiftness of the stream affect the inquirer. The researcher becomes emotionally involved. The inquiry is subjective and is concerned with feelings and values as much as ideas. This metaphor gives a visual image of what the participant observer is about.

Qualitative research best served this study because the researcher was attempting to obtain a total, complete picture of a class of first grade students as they began formal reading instruction and were involved in a parental read

aloud project. The characteristics of qualitative research as described above were used to obtain this data. The researcher also turned to Sociological Imagination (Mills, 1959) and particularly the chapter entitled "The Promise" for assistance in methodology and support. First, Mills suggests that there are certain basic questions that prevail regardless of the research interest. The imagination views all aspects of the study with wide angle lens and can shift from the intimate to the remote and observe a relationship between the two. Mills explained:

The sociological imagination has the capacity to shift from one perspective to another--from the political to the psychological; from examination of a single family to comparative assessment of the national budgets of the world; from the theological school to the military establishment; from considerations of an oil industry to studies of contemporary poetry.

It is the capacity to range from the most impersonal and remote transformations to the most intimate features of the human self--and to see the relations between the two. Back of its use there is always the urge to know the social and historical meaning of the individual in the society and in the period in which he has his quality and his being (p. 7).

Further, Mills' sociological imagination offers an understanding of how individual pieces of the puzzle fit into

and relate to the total picture. Mills defines the sociological imagination:

"It is a quality of mind that seems most dramatically to promise an understanding of the intimate realities of ourselves in connection with larger social realities" (p. 15).

This type of research could more nearly give me a total, complete picture of this first grade class as they approached and progressed through the first few weeks of reading instruction.

Procedure of Data Collection

First, permission to conduct a qualitative research of a first grade classroom along with a parent read-aloud project was obtained from the superintendent, the principal, and the participating teacher. Letters were sent to each parent obtaining their cooperation in participating in a read aloud project with their first grade student for a period of fifteen weeks. Permission slips were obtained from all twenty-one students enrolled in the classroom. They agreed to participate in a read aloud project and to allow a parental interview at the conclusion of the study. The parents were informed that their responses would be used for data within a research study.

The parental read aloud project involved the children taking home canvas book bags with four books for the parent to read-aloud to their child during the week. The canvas

book bags were sent home each Tuesday with the children beginning on September 3 and continuing through December 17. The bags were brightly colored with a silk screened picture and caption "Read to Someone Everyday". Contained in each bag were four books selected from book lists such as The Read Aloud Handbook (Trelease, 1989). (See Appendix C). The bags were numbered and a grid (See Appendix H) containing the child's name and the book bag numbers was completed weekly by the researcher. This allowed for a record of the number of bags and which books each child had encountered during the study. Each bag was numbered on the inside facing. A master list contained the number of the bag and the books that were in each bag. When the bags were returned the student acquired another bag. During the bag exchanges the researcher questioned the children as to their preference of books, and if they could read a portion of a book to her. Data was collected at the weekly book bag exchanges by discussing with the students their feelings toward the books that were read to them or that they read. The first week an information sheet (included in Appendix A) containing suggestions for parent read aloud was included in each bag. This was the only instructions or training that was given to the parents. Beginning the third week of the exchange, "little" predictable books were included which were suitable for student reading.

Then participant observations of the classroom during a portion of the reading lesson began on the first day of

school and continued daily for seven days. The data collection occurred during August, September, October, November, and December of 1991. The observations were held in the natural setting of the classroom. The Open Court Reading and Writing Basal was the reading series being taught for formal reading instruction. This series had five components to each lesson. They were: phonics and decoding; reading; story time; writing; extending the lesson. Observations were made during several of these components. Instruction was whole class instead of small group instruction. After the first week, the researcher observed weekly for the duration of the study. The researcher engaged in passive participation during the classroom observations. In passive participation the researcher is present at the scene of action but does not interact or participate with the subjects. The researcher chose a chair at the back of the room and had no interaction with the students or teacher unless they initiated a conversation.

The classroom was a fairly large room in an old building. The unattractive room had been transformed into a warm attractive place for learning by a creative teacher.

Informal student interviews were conducted during the first week of school to obtain the student's initial attitude toward reading at the onset of formal instruction. Weekly interviews were held during the book bag exchanges. After the completion of the exchanges semi-structured interviews were conducted with the parents. Certain questions were

asked but the parents could initiate other questions (See Appendix B). A tape recorder was used with the parent's permission.

After the parental project was completed, the students were administered an Elementary Reading Attitude Survey (McKenna & Kear, 1990) by the classroom teacher. This consisted of ten questions on the student's feeling about recreational reading and ten questions concerning academic reading. Four Garfields ranged from happy to sad. The children were to circle the Garfield character that most nearly matched how they felt about the question (Appendix F). This produced a raw score, which was converted to a percentile rank (See page 157).

Finally, structured student interviews were conducted (See Appendix B). These interviews took place down the hall from the regular classroom either in a vacant room or in the hall. Each child was interviewed individually by the researcher. Fourteen questions were asked each child which took five to ten minutes.

Description of the Sample

This study involved one intact classroom of first grade students which consisted of eleven females and ten males. Nineteen of the children were Caucasian and two Afro-American. Of these six had attended Pre-first the previous year and one was repeating First Grade. Selection of this classroom over the other four first grades was based

on the location of the classroom and the student population involved. This classroom was located in the kindergarten building away from the other first grades which allowed greater freedom to interact with the students. Also, the researcher was not personally acquainted with any of the students or their parents in the classroom chosen. These two factors influenced the choice of the population.

The research was conducted in a small town in Central Oklahoma which according to the 1990 census had a population of 7329. The median household income was \$21,743. In 1980 the median years of education was 12.3 years with 8.3 percent college graduates. There is one principal manufacturing plant that provides the majority of jobs for the area.

Interviews

Several types of interviews and conferences were conducted to obtain data. Initially, student interviews were conducted to determine the attitude of the child toward reading at the onset of formal reading instruction. These were informal but served to gain insight into the student's feelings about reading and how they were anticipating learning to read. The interview was five to ten minutes. (See Chapter IV).

The book bag conferences were informal. As each child returned their bag, he/she was asked which book they liked best, what they liked about it and whether they wanted to

read anything to me. These were conducted in an unoccupied room in the same building as the student's classroom. The conference was tape recorded so that data concerning each of the student's attitudes could be compiled from the beginning to the completion of the study.

Parent interviews were conducted either at the researcher's classroom after school hours or in the parent's homes. A start list of questions was used, but the researcher was responsive to the parent's comments (Appendix B). The parent interviews were from thirty minutes to one hour in length. Parents were asked if it would be acceptable to use a tape recorder for their interview. They all agreed to use of the tape recorder.

Data Analysis

The qualitative research done in this study employed a strategy of data analysis called triangulation. It used various data sources and multiple methods to assure the researcher that his/her findings accurately reflected people's perceptions. This increased the researcher's understanding of the probability that the findings will be seen as credible or worthy of consideration by others (Stainback & Stainback, 1988, p. 70).

Data triangulation included studying a student at the individual, group, and collective level. The student's initial interview, the observations, the informal book conferences, the parent interviews, the individual student

data, the collective student data, the final student interviews and the Elementary Reading Attitude Survey (McKenna & Kear, 1990) all served to get a complete picture of this class's attitude toward reading.

Tape recordings of book bag conferences and interviews were transcribed in summary form with verbatim transcription of key portions. The observations were analyzed using a Contact Summary Sheet (Appendix D) looking for key categories to emerge. As data was collected categories were refined. Old ones were discarded as new categories emerged.

Summary

This study looked at many facets of the reading interests of first grade students. Individual, collective, and group data from the teacher, parents and child gave a comprehensive view of what happened in the first fifteen weeks in this class of first grade students.

This chapter contained a description of the methodology used, the procedure used in the student and parent interviews, the participant observations and the analysis of the data.

CHAPTER IV

RESULTS

The purpose of this study was to examine the attitude toward and the interest in reading of one first grade classroom as they began formal reading instruction and progressed through the first fifteen weeks of school. Coupled with the formal instruction was a parental read aloud project.

This chapter is divided into six sections: Student attitudes at onset of reading instruction, participant observations in the classroom, responses of students during book bag exchanges, parent interviews, final student interviews, reading attitude survey, and summary.

Student Attitudes at Onset of Reading Instruction

Informal interviews were conducted with twenty students in the selected classroom to obtain their feelings toward reading before formal reading instruction began (See Table I). Six of the students had been in Pre-first and one was a retainee. One student was not enrolled when interviews were conducted but was included in all book bag exchanges.

TABLE I
INTEREST AND ATTITUDE AT THE ONSET
OF FORMAL INSTRUCTION

	N	%
Already Reading	9	45
Eagerly Anticipating Reading	11	55

Positive Attitude Toward Reading	18	90
Negative Attitude Toward Reading	2	10

Pre-first	6	
Retainee	1	

The extent of the interest and the attitudes of these students were as follows:

1. Already reading (45 percent). The child stated he/she was reading books independently.
2. Eager anticipation of the reading task (55 percent). The child expressed an excitement in learning how to read.
3. Positive responses to question concerning reading (90 percent). The child responded positively to questions about favorite story, being read to, and whether reading was going to be difficult.
4. Negative responses toward reading (10 percent). The child responded "no" when asked if he/she liked to read.

Forty-five percent of the students were already reading due in part from receiving an extra year of instruction either in Pre-first or first grade. Three of the students were reading in Kindergarten the previous year. Ninety percent of the students were eagerly anticipating the reading task. Ten percent of the students expressed a dislike for reading. Both of these children were already reading and had had a year of instruction.

Verbatim responses of reading interest and attitudes that emerged from the interviews with the children were as follows:

A. Already reading

1. I only read three books.

2. I know how to read. I learned all by myself.
No one helped me. I have read all my favorite books.
3. Oh, I read pretty good. But we haven't learned to read in first grade yet. Oh, I read anything, just about.
I just sounded words out.

B. Eager anticipation.

1. We made up a story looking at an animal picture.
First story I ever made.
2. We have a new baby and her name is Page and I can read to her. When you teach them how to read it makes you feel like you are a teacher. Cause you are teaching your sister or brother or whatever you have.

C. Positive responses learned.

1. I can already read Hickory Dickory Dock and The Goldfish. (These were poems the teacher had read to them).
2. My Mother reads to me and so does my Daddy. We go to the library. I have one book at home I can read. It is kind of sad.

D. Negative responses.

1. Well, I had to read a pretty bunch of reading at home. I already read it once and it had a hundred pages.
2. No, I don't like to read. My dad doesn't have

any books for me to read. He has big long books.

The majority of these first grade students viewed reading with eager anticipation as they began formal reading instruction.

Participant Observations in the Classroom

The students were observed in the natural setting of the classroom beginning the first day of school and continuing daily for seven days. Thereafter, observations were made weekly from September 3 through December 17, 1991.

Classroom Environment

The classroom was an inviting learning environment. Topper curtains adorned the translucent windows on the east that allowed adequate lighting. On the windows, bulletin boards, doors, and walls were displays with captions such as: WELCOME TO FIRST GRADE; BE READY; I LOVE TO READ; PICK OF THE CROP; FOOTWORK (a helper organizer); SCHOOL IS FUN. These bulletin boards and print were changed monthly during the observations. In one corner of the room was a replica of a stagecoach with the caption "Reading is a Great Adventure", which served as a quiet place to read. Many teaching visuals such as, birthday cakes with the months of the year and children's birthdate on appropriate months; monthly calendar; days of the week; color and number words; and weather chart were around the room.

The teacher was a warm, caring person who exhibited a happy attitude. The learning environment was one that made the children feel welcome and special.

Observations

The observations from the first seven days of school will be described in detail. Interactions taking place between the students and the teacher, the students and print and the students and the learning environment at the onset of instruction should enhance understanding.

Open Court Reading and Writing was the reading series being taught in this classroom. It is a complete basal program that incorporates both Reading and English. Integrated with the reading and writing was a complete language skills program, including grammar, usage, punctuation, and mechanics. Literature was at the core of the program. The teacher read daily from traditional children's literature from Mother Goose rhymes to fairy tales as well as contemporary selections. The student reader contained high quality literature from Aesop fables to Award winners. Phonics was the basic decoding strategy. The children learned the common sound-symbol correspondences and how to blend sounds into words. Phonics was reinforced by visual memory of irregular words and analysis of word parts. Comprehension was taught by clarifying unfamiliar words and phrases, summing up as they read, and checking on their expectations. Writing was a major part of the program. The

children were taught how to think of topics, how to proofread and revise and were encouraged to share their stories with their classmates. Each portion of the lesson occupied approximately thirty minutes.

Open Court was taught to the class as a whole instead of breaking up into ability groupings. The lesson consisted of five components:

1. Phonics and decoding. The children went to the chalkboard daily to learn and review skills through brief, gamelike activities. These sound-spelling relationships were then practiced by writing sounds in isolation, in words, and in sentences as the teacher dictated. Workshop and remediation were included each day in which students were given additional challenge or help.
2. Reading for practice, reading for fun. The students were taught strategies as they read quality literature.
3. Storytime. The teacher read classic stories and poems.
4. Writing. As the children wrote daily they learned the process of writing and shared their writing in Seminar.
5. Extending the lesson. This included homework that may be assigned.

This explanation of the Open Court Series will enhance understanding of the classroom observations. The portion of the lesson that was viewed depended on the time of day that the observation was made. Reading was taught all morning.

During the first observation the first day of school the children were involved in an activity with the color word "red". They were to color the apple on the front of the

paper red and to draw five things they liked that were red on back. The children were diligently working on this assignment. The teacher circulated around the room encouraging and praising the children.

As the children finished they went to different centers. Four children listened to a read aloud tape, some worked puzzles, one child chose a book and was moving her mouth like she was reading while quickly turning pages.

After everyone had time to finish the activity, the teacher had the children gather around her in a semi-circle while she read Brown Bear, Brown Bear, What Do You See? (Martin, 1967). The children enthusiastically read along with the teacher on the predictable portions of the story. She then read Who Said Red? (Serfozo, 1988). The children were extremely responsive and chanted the repetitive parts of the book.

The first morning of formal reading was a positive experience with whole books being shared so the children were reading immediately. The direct instruction activity was also coordinated with a book. (8/21)

On the second day of instruction the children were learning to write the capital and small letter a. Each child came back to the teacher independently to allow the teacher to give assistance to those experiencing difficulty in writing the letters. One child asked when they were going to learn to read. (8/22)

On the third day of school the children were in a semi-

circle at the chalkboard. They were learning how to form the lower and upper case b. After the teacher's instruction the children formed it in the air and then some of the children were asked to write one on the chalkboard. The children then went back to their seats to write a paper of upper and lower case a and b. Some of the children were helping others. The teacher was circulating and praising the students for work well done and assisting those who were needing help. She encouraged the students to proofread their work by choosing the letters that they could write better. One child wanted to know where to rewrite the letter. The teacher praised him for a good question and told the children to write the letter above the other one. The majority of the students were on task and each student experienced success. A category emerging was that the mechanics of writing, proofreading, were beginning while the children were learning to form their letters. (8/23).

A workshop was in progress when observation was made on day four. Some children were working at their desk on an activity in which they matched lower and upper case letters. They were also writing their alphabet. If they didn't know the letters they were to sing the ABC song. Four children chose a Workshop activity such as alphabet puzzles, books, or card games. Two children worked with the teacher on response cards in which she said, "Show me "f". Touch it. Pick it up. Say it. Good". She worked quickly so the children could practice on immediate recognition. The children

rotated to these numerous tasks. The children working at their desk were working diligently on their cut and paste activity. The children were all on task although there were many activities going on in the room.

The children were allowed to make a choice among activities. Even though it was time for recess the enthusiasm of the children in their work was high. (8/26)

Observation on day five was of a lesson review and storytime. The class quickly reviewed the letters they had learned. While the teacher pointed to the letters the students responded with either capital or small and the letter name.

During storytime the children were rereading some poems that the teacher had written on chart paper. The children read the title "Twinkle, Twinkle Little Star" in unison and then they discussed what the author meant. They reread several more poems and discussed the meaning of anonymous.

New poems were introduced by having the students predict what they thought they were going to be about. One student noted that some of the words rhymed in one of them. They discussed which of the poems were their favorite. The teacher asked, "What is reading?" She told them that it was talk that someone has written down. It was noted that they had written a story about a picture yesterday.

The children were all involved in this reading activity as they learned literary skills. (8/27)

Workshop was in progress with children working at their

seats on individual activities and with the teacher. Some children were at their desks working on alphabet related color and paste activities. They were all on task. The children at the Workshop table were quietly looking for magazine pictures that began with the beginning sound of the letter they had chosen. They were to cut them out and paste them on a paper with the letter. Others were working with the teacher. At the conclusion of the activity they shared their pictures. Sounds were being introduced through this project. One child whose letter was "b" had a boat and a pig. The teacher said the words for him to hear and asked if they sounded alike. He was to put an x on the pig. She used a nonthreatening manner to correct any misconception.

Writing time was observed on the seventh day. The students were writing the alphabet from "a" to "i" both capital and small letters. As they wrote the children were to proofread by circling the letter that was incorrect and writing it correctly above the other. One child said he did not like the handwriting. The teacher discussed the importance of writing so that people could communicate with others.

On the day of the first book bag exchange the teacher shared with me that she had had the children draw a picture of the things they wanted to learn about. All the children had drawn books on their papers. After the children had received their book bags the teacher allowed time for them to look at their books before beginning instruction.

The second week of the book bag exchange the teacher said her children were so excited about reading that they chose books in free time instead of another activity. (9/10)

On the fifteenth day of school the teacher introduced the sounds /m/ and /e/. The Wall Charts with these sounds were turned over. The children sounded and blended them into the word me. The teacher orally blended several words as the children told her the word. (9/11)

As instruction continued the students combined reading and writing. They wrote "Meet me_____". The teacher finished the sentence for them as they dictated. A picture was then drawn to go with the sentence. One child wrote, "Meet me at McDonald's, Teacher."

Writing was authentic and individual. They learned in context that sentences begin with a capital letter and end with an ending mark. (9/13)

On the next observation the group had written a story as the teacher had recorded it. They were able to read it aloud. Many combinations of the long /e/ had been learned and the children were sounding and blending words such as heat, sea, see, meet and meat. They discussed the difference in the meanings of the homonyms. The teacher gave clues and the students were to erase the correct word. They had to distinguish between homonyms. "I will_____you at the farm." Plurals, sentence structure, and punctuation, were introduced in the Word Line exercises. (9/19)

During Workshop time the students were drawing pictures

of cats. They had brainstormed earlier and had chosen as a group the topic, Cats. The pictures were drawn on large construction paper and had much detail. They were to write their story on the paper after the picture was drawn. The students were to use inventive spelling. One student's story was as follows: "The cat got hrt fram the robr." He then said, "I writed it."

The children were involved and their interest keen in this activity. (9/20)

The last observation in September was during the phonics and decoding portion of the lesson. The students were sounding and blending such words as "real", "rear", "heel", and "heal". They were producing well developed sentences with the words in the word lines. There was an abundance of language development in this activity. The children discussed word meanings, sentence structure, and punctuation in context. (9/30)

The students were in a semi-circle at the chalkboard working on phonics and decoding. They were extending sentences and developing vocabulary through using them in sentences. All the students were responding together as language development was being fostered. (10/3)

The teacher came to the researcher's room to show her some of the stories that the children were writing. She thought they were writing wonderful stories using inventive spelling. She said, "My children were not doing this last year." (10/4)

The children were reading a poem "Night, Night" first silently and then together. One student commented, "Teacher, I just figured out something. Every line begins with a capital letter." Several students read it aloud.

One child said, "I have to read to my sister from Mrs. Kapka's books."

The teacher said, "They are writing everyday and I am keeping a portfolio of all their writing."

The mechanics of writing were being learned in conjunction with phonics skills. (10/24)

The children began reading the first preprimer, "Eve's Dream" They read it silently, orally and some read individually. One student was asked to read the passage with expression. Then the class read the passage together. Some of the students were not following along as the passages were being reading chorally. Fluency was being developed in a natural setting. (11/1)

The students were at the chalkboard during a portion of the observation working with Word Lines (See Appendix G). They were discussing compound words and contractions. They then had dictation. Some of the students were unable to complete this task. The teacher said they could finish during Workshop. (11/16)

The children were asked to get out their readers. One child commented, "I like these books." They reread the first story in the Preprimer. (11/12)

The children were working with the phonics and decoding.

They were reviewing the vowels and named the spellings. The children each composed a sentence. They played Race to Erase. As the teacher gave a clue they tried to be first in erasing the correct word. The phonics drill was gamelike and the majority of the children were attentive. (11/18)

One of the third grade classes came to the experimental class to read to them. The first grade students were extremely attentive. Some of the first grade students went to the bookshelf to choose a book to read to the third graders. The teacher noted that the student's interest in books was much more intent than last year. (11/22)

The teacher had written four sentences on the board and the students were to write them correctly. They were as follows:

1. i and teddy went ta th store
2. alfred, go sit down
3. jesse says yea for thanksgiving
4. traci and jena are good friends

As the children worked on this assignment, they discussed punctuation, capitalization rules and other mechanics of writing. One child was explaining to another that holidays should be capitalized. After most of the children were finished the teacher wrote the sentences correctly on the board. Those who were not finished were assisted. All children were successful through cooperative interaction and help from the teacher. (11/27)

The children were playing a game with the Phonics

Cards. They had been passed out so each student had one of the sound cards. They sang a song to the tune of "Where is Thumbkin?":

Where is beating heart.

Where is beating heart.

Here I am. (Child with card responded.)

Here I am.

Tell us what you say, Sir. (Class responding)

Tell us what you say, Sir.

/b/, /b/, /b/

/b/, /b/, /b/

Each child was given a chance to display his card. The children also chose the card to call for. (12/6)

They were writing letters to Santa on a large piece of construction paper on which they had drawn their own version of Santa. (12/16)

The major categories that emerged from the participant observations were that the children were developing a positive attitude toward reading; writing was evolving along with reading skills; language development and fluency was occurring in a natural, whole manner.

Responses of Students During Book Bag Exchanges

On September 3 the book bags were sent home with the students. September 10 was the first exchange. During each exchange the researcher asked the children what was their

favorite book in the bag. Comments will be shared from each exchange to enhance understanding of this aspect of the research.

September 10:

Eighteen children (86%) returned their bags. Some of the favorite books were: Great Man Eating Whale; Who Sank the Boat; Thy Friend, Obadiah; Oh, Were They Ever Happy; I Will Always Love You. One nonreader read with assistance one page of Who Sank the Boat. One child who was already reading read from Chocolate Moose for Dinner. The remainder of the children did not attempt to read. One child returned his bag and said that no one read his books to him.

September 17:

Sixteen children (76%) returned their bags. Some of the favorite books were: The King Who Rained; The Balancing Girl; What's Claude Doing? The children did not read anything to me.

September 24:

Seventeen children (81%) returned their bags. Favorite books: Dogger, "I read half the book."; Helped student read Love My Mother; Student read some of the The Chick and the Duckling; Student read It Looked Like Spilt Milk; Student read with assistance Mrs. Brice's Mice. Each child picked

out a favorite book that had been read to them.

October 1:

Eighteen children (86%) exchanged their bags. Some easier books had been sent home with the students so that most of them could be reading a book to their parents. Eleven of the children read a portion of a book to me.

October 8:

Eleven children (52%) exchanged their bags this week. This was considerably less than previous weeks. One student liked Dawn. He thought the pictures were upside down but it was a shadow. "Have got up real early before."; A nonreader when school began read a few pages of Where Does the Sun Go At Night? and said, "I can read all of it."; A reader read from Arthur's Birthday. In the interview before the research began she was negative toward reading.; One child reported that mother did not have time to read; One student read a book to me with expression.

October 15:

Fourteen children (67%) returned their bags. Twelve of the children read a page or two of their book to me. One of the children who had a negative attitude toward reading previous to the onset of

first grade said, "I liked my books. Do you want me to read The Bee as fast as I can?"; One student read some of Harry and the Lady Next Door and said, "I read all of it to my Daddy. My Mom doesn't live with us. They got a divorce."

October 23:

Sixteen (76%) of the students returned their bags. Fifteen of the students read some of their books to me.

October 30:

Fifteen (71%) of the students returned their bags. Eight of the children read to me. One student remarked, "Everyday when I get home I run up to my room and grab a book out of my bag and start reading it." Voices in the background during the exchange: "I got one about Arthur. I got Johnny Appleseed. I had that one too. I have the one with three little kittens."

November 5:

Fourteen students (67%) exchanged their bags. All fourteen children read chose a page to read to me, or if it was a small book, they read it all. Student read a few pages of A Chocolate Moose For Dinner. She was not reading when school began.

November 12:

Twelve (57%) of the students exchanged their bags.

Eleven children read to me. Student read Roll Over and said she could read it all; Student read It Looked Like Spilt Milk and said, "I can read the whole thing." She was not reading when school started; One student that gave negative responses concerning reading in the initial interview read The Owl and the Pussycat and wanted to read another book to me; One student read portions of three books.

November 19:

Fifteen students (71%) returned their bags. Seven students read to me. One student read some of Madeline and said that she could read all of It Looked Like Spilt Milk. She was not reading when school began.

November 26:

Seven students (33%) exchanged their bags. This was Thanksgiving week.

December 4:

Fifteen students (71%) exchanged their bags. Eleven students read some to me. Most students read fluently and with expression.

December 10:

Sixteen students (76%) exchanged bags. Ten students read to me. One student said, "I want to

read you two books." Two students said their parents did not have time to read to them.

December 17:

The research ended on this date and the children turned in their bags. This was done in their classroom. The children could read a page or two to their class if they wanted as they returned their bag. Some of them chose to do this.

Parent Interviews

After the participant observation and the book bag exchanges parent interviews were conducted to determine the parent's opinion of their child's attitude toward reading. Eighteen of the twenty-one parents contributed information concerning their child's reading.

Interviews were conducted during December, January and February, in the home, in the researcher's room, or by phone. Questionnaires were sent home with three students whose parents had not responded to the interview schedule. One parent completed the questionnaire. The researcher was unable to make contact with three of the parents. One parent had signed the certificate of intent but had not followed through with reading and was not willing to complete a questionnaire or participate in a interview.

The interviews were semi-structured. The parents were asked certain questions but were allowed to respond in the manner they desired. The researcher deviated from the list

of questions if the responses of the parents warranted.

To enhance understanding of this portion of the study, the questions that were asked and the paraphrased responses by the parents will be included. A tape recorder was used to obtain data. They are as follows:

1. Tell me how your child feels about first grade.
 - a. He is excited about school.
 - b. He has a good attitude. Doesn't complain about anything. If I ask something about school it is usually positive.
 - c. He doesn't complain about it. I think he likes it.
 - d. She seems to really enjoy school.
 - e. Likes first grade real well.
 - f. She loves it. (two responses)
 - g. He is enjoying school.
 - h. He begin to like it. Well, he feel like he understand to read better.
 - i. She was bored at first. Now she enjoys it. The more she reads the better she enjoys it. She was in Pre-first.
 - j. He/she likes it. (six responses)
2. What does your child seem to enjoy most about school?
 - a. Enjoys all of school. Shows me his papers-- reading, writing, spelling.
 - b. He likes P.E. and he likes his teacher. He

likes recess. He is very good in math. His teacher last year told me that he had problems in reading so we had him tested. He never brought anything home and I did not know he was having problems until later in the year.

- c. He likes playing with his friends.
- d. Math. He does well in math.
- e. He enjoys playing. Doesn't like math.
- f. I can tell he enjoys reading, but does not elaborate on any one thing. He likes math.
- g. Could not wait to have homework. I hope it does not change as she gets older. She uses her allowance to buy books about reading or math. I have been buying these since she was four. She picks out the books herself.
- h. Not reading. Tetherball. He loves tetherball. He has to wear his lucky shoes and shirt.
- i. Learn to read. She always wants us to read to her and is now picking things up on her own.
- j. He likes math and he likes reading. He wants to read so bad he can taste it. He tries to sound it out before he asks. I help him to break down into syllables. I tell him to think of the word inside of the word like snowman.
- k. Loves math and loves read.
- l. Everything. She always brings 100's home in

math.

- m. Spelling. Spelling challenging words and makes a hundred on the pretest on Wednesday.
3. Tell me about how your child feels about the reading project with the book bags.
- a. I was glad he was in this program because the library was closed. There for a while we were reading the books to him and he was reading the small books. Then he started reading all of them. It was like he didn't have confidence and then all of a sudden he had confidence. We started having patience and give him a little time and quit telling him the words.
 - b. The books were great. We really enjoyed them. Had something new to read every week. As time went on I pushed him to read words on his own.
 - c. He liked me read to him.
 - d. He likes new books. He will listen to anything you read to him.
 - e. At first she was really excited and then began to "forget" the books.
 - f. I read on my days off - on Saturday. I was the only one who read to him.
 - g. All I can get him to do is to sit and laugh. It has been a pain. I can read it to him, but he just laughs and will not read. Does better with his sister.

He doesn't giggle with her. But he drives me nuts. She gets through to him. I don't know phonics and I cannot sound anything out.

- h. I have enjoyed the bags. We have something new to read to her instead of the same old books. It is nice to have them to read. We do not go to the library very much.
- i. He likes bringing the bags home. It is not working out to read to him at night. He is too tired. On the weekends that I have him we read then.
- j. He always wanted to read to us every night.
- k. I think they are great. She read for her pizza awards and 50 book t-shirt.
- l. He loves them. He reads me stories and I read to him. His daddy read to him.
- m. First of the year she was real gung hole, learning new words. Later we had to make it fun for her. She liked the small books.
- n. Yes, she is really enthusiastic about reading. Did not know how to read at the beginning of school. She has been reading to Steven. (Her brother who is four)
- o. Some of the books we liked real well. Some she did not like. I liked the variety you had. We had to read some together.

p. Went real well. I was surprised at the speed she did learn to read.

4. What is your child's favorite free time activity?

There is a variety of responses, mainly:

a. playing with friends; b. Nintendo;

c. tetherball; d. riding bikes; e.

coloring; f. and reading books.

5. Describe your child's attitude toward books and learning to read.

a. He enjoys to look at the pictures and tries to understand when he reads to us.

b. Even if I don't have time he is reading anyway.

I am cooking and he is reading to me. Now he is putting expression in it and watching punctuation. He read the little repetitive books last year. He more or less memorized the books last year, but this year he is really reading the words.

c. I am concerned about this. We went to Caravan and he was not excited about picking out books. What do you think about "Hooked on Phonics?"

d. He likes books and thinks learning to read will be fun. I think he is slow. Has trouble sounding out words.

e. She loves books and has several favorites. She is trying hard to learn more words.

f. He likes it. I haven't taken him to the

library.

- g. If it suits him at that time. We let him play until dark and then try to get him to work. He likes to be read to.
 - h. He was reading books before Kindergarten. He had a book called Microscope that had flashcards. He could recognize these words.
 - i. She loves reading. She is always reading. You would think after being in school she would be tired. when she comes home from school she gets something to read or to work on.
 - j. I ask him how he feels about it and get him to explain what he got out of it.
 - k. She really loves it. She always wants me to read to her and if I don't have time she reads it herself.
 - l. She is excited about reading. Likes turtles, insects, nature. Likes factual books. She really likes them.
 - m. Excited about it. She is curious.
6. Did you read to your child at an early age?
- Most parents indicated that they had read to their child at a young age. A few said that they did not read as much as they should have.
7. When did your child begin to show an interest in scribbling or writing alphabet letters.

Most parents indicated that their child started scribbling between 2-1/2 to 4 years of age. A few children were older before they became interested and these children were also delayed in their interest in reading.

8. Tell me about what types of reading materials are available in the home. Newspapers? Magazines? Books?
 - a. Most parents indicated that there was an abundant of reading materials in the home.
 - b. Some parents said they were avid readers.
9. How much TV does your child watch?
 - a. Fourteen parents said their child did not watch TV a lot. Nintendo was the favored activity.
 - b. Four watched a lot of TV.
10. Tell me about your child's ability to recognize words or is he/she uninterested at this point.
 - a. She has begun to tell me when she sees words she knows like stop, no, hot, cold, dog, what, etc.
 - b. Some days he is interested and some days he isn't.
 - c. He is slow.
 - d. Our grandmother is staying with us and he read a 60+ page book to her. She thought he was doing great in reading. He had The King Who Rained. He read that several times. He read

it to his Dad, to me and to his brother. He really enjoyed it.

- e. Not too interested.
- f. Already is reading independently. (9/19)
- g. She could sound out words at the beginning of the year with help and now is reading.
- h. She does pretty good. Asks me words and I tell her to sound them out and if she can't I tell her. She guesses words sometimes by looking at pictures and is usually right.
- i. Sounds out words well some nights and other times has problems. She is getting better. Her new reader has twenty-two pages and she was excited about it. Real interesting stories instead of Sally, Dick, and Jane.
- j. Big difference between beginning of year and now. At first I was worried about her because what she had learned last year had faded away.
- k. He is doing pretty good figuring out words. I told him where he find the author, footnotes and how it gives you the general idea of what is in the book. I ask him where do you find the author and showed him that more than one person can write a book.
- l. Yes he is beginning to read words.
- m. He is getting better at recognizing words.
- n. She is doing read good. She asks us a word and

we say sound it out. She works until she gets it.

12. Is your child making sense out of the written language?

- a. Yes, as long as the story is long and involved.
- b. Yes, he is comprehending.
- c. No, he is not.
- d. He has made his own newspapers for years.
- e. Yes. I correct her and she corrects me sometimes.
- f. I thought about that whether she was thinking about what she was reading or just attending to the words.
- g. Comprehends stories. Starts using words that she reads in the stories and used them in her conversation. She surprises me.
- h. Yes, I think so. She tells me what the story is about and what is going on.
- i. Some of it he do and some of it he don't. He asks what it means. He has an inquisitive mind so he asks.
- j. Most of the time. We have a book of fables. Some of these are hard to understand.

13. Is your child constructing the meaning the author intended?

- a. Sometimes, we need to read the book a couple of

times.

- b. Most of the parents said yes on this question and did not elaborate. Three said "no."

14. Is your child using print to read the environment?

- a. Yes, she read all of the soda bottles in the store last week.
- b. Yes, all the restaurants, yield signs, billboards, and highway signs.
- c. Reads things on TV, cereal boxes, and whatever I am cooking.
- d. Yes, Wal-Mart, restaurants, etc.
- e. Yes, Nintendo has some script and she figures it out.
- f. Yes, she is spelling things. Asks me what words are and sounds them out.
- g. We went to the laundromat and she was reading all the signs on the walls.
- h. Spots Homeland and McDonalds and things like that. She says, "I can spell that."
- i. He begin to try to do that. Especially, when he gets to Taco Mayo. He read that it said Tacos-twenty-nine cents. I ask him how many he thought he could eat.
- j. At the grocery store she usually reads the titles of the adult magazines.

15. Is your child wanting to read extensively?

Twelve parents responded with a "yes."

16. Do you feel that your child is moving from being a nonreader to a reader.

Twelve responded positively.

17. Are books becoming a source of wonder and enchantment?

Only one parent responded Yes to this question.

18. Is your child starting to write stories (or sentences) that make sense?

a. She has started writing letters to her friend, Sam, in Kansas, and they do make sense.

b. He wrote everybody's names down.

c. Not that I know of.

d. He has made his own newspapers for years.

e. Gets a piece of paper, folds it in half and says, "Mama, I am going to write a book."

Sometimes everything would be either small or capital letters. We worked on that.

f. She has before. She draws pictures.

h. She writes sentences, but not really stories. She is getting better with her sentence structure.

i. She writes stories in her diary. She will let me read them. She writes thank you letters. She uses inventive spelling. We were comparing last year's diary to this years's and we had trouble reading it.

j. Yes, she writes stories.

- k. He doesn't write any stories at home. He would want them to be real good to show to me.
 - l. Daddy had gone to Colorado for a hunting trip and she wrote several stories about this.
19. Describe your read aloud session. Talk about pictures. Discuss the story.
- a. I read to him and he started reading books to me.
 - b. We discussed after each page and when he read it explained the page to me.
 - c. At the end of the book we talked about it. I let him pick out the book. I read it if I felt it was too hard.
 - d. We sat in rocking chair. Picked out easy books. He will start and I will help him.
 - e. We discussed the story sometimes. He would memorize the whole book.
 - f. We usually read after school. On weekends when Father had more time or on Sunday afternoons. We discussed the story sometimes and other times he would mention it on his own.
 - g. He will not tell his mother what the words are.
 - h. We talked about stories. She made us. She would say, we got to talk about this story or this picture. What did you like best about it.
 - i. Sessions vary. Sometimes we read on the couch or in the bed. We talk about the pictures and

the stories.

20. What else could you tell me about your child's attitude?

- a. She does get frustrated when she is reading a new book with new words. So we have started with her reading a few pages and me reading a few and the next night we change and I read the pages she read etc. That is how she learned all the words in Funny Baby.
- b. Sometimes he gets the newspaper and tries to read the words. He reads the J. C. Penney catalog.
- c. He doesn't mind reading.
- d. I am really impressed. One week he doesn't have any confidence - now he is reading everything. Reading things with lots of difficult words.
- e. He picks up a book without being told.
- f. I think she is doing wonderful.
- g. If the parent does not read the child will not. I do not like TV either.

The parent interviews indicated that the majority of the children were developing a positive attitude toward reading.

Final Student Interviews and Attitude Survey

In January, the students were interviewed to determine

whether the enthusiasm exhibited at the onset of reading was still evident after five months of instruction.

The questions asked and the variety of responses of the students will be included to enhance understanding.

1. What is reading?

- a. Learning
- b. Look at a book and read.
- c. You read a bunch. I really like it.
I used to hate it-now I like it (He indicated
at the beginning he did not like to read)
- d. Where you look at the words and read them.
- e. When you read to someone or to your mom.
- f. You go back to learn words. Reading a
book at home
- g. Fun
- h. To me reading is just one way to learn
how to read.
- i. You have classes. You look at the words and
you sound them out and read them.
- j. When you read-read to your class or to yourself
- k. It is where you learn to spell words
and read them.
- l. When you are looking at a book and sounding out
words
- m. Be quiet and I read
- n. They help you read.

2. What is your favorite book?

<u>Bart Simpson</u>	<u>Willie's Raiders</u>
<u>Our reader</u>	<u>The Blue Pillowed Sky</u>
<u>Amelia Bedelia</u>	<u>What's Silly</u>
<u>Dinosaurs</u>	<u>Clifford</u>
<u>See and Feel</u>	<u>Mickey Mouse</u>
<u>Three Little Kittens</u>	<u>Mario</u>
<u>Waldo</u>	<u>Clifford, The Big Red Dog</u>
<u>Little Cubs;</u>	<u>Three Little Pigs</u>
<u>Dinosaurs</u>	<u>Bambi Grows Up</u>
<u>Curious George</u>	<u>Home Alone</u>
<u>Three Little Kittens</u>	<u>If You Give A Mouse A</u>
	<u>Cookie</u>

3. Would you rather read a book yourself or have someone read to you?

Fifteen children (71 percent) responded that they would rather read to themselves. Six (29%) indicated they like to be read to.

4. Who is your favorite person to read to you?

Twelve children (57 percent) preferred Mom to read to them; two chose Granndma; three-Dad; one-teacher; one brother; one-family; one-aunt.

5. What would you rather do--watch TV or be read to?

Thirteen children (62 percent) said they would rather be read to; three (14 percent) chose TV; three (14 percent) said they would rather read to themselves; one chose play outside; and one said she liked to do both.

6. When does your parent read to you?
- a. She doesn't really. She read to me when I took the book bags home.
 - b. Usually before I go to sleep.
 - c. When she has time. I ask her and she does sometimes.
 - d. When school is out.
 - e. Dad and mom usually reads to me in the night.
 - f. No one reads to me at home. They read to me sometimes when I took the bags home.
 - g. Before I go to bed.
 - h. Whenever I have books to read. As soon as I get books or when I go to bed.
 - i. Before we go to bed every night.
 - j. Dad - When I go to his house. Mom-When I get out of school and when I go to bed.
 - k. When he has weekends off.
 - l. Right after school.
 - m. Just on hard books.
 - n. When I don't know words. They don't really read to me.

7. Do you like to write stories?

Twenty students (95 percent) implied they liked to write stories. One replied "no."

8. Tell me about your favorite story that you have written.

- a. Bart Simpson in my class.

- b. The Big Book - Girl that goes to school and she's mean and has a nice brother.
- c. The Ship at War. Bunch of people on the ship and there was another ship and they got mad at each other and started a war.
- d. The Fairy and the Ghost.
- e. The Three Little Bears
- f. Dinosaurs
- g. I wrote a story today about the swimming pool.
- h. School - Just tell us what we did when I started going.
- i. Wrote a story about Mickey Mouse.
- j. The one I wrote over at your classroom about the crow. My brother told me some stuff I could put down. We looked some stuff up in the dictionary.
- k. Three Little Kittens
- l. The Woods. I wrote about this house in the woods.
- m. My Family.
- n. The Princess and the Apple Tree.
- o. About Tristan.
- p. My Dad. His name is Brian.
- q. (I don't know.)
- r. I made a story of Home Alone.
- s. About cats.
- t. (I don't know. He is a good reader but would

not respond to the questions. Acted very shy.)

- u. Actually, The Kid and the Fox. The Kid and the Fox came to France.

9. How do you feel about reading books?

- a. Six children said "Good".
- b. Five responded "Happy."
- c. Three said "Fun."
- d. Four said, "I like it."
- e. One said, "Better."
- f. One - "Fine."
- g. One kinda Happy and kinda mad. I don't like to read that much. (She also felt negative at the beginning of the research.)

10. What is your favorite thing to do at school?

- a. Writing stories
- b. Read and write
- c. Reading (seven children)
- d. To hear the teacher read Mr. Popper's Penguins
- e. Listen and do reading
- f. Well, make things you cut out and glue
- g. Play (three children)
- h. Have recess and make stories
- i. Draw pictures and writing words from the board
- j. To eat
- k. Math
- l. Color
- m. Math and reading.

11. What is your favorite thing about your reading lesson?

- a. Reading the story - Partner reading
- b. Workbook (two children)
- c. Dictation (two children)
- d. When we sound out (two children)
- e. Write on board what we had on our workbook
- f. Telling words and learning how to read
- g. Reading books (four children)
- h. Race to Erase (three children)
- i. Chalkboard -sound and blend
- j. I like to listen so I know what it is.

12. Do you like to get a book as a gift?

All twenty-one of the children responded "yes."

13. Do you like to go to the library to check out books?

All twenty-one children responded "yes" and indicated when they had been there.

14. Do you think reading is hard to do?

- a. Sixteen children (76 percent) said "no."
- b. Five indicated it would be difficult.

15. Are you becoming a good reader?

- a. Twenty children thought they were becoming good readers.
- b. One indicated he/she was not.

This follow-up interview indicated that the students felt confident in their reading and writing abilities. All

twenty students thought they were becoming good readers. The children were able to tell me about the favorite story that they had written. Ninety-five percent indicated they like to write stories. In addition, most of the parents' responses indicated that the children were excited about reading. Seventy-one percent felt their child was progressing in reading.

The teacher administered the Elementary Attitude Survey to the total class on January 16, 1992 (See Table II). This was one month after the completion of the book bag exchanges. The full scale score which included both recreational and academic reading was seventy-four percent. Only one student scored below the forty-nine percentile and she expressed a dislike for reading at the onset. The other student who had said initially he did not like to read scored at the ninety-ninth percentile. His informal interview also supported the change in his attitude toward reading. The class average for attitude toward recreational reading was seventy-one percent and academic reading was seventy-seven percent. The students who attended Chapter 1 reading classes had full scale scores of eighty-two, eighty, seventy-eight, seventy-two, seventy-two, sixty-nine and sixty-two percent. Their scores were above average even though they may have been experiencing difficulty in reading. The response to academic and recreational reading as measured by the Elementary Attitude Survey was favorable.

The classroom observations, the student, teacher and

TABLE II
ELEMENTARY READING ATTITUDE SURVEY

STUDENT NO. (n=21)	RAW SCORE	RECREATIONAL (1-10) %	RAW SCORE	ACADEMIC (2-20) %	RAW SCORE	FULL SCALE %
3	40	99	40	99	80	99
11	40	99	40	99	80	99
2	40	99	40	99	80	99
12	38	89	40	99	78	93
6	40	99	37	85	77	92
14	39	92	37	85	76	90
18	35	77	40	99	75	88
21	39	92	36	79	75	88
16	37	86	36	85	73	84
5	34	72	38	88	72	82
10	32	58	39	91	71	80
15	34	72	36	79	70	78
1	34	72	34	69	68	72
17	34	72	34	69	68	72
9	29	38	38	88	67	69
13	31	52	34	69	65	62
19	29	38	34	69	63	55
20	32	58	30	49	62	52
7	32	58	29	44	61	49
8	26	21	35	75	61	49
4	30	44	17	4	47	12
AVERAGE	35	71	35	77	70	74

parent interviews revealed complimentary data:

1. The interest level of the students was extremely high.
2. Most children would rather read to themselves than be read to.
3. Although the parents were informed that the books were to be read to the children, some parents had the misconceptions the students were to read the books. Some of the books were suitable for the children to read. Others would have been above their ability level.

Summary

Data triangulation was used to obtain a holistic picture of this first grade class. Data was collected by the researcher from each individual student at the onset of formal instruction in 1991, during book bag exchanges, and at the final interview. Group participation was observed during the classroom visits by the researcher. A collective picture was obtained from the observations and from the attitude surveys. Still another facet was examined from parent interviews and teacher comments.

The categories that emerged from analysis of this data were that the students showed a positive attitude toward reading at the onset of instruction and it continued as they progressed through the first five months of school. Writing was an integral part of reading. The mechanics of writing

and reading evolved as the students were involved in formal reading instruction and a parental read aloud project.

An example of one of the profiles of a student is included in Table III which is a compilation of information collected from the initial interview to the completion of the study. The students were interviewed informally the first week of school. From this interview it was determined whether they had a positive attitude toward reading. Also, the students were asked if they had learned to read. The number of books bag exchanges was listed. Achievement with the books in the bags was determined by the researcher as she reviewed data from the students' reading during the bag exchanges. Group participation was based on the observations. Some students were not involved when group activities were taking place. The amount of involvement by the student in the classroom setting was rated on a scale from one to five. A summary of the parents responses were included. The percentile on the recreational, academic, and full scale scores of the Elementary Reading Attitude Survey were given. Finally, the follow-up interview was included in narrative form. If you wish to read all of the profiles Appendix E contains the remainder of the them.

The first two months of reading instruction consisted of learning the letters and sounds. The students had not begun to read from their basal readers in the classroom at this time. Most of these students, though, were reading from some of the books contained within the bags during this time.

TABLE III
STUDENT PROFILE

STUDENT NO.: 3

INITIAL INTERVIEW:

I don't like reading. It isn't fun. Well, my mom had me to read a pretty bunch of reading at home. I already read it once and it had a hundred pages. It was Tom and Jerry. I like to have someone read to me. I like to listen to Seven Little Rabbits at school.

RESPONSE AT ONSET: Negative Reluctant Reader

BOOK BAG EXCHANGES: 10

ACHIEVEMENT WITH BOOKS IN BAGS: Average

COMMENTS BY RESEARCHER:

As the months progressed he showed more interest in reading. He wanted to read to me.

GROUP PARTICIPATION OBSERVATION:

INVOLVED					UNINVOLVED
1	2	3	4	5	

PARENT RESPONSE:

He likes first grade but not reading. He just laughs for me. We threw away his soundy book in kindergarten. He does better for his sister. He just will not try for me.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
99	99	99

FOLLOW-UP SURVEY NARRATIVE:

Reading is that you read a bunch. I really like it. I used to hate it and now I like it. I would rather have my Mom read to me than read myself. She reads sometimes when I ask her. I wrote a story about The Ship at War. I feel good about reading books. I do not think reading is hard and I am kind of becoming a good reader.

Parental involvement in conjunction with a strong reading program produced a class that continued to have a good attitude and strong interest in reading throughout the first fifteen weeks of school.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

General Summary of the Investigation

This chapter presents a summary of the study, conclusions drawn from the analysis of the study, findings, the educational implications and recommendations for further study.

This study investigated the interest in reading of first grade students as they began and progressed through the first fifteen weeks of reading instruction. A parental read aloud project also was conducted simultaneously. Reading interest was measured qualitatively through interviews, questionnaires, participant observations and surveys. The sample consisted of twenty-one first grade students selected from one intact classroom in a small rural Central Oklahoma town. A parental read aloud project began on September 3, 1991 and continued through December 17, 1991. At the conclusion parents of eighteen of these students were interviewed personally, by telephone, or completed a questionnaire. These interviews and questionnaires sought to gain insights into the child's interest in reading. Student and teacher interviews all substantiated the observations, the reading conferences during bag exchanges, parent

interviews and surveys. These different facets of the research employed data triangulation. Multiple data sources were used. These included students as individuals, in a group setting, and collectively; parents, and classroom teacher. Data was collected through interviews, observations, informal book conferences, parent interviews, and surveys.

Conclusions

The results of this study qualitatively indicated that these first grade students had a continued interest in reading through the active parent participation with quality children's literature during the first few weeks of formal instruction. Both those students who were becoming proficient readers and those who found reading more difficult showed an interest in reading and writing at the conclusion of the research.

The results of the parent interviews showed they felt their child was becoming a proficient reader. Along with the parental involvement was the Open Court Reading and Writing Series, and a warm, caring teacher which also contributed to the positive attitudes of the students.

During the participant observations it was noted that some children were not on task with the group responses during the phonics and decoding, or reading together portions. This did not appear to have an effect on their attitude toward reading, but possibly had an effect on their

achievement.

Findings

The findings of the study indicate that the majority of the first grade class:

1. Were anxiously anticipating learning to read.
2. Continued to be excited about the reading task as the instruction progressed for fifteen weeks.
3. Had an excellent attitude toward reading and writing.
4. Were moving from being nonreaders to readers.
5. Were making sense out of the written language.
6. Were constructing the meaning the author intended.
7. Were using print to read the environment.
8. Were starting to write stories that made sense.

Through qualitative measures the researcher was able to gain insights into the attitudes toward reading of this first grade class. One finding was that fifteen (71%) of the students would rather read to themselves than have someone read to them. The less capable students liked to have someone read to them. Sixty-two percent of the children would rather be read to than watch television.

The children indicated by several measures that they had a good feeling about reading books. When asked how they felt about reading books, twenty gave affirmative answers. Only one said "kinda happy and kinda mad." She also felt

negative toward reading at the onset. The parents' responses and the Elementary Reading Attitude Survey also supported this attitude.

This research supported the findings that parental involvement makes a difference in a student's attitude toward learning. It also supported earlier research (Durkin, 1980) that children who showed an interest in scribbling early also wanted to read earlier. The study did not indicate that books had become a source of enchantment and wonder, or that the children were reading extensively. Some of the children were at this point, but most were not. With the positive attitude that most of these students indicated, that may come later.

Twenty children indicated they liked to write stories and could name their favorite story they had written. All twenty-one children named a favorite book. Trelease (1982) noted that many children who were not involved with books were unable to name even one book they liked.

Educational Implications

The results of this study indicate that a well planned parental involvement project that involves the parents and students reading together, at the same time that formal reading instruction is taking place can have an affirmative effect on the attitudes of first grade students toward reading. All qualitative measures showed that the students had positive attitudes toward reading and writing.

This study has the following educational implications:

1. A parental involvement project can be successful without extensive parent training.
2. When students are involved in reading or listening to quality children's books with parents they develop an awareness that reading is enjoyable.
3. When involved with whole books students can name a favorite book.
4. Students realize that reading is more than word analysis, but it is "fun" and they are "learning."
5. Students involved in a parental read-aloud and a reading program with an emphasis on language development promotes an interest in writing.
6. Developing an interest in reading is the fuel that drives the child to want to read independently.
7. The merits of a parental read-aloud project are: an increased interest in reading; building a knowledge base; developing a sight vocabulary; exposure to new material too difficult for the child to read independently; and a time of togetherness or bonding.
8. Being involved in a research study such as this enhances the participating teacher's understanding of the educational process.
9. The book bags developed into a social status for students, making them feel "special."
10. Enhancement of the parent's attitude toward literacy was evidenced throughout the study.

Recommendations for Further Research

It is recommended that:

1. The study be replicated with other first grade classrooms that are using a different basal series to investigate if the positive attitudes prevail in reading.
2. The study be replicated with other first grade classrooms that are using a different basal series to investigate if the positive attitudes prevail in writing.
3. Research be encouraged to learn more about varying attitudes of first grade children toward reading within other child populations.
4. Other specific parental involvement programs be developed that make quality children's literature readily available to parents.
5. Further research on parental read aloud programs of chapter books or more difficult books be done with those children that are becoming proficient in reading.
6. Further study be done to determine if a parental read-aloud project will develop an interest in books that will surpass an interest in television viewing.
7. Further study be conducted to determine if a parental read aloud project will have an effect on achievement as well as attitude.

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APPENDIXES

APPENDIX A

PARENT PERMISSION FORM AND INTERACTIONS

August 20, 1991

Dear Parents:

I am pursuing an advanced degree in elementary education from Oklahoma State University and have received permission from Public Schools to conduct my research with a first grade classroom.

The purpose of the study is to obtain information concerning first grade students as they begin formal reading instruction and are involved in a parent read-aloud project. If your child is allowed to participate in the study, he/she will bring a bag containing four books home weekly. The books are to be read aloud to your child. Some will be appropriate for the child to read to you. The project will commence September 3, 1991 and conclude December 17, 1991. At the conclusion of the project, questionnaires or parent interviews will be conducted by me concerning the reading project and your opinion of your child's reaction to the reading task.

All information gained in this study will remain confidential. When data is reported numbers will replace names. In order for your child to participate in this study, please sign the attached permission form and return it to your child's teacher. If you have any questions or concerns, please feel free to call me. I appreciate your cooperation.

Sincerely,

Donna Kapka, Reading Specialist

My child _____ has permission to participate in the research study by Donna Kapka. I will read with and to my child during the 15 week study. I understand the results of my child's participation will remain confidential, but will be discussed with me upon my request.

_____ I am willing to read to my child or have him read to me, and be interviewed concerning his reading progress to provide data for this study.

Parent's Signature: _____

PARENTS AND CHILDREN

READING TOGETHER

September 3, 1991

Dear Parents:

Thank you for participating in the reading research project I am conducting. Reading aloud can be one of the most enjoyable and beneficial activities you can share with your child. The following suggestions may help you as with this project:

READING ALOUD TO YOUR CHILD.

- Read the title and the author. Ask your child what he thinks the story will be about.
- Read the book. Stop when the child wants to talk to you about the pictures or has questions about the story. Call attention to the pictures as they relate to the story.
- Connect information that the child knows with what is read.
- When finished reading you may ask questions such as these:

Did this story turn out the way you thought it would?
Why or why not?

Is the main character someone you would like to have
as a friend?

What made this book interesting?

HOW TO ASSIST YOUR CHILD AS HE/SHE READS ALOUD TO YOU.

As your child's reading ability increases he/she will want to read aloud to you. Let them take the lead to read the books they feel comfortable reading. If they miss too many words suggest that you read the story to them. After repeated readings the child may want to try again.

Reading is getting meaning from the printed page. Phonics skills will develop as they receive formal instruction and as they read and hear you read aloud. If they need help with words, just tell them the word so the story will not be interrupted by asking them to sound out the word. This will come with practice.

The books bags will be returned on Tuesday each week and another bag will be given to your child. Please let me know if you have any questions.

Donna Kapka

PARENTS AND CHILDREN

READING TOGETHER

Dear Parents,

Thank you for participating in the Read Aloud Book Bag Project. The project will end on December 17 and the bags will be collected.

Parent interviews will be conducted the first two weeks of December. Information will be compiled about how you feel your child is progressing in reading at this time.

Please indicate a time that will be convenient for you. I will confirm the time you choose.

Mrs. Donna Kapka

I can come for a conference in Mrs. Kapka's room on:

December 4 3:15-3:45 _____

December 5 3:15-3:45 _____
 3:45-4:15 _____
 4:15-5:00 _____

December 9 3:15-3:45 _____
 3:45-4:15 _____
 4:15-5:00 _____

(After 5:00 Indicate time) _____

December 10 (After 5:00) _____

December 11 3:15-3:45 _____
 3:45-4:15 _____

December 12 3:15-3:45 _____
 3:45-4:15 _____
 4:15-5:00 _____

After 5:00 _____

December 16 3:15-3:45 _____
 3:45-4:15 _____
 4:15-5:00 _____

After 5:00 _____

December 18 3:15-3:45 _____
 3:45-4:15 _____
 4:15-5:00 _____

Other _____

(Indicate if you would
prefer a home visit.)

APPENDIX B

STUDENT AND PARENT INTERVIEWS

STUDENT INTERVIEW - FOLLOW-UP TO READ ALOUD PROJECT

STUDENT NAME: _____ DATE: _____

1. WHAT IS READING? _____

2. WHAT IS YOUR FAVORITE BOOK? _____

3. WOULD YOU RATHER READ A BOOK YOURSELF OR HAVE SOMEONE
READ TO YOU? _____
4. WHO IS YOUR FAVORITE PERSON TO READ TO YOU? _____

5. WHAT WOULD YOU RATHER DO--WATCH TV OR BE READ TO? _____

6. WHEN DOES YOUR _____ READ TO YOU? _____

7. DO YOU LIKE TO WRITE STORIES? _____

8. TELL ME ABOUT YOUR FAVORITE STORY THAT YOU HAVE WRITTEN.

9. HOW DO YOU FEEL ABOUT READING BOOKS? _____

10. WHAT IS YOUR FAVORITE THING TO DO AT SCHOOL? _____

11. WHAT IS YOUR FAVORITE THING ABOUT YOUR READING LESSON?

12. DO YOU LIKE TO GET A BOOK AS A GIFT? _____

13. DO YOU LIKE TO GO TO THE LIBRARY TO CHECK OUT BOOKS? _____

14. DO YOU THINK READING IS HARD TO DO? _____
15. ARE YOU BECOMING A GOOD READER? _____

Name: _____ Date: _____

FIRST GRADE READING - PARENT INTERVIEW

1. Tell me about how _____ feels about first grade. _____

2. What does _____ seem to enjoy most about school? _____

3. Tell me about how _____ feels about the reading project with the book bags. _____

4. What is _____ favorite free time activity? _____

5. Describe _____ attitude toward books and learning to read. _____

6. Did you read to _____ at an early age? _____

7. When did _____ begin to show an interest in scribbling or writing alphabet letters? _____

8. Tell me about what types of reading materials are available in the home. Newspapers? Magazines? Books? _____

9. How much TV does _____ watch? _____

10. Tell me about _____ ability to recognize words or
is he/she uninterested at this point. _____

11. Describe your read aloud session. Talk about pictures?
Discuss the story? _____

12. Is your child making sense out of the written
language? _____

13. Is your child constructing the meaning the author
intended? _____

14. Is your child using print to read the environment?
(such as McDonalds, TV commercials) _____

15. Is your child wanting to read extensively? _____

16. Do you feel that your child is moving from being a
nonreader to a reader? Discuss. _____

17. Are books becoming a source of enchantment and wonder?

18. Is your child starting to write stories (or sentences)
that make sense? _____

19. What else could you tell me about your child's attitude toward reading? _____

APPENDIX C

BOOK TITLES AND AUTHORS INCLUDED IN BOOK BAGS

PARENT READ ALOUD PROJECT

SEPTEMBER 3, 1991 TO DECEMBER 17, 1991

BOOK BAG NO. 1

ASK MR. BEAR
MARJORIE FLACKBUTTONS
TOM ROBINSONARTHUR'S BIRTHDAY
MARC BROWNHOW MUCH IS A MILLION?
DAVID M. SCHWARTZ

BOOK BAG NO. 3

WILLIE'S NOT THE HUGGING KIND
JOYCE DURHAM BARRETTCHICKEN SOUP WITH RICE
MAURICE SENDAKTHERE'S A NIGHTMARE IN MY CLOSET
MERCER MAYERA CHOCOLATE MOOSE FOR DINNER
FRED GWYNNE

BOOK BAG NO. 5

WHAT'S CLAUDE DOING?
DICK GACKENBACHLYLE, LYLE, CROCODILE
BERNARD WABERLAZY JACK
TONY ROSSFRIEND IS SOMEONE WHO LIKES YOU
JOAN WALSH ANGLUND

BOOK BAG NO. 7

I DON'T CARE
MARJORIE WEINMAN SHARMATROLL OVER
MERLE PEEK

BOOK BAG NO. 2

HARRY & THE LADY NEXT DOOR
GENE ZIONJILLIAN JIGGS
PHOEBE GILMANDOGGER
SHIRLEY HUGHESA HOUSE FOR HERMIT CRAB
ERIC CARLE

BOOK BAG NO. 4

THE CIRCUS BABY
MAUD & MISKA PETERSHAMI'M BIGGER THAN YOU!
JOY COWLEYTHE TRAIN
DAVID MCPHAILIS YOUR MAMA A LLAMA?
DEBORAH GUARINO

BOOK BAG NO. 6

THE CHICK AND THE DUCKLING
MIRRA GINSBURGDEAR GARBAGE MAN
GENE ZIONPETUNIA
ROGER DUVOISINBEST FRIENDS
STEVEN KELLOGG

BOOK BAG NO. 8

BUTTONS FOR GENERAL WASHINGTON
PETER & CONNIE ROOPOUR TREE HOUSE
REBEL WILLIAMS

YOUR PET PENGUIN
BOBBIE HAMSA

THE RED BALLOON
A. LAMORISSE

BOOK BAG NO. 9

WHOSE MOUSE ARE YOU?
ROBERT KRAUS

TWO ORPHAN CUBS
BARBARA BRENNER & MAY GARELICK

WHAT HAPPENED-PATRICK'S DINOSAURS?
CAROL CARRICK

JOHNNY APPLESEED
ALIKI

BOOK BAG NO. 11

THREE LITTLE KITTENS
PAUL GALDONE

FERDINAND
ROBERT LAWSON

MARTHA THE MOVIE MOUSE
ARNOLD LOBEL

MUCH BIGGER THAN MARTIN
STEVEN KELLOGG

BOOK BAG NO. 13

TODAY WAS A TERRIBLE DAY
PATRICIA REILLY GIFF

GRANDPA
BARBARA BORACK

IT LOOKED LIKE SPILT MILK
CHARLES G. SHAW

MADELINE
LUDWIG BEMELMANS

BOOK BAG NO. 15

I'M NOT A CRYBABY
NORMA SIMON

THE BALANCING GIRL
BERNIECE RABE

THE MILK MAKERS
GAIL GIBBONS

BOOK BAG NO. 10

THE WEDNESDAY SURPRISE
EVE BUNTING

ANIMALS BORN ALIVE AND WELL
RUTH HELLER

THE KING WHO RAINED
FRED GWYNNE

WILL'S MAMMOTH
RAFE MARTIN

BOOK BAG NO. 12

THE THIRD-STORY CAT
LESLIE BAKER

ARTHUR'S BABY
MARC BROWN

OLD MCDONALD HAD A FARM
TRACEY CAMPBELL PEARSON

NEW BLUE SHOES
EVE RICE

BOOK BAG NO. 14

CORDUROY
DON FREEMAN

PHIL THE VENTRILOQUIST
ROBERT KRAUS

THE THREE ROBBERS
TOMI UNGERER

ABRAHAM LINCOLN
DAVID A. ADLER

BOOK BAG NO. 16

CURIOUS GEORGE
H. A. REY

THE NINE DAYS OF CAMPING
REBEL WILLIAMS

HERE I AM, AN ONLY CHILD
MARLENE FANTA SHYER

THY FRIEND OBADIAH
BRINTON TURKLE

BOOK BAG NO. 17

A POCKET FOR CORDUROY
DON FREEMAN

COME OUT, JESSIE!
HARRIET ZIEFERT

THE GREAT WHITE MAN-EATING SHARK
MARGARET MAHY

THE CUT-UPS
JAMES MARSHALL

BOOK BAG NO. 19

THE TEENY TINY WOMAN
BARBARA SEULING

CURIOUS GEORGE FLIES A KITE
H. A. REY

GEORGE & MARTHA BACK IN TOWN
JAMES MARSHALL

AMAZING VOYAGE OF JACKIE GRACE
MATT FAULKNER

BOOK BAG NO. 21

WHAT'S SILLY
NIKI YEKTAI

MRS. BRICE'S MICE
SYD HOFF

WON'T SOMEBODY PLAY WITH ME?
STEVEN KELLOGG

SONG AND DANCE MAN
KAREN ACKERMAN

OH, WERE THEY EVER HAPPY!
PETER SPIER

ANNA'S SECRET FRIEND
YORIKO TSUTSUI

THE CUT-UPS CUT LOOSE
JAMES MARSHALL

BOOK BAG NO. 18

MARY ALICE OPERATOR NO. 9
JEFFREY ALLEN

I HATE MY BROTHER HARRY
CRESCENT DRAGONWAGON

DAWN
URI SHULEVITZ

PATRICK'S DINOSAURS
CAROL CARRICK

BOOK BAG NO. 20

WHERE DOES THE SUN GO AT NIGHT
MIRRA GINSBURG

THE THREE BILLY GOATS GRUFF
JANET STEVENS

CURIOUS GEORGE TAKES A JOB
H. A. REY

ALL YEAR LONG
NANCY TAFURI

BOOK BAG NO. 22

PINKERTON, BEHAVE
STEVEN KELLOGG

THE THREE BILLY-GOATS GRUFF
ELLEN APPLEBY

HAVE YOU SEEN BIRDS?
JOANNE OPPENHEIM

SCHOOL BUS
DONALD CREWS

BOOK BAG NO. 23

EVERETT ANDERSON'S NINE MONTH
LUCILLE CLIFTON

HARRY'S MOM
BARBARA ANN PORTE

WHO SANK THE BOAT?
HORRIBLE PAMELA ALLEN

MIKE MULLIGAN & HIS STEAM SHOVEL
VIRGINIA LEE BURTON

BOOK BAG NO. 25

I'LL ALWAYS LOVE YOU
HANS WILHELM

LITTLE TOOT
WARDIE GRAMATKY

WET GRASS
JUNE MELSER

CAVE BOY
CATHY EAST DUBOWSKI

BOOK BAG NO. 27

ARTHUR GOES TO CAMP
MARC BROWN

ALBERT'S TOOTHACHE
BARBARA WILLIAMS

I'LL FIX ANTHONY
JUDITH VIORST

RAIN
ROBERT KALAN

BOOK BAG NO. 29

A BAG FULL OF PUPS
DICK GACKENBACH

HOORAY FOR SNAIL
JOHN STADLER

LENTIL
ROBERT MCCLOSKEY

BOOK BAG NO. 24

JEMIMA PUDDLE-DUCK
BEATRIX POTTER

EMMA'S VACATION
DAVID MCPHAIL

ALEXANDER & THE TERRIBLE,
JUDITH VIORST

OLLIE FORGOT
TEDD ARNOLD

BOOK BAG NO. 26

MORE SPAGHETTI I SAY!
RITA GOLDEN GELMAN

THE COW WHO FELL IN THE CANAL
PHYLLIS KRASILOVSKY

MANNERS CAN BE FUN
MUNRO LEAF

THE PAPER CRANE
MOLLY BANG

BOOK BAG NO. 28

THE OWL AND THE PUSSY-CAT
EDWARD LEAR

HAZEL'S AMAZING MOTHER
ROSEMARY WELLS

A SNAKE IS TOTALLY TAIL
JUDI BARRETT

TIME FOR SCHOOL, NATHAN!
LULU DELACRE

BOOK BAG NO. 30

REAL ROBOTS
GRACE MACCARONE

BAD DAY
JENI COUZYN

ISLAND BOY
BARBARA COONEY

TALLYHO, PINKERTON!
STEVEN KELLOGG

THE BED BOOK
SYLVIA PLATH

APPENDIX D

CONTACT SUMMARY FORM

FIRST GRADE READING RESEARCH

CONTACT SUMMARY FORM

CONTACT TYPE:

Classroom Visit _____
 Individual _____
 Bookbag Exchange _____
 Phone _____
 (With Whom) _____

Site: Classroom _____ Other _____
 Contact Date: _____
 Today's Date: _____

1. What were the main issues or themes that struck you in this contact?

2. Summarize the information you got (or failed to get) on each of the target questions you had on this contact.

Question:

Attitude toward reading
 (Books)

Interest in writing

Feeling of success-
 failure in reading tasks

3. Anything else that struck you as interesting, illuminating or important in this contact.

4. What new categories emerged from this contact?

APPENDIX E

STUDENT PROFILES

STUDENT PROFILE

STUDENT NO.: 1INITIAL INTERVIEW:

School is going fine. I want to learn to read, but I can't read yet. I think it will be hard. We have been putting letters in the right order and tracing over things. We have not read any books yet. I liked all the books and poems my teacher has read.

RESPONSE AT ONSET: Positive

Nonreader

BOOK BAG EXCHANGES: 11ACHIEVEMENT WITH BOOKS IN BAGS: WeakCOMMENTS BY RESEARCHER:

He was excited about the books in his bags. He read a few pages several times with help.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

She read on her days off - Saturday.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
72	69	72

FOLLOW-UP SURVEY NARRATIVE:

Reading is learning. My favorite book is Bart Simpson. I would rather read a book myself, but Mom has to tell me which word it is. I would rather have Mom read to me than watch TV. Mom doesn't read me to except when I took the book bags home. I like to write stories and wrote one about Bart Simpson. I think reading is hard, but I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 2INITIAL INTERVIEW:

I know how to read. I learned all by myself.
 I have read all my favorite ones. We are
 learning how to spell words. My favorite book
 is Icky Picky Sister. My mother does not read
 to me. I read to my little sister. I read to
 my mom and dad sometime.

RESPONSE AT ONSET: Positive ReaderBOOK BAG EXCHANGES: 15ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

She read to me each time and began to read with
 expression. She was an extremely competent reader.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

Parent read to and with her. Very supportive and
 expressed pleasure in her daughter's reading ability.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
99	99	99

FOLLOW-UP SURVEY NARRATIVE:

Reading is looking at a book and read. My
 favorite book is Willie's Raiders. They
 are baseball players that are bad guys. I
 would rather have Mom read to me than watch
 TV. I wrote a story, The Big Book. It was
 about a girl that goes to school and she's mean
 and has a nice brother. I love to read and write
 at school. I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 4INITIAL INTERVIEW:

I do not like to read. I know how to read, but my dad doesn't have any books for me to read. He has big long books. My mom is reading this book to me. It is real long, Little Mermaid. I can't read it. Too much words. I like the question of the day in first grade. I don't want to learn how to read but want to know how.

RESPONSE AT ONSET: Negative ReaderBOOK BAG EXCHANGES: 9ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

She liked nonfiction books and would read portions of them to me.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	<u>3</u>	4	5

PARENT RESPONSE:

She was bored at first, but enjoys it now. She was in developmental first. She loves spelling. She likes factual books about insects, turtles, nature. She had sixty percent hearing loss in Kindergarten, but O.K. now. Does not like to color.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
44	4	12

FOLLOW-UP SURVEY NARRATIVE:

Reading is where you look at the words and read them. My favorite book is Amelia Bedelia. I would rather read to myself than be read to. But I would rather watch TV. I like to write. I wrote a story called The Fairy and the Ghost. I feel kinda happy and kinda mad about reading. I don't like to read that much. Mom thinks I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 5INITIAL INTERVIEW:

This student was not here for the initial interview, but she participated in all the book bag exchanges and all other aspects of the research.

RESPONSE AT ONSET:

Nonreader

BOOK BAG EXCHANGES: 12ACHIEVEMENT WITH BOOKS IN BAGS: WeakCOMMENTS BY RESEARCHER:

She usually read portions of her stories and showed enthusiasm for the book bags.

GROUP PARTICIPATION OBSERVATION:

INVOLVED				UNINVOLVED
1	2	3	4	<u>5</u>

PARENT RESPONSE:

At first she was really excited about the books and then began to "forget" them. She loves books. I read a few pages to her and she reads a few to me. Then next night we change and I read the pages she read, etc.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
72	88	82

FOLLOW-UP SURVEY NARRATIVE:

Reading is when you read to someone or to your Mom. My favorite book is What's Silly. I would have rather have Mom read to me than watch TV. Mom and Dad read to me at night. I feel happy about reading books. I don't think reading is hard to do, but I don't really think I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 6INITIAL INTERVIEW:

I know on coloring books that has red and stuff. That is the only thing I know how to read. We are starting learning to read the colors. I know the alphabet letters. I know how to sound the letters out. Mother does not read to me any more. I want to learn how to read because we have a new baby and I can read to her. When you teach them how to read it makes you feel like a teacher.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 8ACHIEVEMENT WITH BOOKS IN BAGS: AverageCOMMENTS BY RESEARCHER:

One time she said no one had read to her. Other times she read portions of the books to me.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

She loves to read. She always wanted me to read to her. Now she is picking things up on her own. I was surprised at the speed she did learn to read. She asks us words and we tell her to sound them out.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
99	85	92

FOLLOW-UP SURVEY NARRATIVE:

Reading is you go back to learn words. Reading a book at home. My favorite book is Dinosaurs. Books I know I would rather read to myself. The ones I don't I would rather have someone read to me. My teacher is my favorite person to read to me. No one read to me at home. They read sometimes when I took bags home. Reading is hard but I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 7INITIAL INTERVIEW:

I know some color words - red, yellow, blue, green, gray, and black. I can't read books but I can sometime figure out words. We are reading Goldfish at school. We can read titles on the big poster. Sometimes we go up there and read it. Sometimes I write a letter to someone. I spell things the way they sound.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 7ACHIEVEMENT WITH BOOKS IN BAGS: AverageCOMMENTS BY RESEARCHER:

He indicated no one read to him. Sometimes he would read easy books.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

(Parents indicated at onset that they would participate in the project but they did not read to their child. They did not want to participate in final interview.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
58	44	49

FOLLOW-UP SURVEY NARRATIVE:

Reading is fun. My favorite book is Clifford. I would rather read to myself. Grandmother Mary is my favorite person to read to me. She read a book to me once. I wrote a story today about the swimming pool. I feel good about reading books. I do not think reading is hard and I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 8INITIAL INTERVIEW:

Reading is O.K. Oh, I read pretty good. But we haven't learned in the classroom yet. I read about anything. I have read Three Little Pigs and Little Red Riding Hood. I just sounded out the words. The question of the day is my favorite part of school.

RESPONSE AT ONSET: Positive ReaderBOOK BAG EXCHANGES: 15ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

He was proficient in reading when school started, and usually read his favorite portion of book to me.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

He enjoys reading. He was reading words before Kindergarten. He had a Microscope book with flashcards and could read them. He makes his own newspapers.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
21	75	49

FOLLOW-UP SURVEY NARRATIVE:

To me reading is just one way to learn how to read. My favorite book is See and Feel. Read and feel things like sand and a mirror. I would rather read than watch TV or have someone read to me. I like to write stories. I wrote one about School. I feel happy about reading books, but my favorite thing at school is to write.

STUDENT PROFILE

STUDENT NO.: 9INITIAL INTERVIEW:

I think reading is fun. I have not learned how to read yet, but I think I will before long. My brothers and sisters help me read. My favorite story is Mickey Mouse. I have learned to write. There is only one thing that I know how to read - my name.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 13ACHIEVEMENT WITH BOOKS IN BAGS: AverageCOMMENTS BY RESEARCHER:

He read something to me each time starting in October. His brother read his books to him.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

(His brother answered the questions over the phone. He lives with his brothers and sister in foster care.) He doesn't complain about reading. He likes for me to read to him. He is beginning to read words.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
38	88	69

FOLLOW-UP SURVEY NARRATIVE:

Reading is you have classes. You look at the words and you sound them out and read them. My favorite book is Three Little Kittens. I would rather read to myself. I wrote a story about Mickey Mouse. I like to read books. I don't think reading is hard and I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 10INITIAL INTERVIEW:

I know how to read. I was in first grade last year. I only read three books, but I don't know their names. My mother reads to me every once in a week. I like books. I do not have a favorite story.

RESPONSE AT ONSET: Positive Weak readerBOOK BAG EXCHANGES: 13ACHIEVEMENT WITH BOOKS IN BAGS: WeakCOMMENTS BY RESEARCHER:

He attempted each week to read some from the books but it was a struggle for him.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

Grandmother is with us and he read a whole book to her. I probably did not read to him enough. When we went to the bookstore he was not excited about picking out books. I am concerned about this.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
58	91	80

FOLLOW-UP SURVEY NARRATIVE:

Reading is when you read - read out to your class or to yourself. My favorite book is Mario. I would rather read a book myself than watch TV. My favorite story was the one I wrote over at your classroom about the crow. My brother told me some stuff I could put down. We looked it up in the dictionary.

STUDENT PROFILE

STUDENT NO.: 11INITIAL INTERVIEW:

I have not learned how to read yet. We are learning how to write the letters and stuff. My favorite book is Bernstein Bears Learning Manners. I think it will be fun learning how to read. My mother reads to me a little.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 13ACHIEVEMENT WITH BOOKS IN BAGS: WeakCOMMENTS BY RESEARCHER:

She commented several times that mother did not have time to read to her. She never read anything to me.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	<u>3</u>	4	5

PARENT RESPONSE:

(Dad came for the conference.) He indicated that she became extremely frustrated when she read. Dad was a proficient reader.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
99	99	99

FOLLOW-UP SURVEY NARRATIVE:

Reading is learning. My favorite book is Waldo. I would rather have Mom read to me than watch TV. My favorite story I wrote is Three Little Kittens. I feel good about reading books. Reading is my favorite thing to do at school. Reading is not really hard to do and I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 12INITIAL INTERVIEW:

I know how to read. My favorite part of school is to have snacks. I think it will be hard learning to read. I know my ABC's. My favorite book is Seven Little Dwarfs.

RESPONSE AT ONSET: Positive ReaderBOOK BAG EXCHANGES: 15ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

As the months progressed he attempted to read more difficult books to me. He seemed excited about them.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

He wants to read so bad he can taste it. He reads me stories and I read to him. His daddy reads to him. We talk about what the story is about. He is doing pretty good figuring out words.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
89	99	93

FOLLOW-UP SURVEY NARRATIVE:

Reading is learning. I like Clifford, The Big Red Dog. I can read it. I would rather read a book myself. But I would rather have my Mom read to me than watch TV. I wrote a story called The Woods. It is about this house in the woods. I feel happy about reading books. I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 13INITIAL INTERVIEW:

I think it will be hard learning to read.
 We have been doing the alphabet, and doing papers
 and stuff like that. I can already read Hickory
 Dickory Dock and The Goldfish that my teacher
 has been reading.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 9ACHIEVEMENT WITH BOOKS IN BAGS: WeakCOMMENTS BY RESEARCHER:

He read a few of the little repetitive books
 to me.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

I think he is slow. Has trouble even with
 simple words in sounding them out. He will
 listen to anything you will read to him.
 He liked the new books. He thinks learning
 to read will be fun.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
52	69	62

FOLLOW-UP SURVEY NARRATIVE:

Reading is where you learn to spell words and
 read them. My favorite book is Little Cubs. I
 would rather read a book to myself than have
 someone read to me. I would rather be read to than
 watch TV. I think it is hard to read but I am becoming
 a good reader.

STUDENT PROFILE

STUDENT NO.: 14INITIAL INTERVIEW:

I want to learn to read. We have not learned to read yet. We have been coloring , drawing and my teacher reads stories to us. I am excited about reading. My mother reads to me a lot.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 15ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

She was reading very fluently at the conclusion of the bag exchanges, and was a nonreader when school began.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

She is really enthusiastic about reading. Did not know how to read at the beginning of school. Been reading to her brother a lot lately. She always wants me to read to her and if I do not have time she reads it herself.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
92	85	90

FOLLOW-UP SURVEY NARRATIVE:

Reading is fun. My favorite story is Three Little Pigs. I would rather read myself. I can read hard books too. I would rather be read to than watch TV. I wrote a story called The Princess and the Apple Tree. I really like books. I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 15INITIAL INTERVIEW:

I like school. I want to learn how to read.
 We have made up a story looking at an animal
 picture. First story I every made. We read
 the story. I have to learn the alphabet first.
 I had to learn the whole alphabet in Kindergarten.
 I know it all.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 8ACHIEVEMENT WITH BOOKS IN BAGS: WeakCOMMENTS BY RESEARCHER:

She frequently did not exchange her bag. She
 read a few stories with help.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

(Several attempts were made to contact the parent
 for a follow-up interview, but was not successful.
 Therefore, part of the data for this profile is
 missing.)

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
72	79	78

FOLLOW-UP SURVEY NARRATIVE:

Reading is fun to me. My favorite book is
 Dinosaurs. I would rather have someone read to
 me. I wrote a story about Tristan. I feel
 better about reading books. I do not think reading
 is hard to do and I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 16INITIAL INTERVIEW:

I know how to read. I read some books at my house. We read some poems at school - The Star, The Goldfish, The Sky Painted Blue and Hickory Dickory Dock. I want to read badly.

RESPONSE AT ONSET: Positive ReaderBOOK BAG EXCHANGES: 15ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

She read to me each week. She recorded There's A Nightmare in My Closet for her classmates to use at a listening center.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

She has moved from a nonreader to a reader. She wants to read them herself now. I will think she will not get all those books read and she does. She could sound out the words at the beginning of school with help and is now reading.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
86	85	84

FOLLOW-UP SURVEY NARRATIVE:

Reading is when you are looking at a book and sounding out words. Bambi Grows Up is my favorite book. I would rather read to myself. I would rather be read to than watch TV. I wrote a story about my Dad. I do not think reading is hard to do and I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 17INITIAL INTERVIEW:

I do not know how to read, but I want to learn.
 My mother reads to me. My favorite book is
Curious George. We wrote a story in school
 about animals. I know the alphabet. I like
 to do papers. Coloring paper best.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 13ACHIEVEMENT WITH BOOKS IN BAGS: WeakCOMMENTS BY RESEARCHER:

She could read the repetitive books that she
 had been introduced to in developmental first.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

(Several attempts were made to contact parent for
 a follow-up interview. These were unsuccessful so
 the data for this profile is incomplete.)

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
72	69	72

FOLLOW-UP SURVEY NARRATIVE:

(Would not respond to "What is reading?" Just
 shook her head - I don't know). My favorite book is
Curious George. I would rather have someone read to
 me. I would rather watch TV than be read to. I
 like to write stories. I feel happy about reading
 and writing stories is my favorite thing in first
 grade. I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 18INITIAL INTERVIEW:

I do not know how to read , but I think it will be fun to read. My aunt reads to me. My favorite book is Rudolph. I think it will be hard to learn to read.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 14ACHIEVEMENT WITH BOOKS IN BAGS: WeakCOMMENTS BY RESEARCHER:

He had someone read to him each week. As the weeks progressed he was able to read some to me.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

He lived with his grandmother and aunt. His aunt who is a sixth grade student read to him weekly. She said he always wanted to read to us. He really likes it. He enjoys looking at the pictures and tries to understand when he reads to us.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
77	99	88

FOLLOW-UP SURVEY NARRATIVE:

Reading is fun. You just be quiet and read. My favorite book is Home Alone. I have this book at home. I would rather have my aunt read to me. I would rather be read to than watch TV. I like to write stories and I made a story of Home Alone. I feel happy about reading books. I think reading is a little hard to do, but I am becoming a good reader.

STUDENT PROFILE

STUDENT NO.: 19INITIAL INTERVIEW:

I kinda know how to read. I am excited about reading.
 I don't know what my favorite book is. I want to learn
 how to reading so that I can read to my sister. Mother
 reads to me sometimes. She helps me. I know how to
 read some because I was in developmental first.

RESPONSE AT ONSET: Positive ReaderBOOK BAG EXCHANGES: 14ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

She was extremely enthusiastic and would want to read
 all of the book or more than one book.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

First of year she was real gung hole, learning
 new words. Later we had to make it fun for her.
 Once she gets started she wants to do it. You have
 to be with her. Big difference between beginning
 of year and now. At first I was worried about her.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
38	69	55

FOLLOW-UP SURVEY NARRATIVE:

Reading is when they help you read books. My
 favorite book is Three Little Kittens. I like to
 read to my Mom. I would rather be read to than watch
 TV. I like to draw and write stories about anything
 you want. I wrote a story about cats. My favorite
 thing in school is reading. My mom says I am becoming a
 good reader. My friend is going to spend the night and
 we are going to read.

STUDENT PROFILE

STUDENT NO.: 20INITIAL INTERVIEW:

First grade is okay. I already know how to read.
I like the poems our teacher has read. I am ready to
read book on my own. I learned in developmental
first.

RESPONSE AT ONSET: Positive ReaderBOOK BAG EXCHANGES: 15ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

He read to me each time after the first exchange
and read very well.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

His reading has improved quite a bit. There for
a while we were reading the books to him and he was
reading the little bitty ones. Then he started have
reading all of them himself. It was like he didn't
have any confidence and then all of a sudden he had
confidence.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
58	49	52

FOLLOW-UP SURVEY NARRATIVE:

Reading is you just read. I would rather read
a book myself than watch TV. I feel fine about
reading. I am becoming a good reader. (He was
very shy and did not want to respond to these
questions.)

STUDENT PROFILE

STUDENT NO.: 21INITIAL INTERVIEW:

We are starting to learn to read on Friday. I am excited about learning to read. We have been coloring and working on the alphabet. My favorite book is about Mickey and Minnie Mouse.

RESPONSE AT ONSET: Positive NonreaderBOOK BAG EXCHANGES: 15ACHIEVEMENT WITH BOOKS IN BAGS: StrongCOMMENTS BY RESEARCHER:

She read to me each week during the bag exchanges, and was not reading when school started.

GROUP PARTICIPATION OBSERVATION:

INVOLVED			UNINVOLVED	
1	2	3	4	5

PARENT RESPONSE:

She has learned so much since school started this year. They have started their spelling words and reading. She loves reading. She is always reading. You would think after being in school she would be tired. When she comes in she gets something to read or to work on.

ELEMENTARY ATTITUDE SURVEY:

<u>RECREATIONAL</u>	<u>ACADEMIC</u>	<u>FULL SCALE</u>
92	79	88

FOLLOW-UP SURVEY NARRATIVE:

Reading is fun. My favorite book is If You Give a Mouse a Cookie. I would rather read a book myself than watch TV. I like to write stories. My favorite one is The Kid and the Fox. The kid and the fox came to France. My Mom and Dad tell me that I am becoming a good reader.

APPENDIX F

ELEMENTARY READING ATTITUDE SURVEY

ELEMENTARY READING ATTITUDE SURVEY

School _____ Grade _____ Name _____

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1. How do you feel when you read a book on a rainy Saturday?



JIM DAVIS

2. How do you feel when you read a book in school during free time?



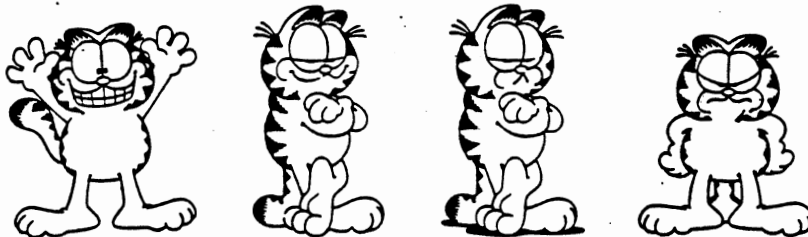
3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



5. How do you feel about spending free time reading?



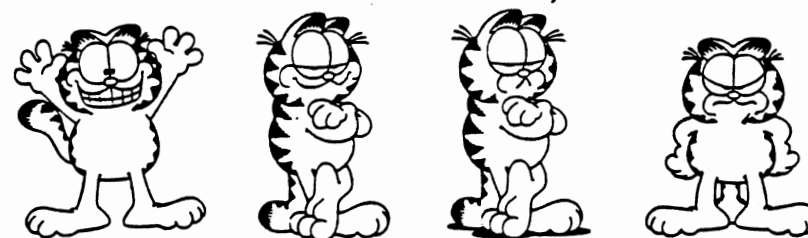
6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



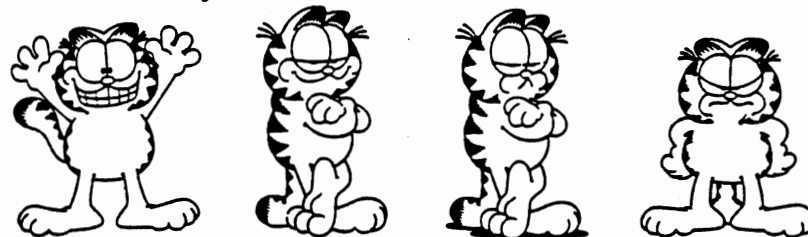
9. How do you feel about going to a bookstore?



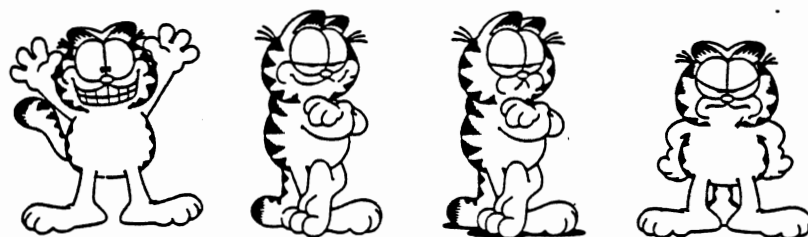
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



12. How do you feel about doing reading workbook pages and worksheets?



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13. How do you feel about reading in school?



14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



16. How do you feel when it's time for reading class?

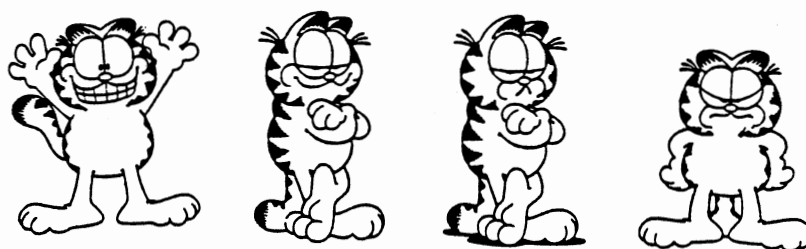


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17. How do you feel about the stories you read in reading class?



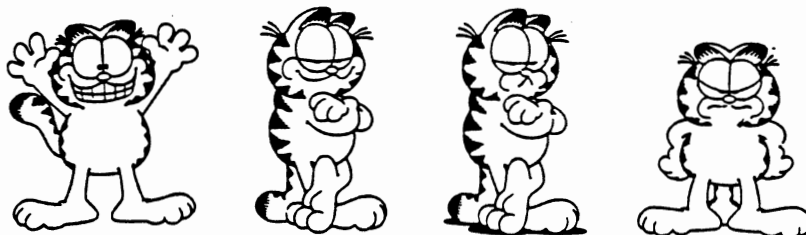
18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Elementary Reading Attitude Survey Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide

- | | | |
|----------|---------------|----------------------------------|
| 4 | points | Happiest Garfield |
| 3 | points | Slightly smiling Garfield |
| 2 | points | Mildly upset Garfield |
| 1 | point | Very upset Garfield |

Recreational reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw score: _____

Academic reading

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Raw score: _____

Full scale raw score (Recreational + Academic): _____

Percentile ranks

Recreational

Academic

Full scale

Raw Scr	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot
80			99			99			99			99			99			99
79			95			96			98			99			99			99
78			93			95			97			98			99			99
77			92			94			97			98			99			99
76			90			93			96			97			98			99
75			88			92			95			96			98			99
74			86			90			94			95			97			99
73			84			88			92			94			97			98
72			82			86			91			93			96			98
71			80			84			89			91			95			97
70			78			82			86			89			94			96
69			75			79			84			88			92			95
68			72			77			81			86			91			93
67			69			74			79			83			89			92
66			66			71			76			80			87			90
65			62			69			73			78			84			88
64			59			66			70			75			82			86
63			55			63			67			72			79			84
62			52			60			64			69			76			82
61			49			57			61			66			73			79
60			46			54			58			62			70			76
59			43			51			55			59			67			73
58			40			47			51			56			64			69
57			37			45			48			53			61			66
56			34			41			44			48			57			62
55			31			38			41			45			53			58
54			28			35			38			41			50			55
53			25			32			34			38			46			52
52			22			29			31			35			42			48
51			20			26			28			32			39			44
50			18			23			25			28			36			40
49			15			20			23			26			33			37
48			13			18			20			23			29			33
47			12			15			17			20			26			30
46			10			13			15			18			23			27
45			8			11			13			16			20			25
44			7			9			11			13			17			22
43			6			8			9			12			15			20
42			5			7			8			10			13			17
41			5			6			7			9			12			15

APPENDIX G

WORD LINES

Word Lines

In line 1, point out the difference between *be* and *bee* and *beat* and *beet* by using the words in sentences. For example: *I'll be home soon. The bee is buzzing near the flower. We beat the eggs to make the cake. The beet is growing in the garden.*

After blending line 2, point out how the *s* says /z/ at the end of *beads* and /s/ at the end of *beets*.

In line 3, review the contractions.

- | | | | | | |
|-----|----|-------|-------|--------|-------|
| LR | 1. | bē | bee | bea _ | bee _ |
| | | bē | bee | beat | beet |
| LR | 2. | bee _ | bea _ | bea _ | bee _ |
| | | beef | beast | beads_ | beets |
| WhW | 3. | we're | shē's | hē's | |

Play the Detective game to review the words. Use the following clues. Then have volunteers read and erase the remaining words.

A buzzing insect. (*bee*)

A kind of meat. (*beef*)

It means *we are*. (*we're*)

A wild animal. (*beast*)

A necklace can be made of them. (*beads*)

APPENDIX H

GRID FOR RECORDING BOOK BAG EXCHANGES

VITA

Donna Curtis Kapka

Candidate for the Degree of
Doctor of Education

Thesis: FIRST GRADE CHILDREN'S RESPONSES TO BEGINNING
READING AT THE ONSET OF FORMAL READING
INSTRUCTION COUPLED WITH A PARENT-CHILD
READ ALOUD PROJECT

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School, Covington, Oklahoma, 1974-75; Elementary
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