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This is to certify that the
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Direct Instruction in Critical Listening:
Its Effect On the Reading Progress of
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Gloria Marlene Boodt

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Patricia J. Cianciolo

Major professor

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1978

DIRECT INSTRUCTION IN CRITICAL LISTENING: ITS
EFFECT ON THE READING PROGRESS OF CHILDREN
IDENTIFIED AS REMEDIAL READERS

By

Gloria Marlene Boodt

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ABSTRACT

DIRECT INSTRUCTION IN CRITICAL LISTENING: ITS EFFECT ON THE READING PROGRESS OF CHILDREN IDENTIFIED AS REMEDIAL READERS

By

Gloria Marlene Boodt

The purpose of this study was to determine whether direct instruction in critical listening skills learned through activities in which select literary materials are used would improve (1) critical listening, (2) critical reading, and (3) general reading comprehension abilities of fourth, fifth, and sixth grade children identified as remedial readers.

Thirty subjects were assigned to the experimental (n = 15) group, and control (n = 15) group. Subjects were given Form 4A of the SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) Listening test, the SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) Reading test, and Form A of A LOOK AT LITERATURE: THE NCTE COOPERATIVE TEST OF CRITICAL READING AND APPRECIATION as pretests. Alternate forms of these tests were used as posttests.

Procedure

For a period of sixteen weeks, subjects in the

experimental group listened daily to the oral reading of select literary materials. Following the twenty minute oral reading, a group discussion was held to discuss aspects of the literature which were pertinent to the growth of certain critical thinking skills.

For the second half of the sixty minute reading period, subjects in the experimental group worked in skill building materials designed to improve word attack and comprehension skills.

The study examined the following research questions:

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their (1) critical listening abilities, (2) critical reading abilities, (3) general reading comprehension as a result of direct instruction in select critical listening skills learned through activities in which select literary materials are used?

The study also examined the following sub-questions:

Will direct instruction in select critical listening skills learned through activities in which select literary materials are used (1) improve subjects' positive attitudes toward reading, (2) improve subjects' ability to think and respond critically, and (3) will oral reading of select literary materials be an

appropriate medium for teaching critical listening,
critical reading and critical thinking?

Subjects in the control group received the school's regular basal reading program in ability grouped classes taught by classroom teachers.

Major Findings

Data were submitted to analysis of covariance. The adjusted estimate of the treatment effect on the STEP posttest of listening was 10.59, with a standard error of 3.05, favoring the experimental group ($F = 12.03$, p less than .002), and was significant at the .05 level.

The adjusted estimate of the treatment effect on the STEP reading test resulted in a difference between the groups of 8.9, with a standard error of 2.89, favoring the experimental group ($F = 9.49$, p less than .005), and was significant at the .05 level.

The adjusted estimate of the treatment effect on the NCTE critical reading test, A LOOK AT LITERATURE, was 3.9, with a standard error of 2.02, favoring the experimental group ($F = 3.66$, p less than .07), which did not reach the .05 level of significance.

Conclusions

It appears that instruction in critical listening should be included in reading instruction in the elementary school.

Children's literature appears to be an effective

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medium for improving critical listening, critical reading and general reading comprehension.

Direct instruction in critical listening in which select literary materials are used appears to improve subjects' positive attitudes toward reading, as well as abilities to think and respond critically to literature.

To my beloved husband, Neil,
and my dear children,
Douglas, Bradley and Jenell,
who so willingly gave their
love and support
throughout this project.

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I wish to express my deep appreciation to the many people who helped to make this study possible.

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To Virginia Wiseman in the College of Education Graduate Office for all her assistance.

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CHAPTER I

INTRODUCTION

The purpose of this study was to determine if direct instruction in critical listening skills, learned through activities in which select literary materials are used, will effect the reading progress of children identified as remedial readers. Critical thinking is a major aspect of this study and teaching children to think critically about what they hear and read is viewed by many as a primary requirement of education. Two basic purposes for teaching critical thinking are espoused by those who encourage the teaching of critical thinking. One purpose is related to their concern for the preservation of the democratic way of life, and the other is related to their belief that the ability to engage in critical thinking helps one to be able to use many kinds of thinking processes in the solution of life's problems and in the pursuit of happiness.¹

The preservation of the democratic way of life

¹ Martha L. King, "Critical Reading, What Else?" A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia J. Cianciolo (Urbana, Illinois: The National Council of Teachers of English, 1973), p. 294.

rests upon the understanding that democracy, by its very definition is a form of government in which political power resides in all the people, and is an awesome responsibility. To exercise one's duty and privilege, each citizen of normal intellectual capacity has a responsibility to share in the decision-making process by engaging in reflective or critical thinking concerning the issues.

Nila Banton Smith wrote:

In our democratic culture we cannot afford for one moment to become careless about critical reading and reflective thinking. Pupils free to evaluate are also responsible for good and sound decisions.³

Helen Robinson states that to the important priorities of the acquisition of skills and a desire to learn, must be added the ability to evaluate, which may prove to be crucial to the survival of our nation and our world.⁴

Lillian Gordon expresses a thought-provoking idea in the statement that the students in our schools today

²
Webster's Third International Dictionary of the English Language, Unabridged, ed. Philip Babcock Gove, et al. (Springfield, Massachusetts, 1961), p. 483.

³
Nila Banton Smith, "Reading in Depth at the Middle Grades," The Instructor, 74 (1965), 103.

⁴
Helen M. Robinson, "Significant Unsolved Problems in Reading," Language and the Language Arts, ed. Johanna deStefano and Sharon E. Fox (Boston: Little, Brown and Company, 1974), p. 181.

will one day become the lawmakers, either as leaders, even though they are relatively few in percentage of the population, or as voters who choose the leaders, and as such, must be taught to examine critically what they see, hear feel, read, and think. The school, therefore, is probably the one agency that can help students build critical thinking skills. While most students do not master critical thinking by themselves, almost all of them⁵ have the ability to think critically.

Closely related to the ability to think critically are the skills of critical listening and critical reading. Lundsteen states that each process makes use of many of the same feelings, background experiences, understandings and concepts.⁶ Devine suggests that perhaps all instruction in reading after one has mastered the basic skill of decoding, is training in how to think. He further hypothesizes that the teaching of listening, which goes beyond learning to follow directions or pay attention, may well be training in thinking.⁷ This researcher assumes that the terms

⁵ Lillian G. Gordon, "Promoting Critical Thinking," Developing Comprehension Including Critical Reading, comp. Mildred A. Dawson (Newark, Delaware: International Reading Association, 1968), p. 118.

⁶ Sara W. Lundsteen, Listening: Its Impact on Reading and the Other Language Arts (Urbana, Illinois: National Council of Teachers of English, 1971), p. 10.

⁷ Thomas G. Devine, "Listening: What Do We Know After Fifty Years of Research and Theorizing?" Journal of Reading, 21, No. 4 (1978), 302.

critical thinking, critical listening, and critical reading may be used interchangeably since the ability to think critically appears to be implicit in the act of critical listening and critical reading.

Another concern facing education is the widespread use of and exposure to the mass media, and the need it has created to teach critical thinking, critical listening, and critical reading as a protection against what has been called a "mob society." The omnipresence of mass media and the glibness with which mind-shaping ideas are presented, makes it crucial for citizens to critically evaluate the many varied and opposing ideas with which they are confronted daily through the mass media. David H. Russell once wrote that because so many children live in a world filled with ideas with which they are bombarded daily, the need to evaluate ideas is imperative.⁸ High among the skills needed in a world in which mass communication is such a powerful and influential force are critical thinking skills such as: the ability to judge and evaluate ideas; to distinguish fact from opinion; to judge the qualifications of an authority, and to recognize emotional or persuasive appeal. Kenneth A. Strike has commented that it could well be that the ability to make sound, autonomous judgment, as

well as the capacity to resist external manipulation, should be placed high upon our list of minimum⁹ competencies. Hugh Rank, in his article, "Teaching About Public Persuasion," suggests that a very significant change in public persuasion has occurred over the past two decades in that the professional persuaders have become dominant. The power of money, media access, sophisticated techniques, psychologists and sociologists skilled in analyzing human behavior are on one side. On the other side are the persuadees: the average citizen and consumer. Who trains the citizen? Not the school, says Rank. "There is no coherent, systematic effort in the schools today to prepare¹⁰ our future citizens for a sophisticated literacy."

The world of tomorrow as envisioned by Alvin Toffler presents a view of rapid and often radical change. Education, he says, must become future-oriented in order to prepare mankind for life in a vastly changed society.

... the technology of tomorrow requires men who can make critical judgments, who can weave their way through novel environments, who are quick to spot new relationships in the rapidly changing reality.¹¹

⁹
Kenneth A. Strike. "What Is a 'Competent' High School Graduate?" Educational Leadership, 35, No. 2 (1977), 96.

¹⁰
Hugh Rank, "Teaching About Public Persuasion," Teaching About Doublespeak, ed. Daniel Dieterich (Urbana, Illinois: National Council of Teachers of English, 1976), p.4.

¹¹
Alvin Toffler, Future Shock (New York: Random House, 1970), p. 402.

Critical thinking skills are needed to aid young people in coping effectively in a world which is in a constant state of flux concerning life styles, career choices, family and social relationships. A criterion or standard against which one may evaluate the rapidly changing ethical, moral and technological climate is needed to assist young people in making sound choices and judgments. Further, as society recognizes its pluralistic nature, evaluations of peoples and cultures must reflect a consciously developed standard against which judgments are made rather than stereotypic belief or hasty judgment. The development of self-awareness, as well as an understanding of others, grows as one examines critically one's feelings about ideas, actions, and people one encounters in daily living. The Association for Supervision and Curriculum Development espouses the idea of cultural pluralism in the statement that the impact of the complexity of life in a highly technological and industrialized society makes it necessary to recognize cultural pluralism and foster active efforts for its positive perpetuation. Translating this into educational terms, multi-cultural education has as essential goals: (a) recognizing and prizing diversity; (b) developing greater understanding of other cultural patterns; (c) respecting individuals of all cultures; (d) developing positive interaction among people and among experiences

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of diverse cultural groups.

According to the Education Policies Commission,
"The purpose which runs through and strengthens all other
educational purposes - the common thread of education -
13
is the development of the ability to think."

Opportunities to teach critical thinking may be found in
various areas of the elementary curriculum, and most
particularly in the language arts skills of listening and
reading. The fundamental principles upon which the
development of critical evaluation depend are: (1) a
background of knowledge and experience upon which to draw
when making critical evaluations; (b) the relative
independence of general intelligence and knowledge of the
subject matter, and the ability to think critically
(although it is understood that a certain amount of
intelligence and knowledge of the subject matter must be
present before critical thinking can take place); (c)
a command of the techniques of evaluation and a willingness
to suspend judgment; (d) critical thinking skills must be
learned as they do not develop naturally as part of the

12

Association for Supervision and Curriculum
Development, Multicultural Education, ed. Carl A. Grant
(Washington, D. C., 1977), p. 2.

13

Education Policies Commission, National
Education Association, The Central Purposes of American
Education (Washington, D. C., 1961), p. 12.

14
maturational process It may be necessary, as
Russell has pointed out, for the school to provide the
experiences a child does not have before critical thinking
can take place. Indeed, the school may well be the best
environment in which knowledge, experience, and skills
may be acquired, and in which the fundamentals of
critical thinking may be learned and practiced.

14
Patricia J. Cianciolo, "Discriminating Readers
Are Critical Thinkers," Reading Horizons, 9, No. 4
(Summer 1969), 174-180.

The Purpose of the Study

The purpose of this study was to determine whether the teaching of select critical listening skills through activities in which select literary materials were used would improve the reading abilities of fourth, fifth, and sixth grade students who were reading at a level not commensurate with their apparent potential general ability. A major goal of this study was to investigate the feasibility of utilizing critical listening to select literary materials as a viable means for teaching critical thinking and critical reading to students, who because of their reading difficulties, were often denied this kind of learning.

Statement of the Problem

As reading programs become directed more toward teaching the decoding and first level comprehension skills of reading, less time is provided for reading full length books, especially if a student has not mastered the required decoding and comprehension skills being taught through the use of the selections in basal readers and/or workbooks. This student is often given more drill on specific decoding and comprehension skills in which s/he is deficient while the more fortunate student who has

successfully completed his work, may spend his time reading books other than the basal readers. Aidan Chambers comments that the children who suffer most from the loss as a result of not being given time to read books of their choice and non-textbook selections are those children who need it most, for they are often the children whose homes did not prepare them to be readers and do not encourage them to spend time reading out of school; homes without books and without the kind of atmosphere that helps¹⁵ children enjoy reading.

Reluctance to read is an attitude more often than an inability. The reader must be able to view the reading of literature as pleasurable if reluctance for reading is to be avoided.¹⁶ Because the student who experiences reading difficulties seldom experiences reading as a pleasurable or worthwhile activity, s/he often has little opportunity to acquire positive attitudes about reading. Too often his attitudes about reading are negative; s/he does not want to read and may express belligerency when asked to do so. S/he feels that reading is punishment and

15

Aidan Chambers, "Letter from England: Talking About Reading: Back to Basics?" The Horn Book Magazine, 53, No. 5 (1977), 573.

16

Aidan Chambers, The Reluctant Reader (Oxford: Pergamon Press Ltd., 1969), p. 127.

often expresses the feeling that reading has no significance. The child who has difficulty with reading is often a discouraged student who may be fearful of attempting something at which failure is almost always assured. Therefore, this researcher is of the opinion that a major part of a remedial reading program should be designed to change the reader's perception of the reading act to one that is more positive. The reader must be helped to realize that the material s/he is given, or that which s/he chooses to read, is worth reading; the language and message in the books that s/he reads must be real and interesting. It is important for the developing reader to realize that there is a purpose for reading beyond the completion of assigned work in reading class; that reading is a lifelong activity from which pleasure and knowledge may be gained. Jeannette Veatch contends that children will actually learn to read through the sheer pleasure found in books if they are given ample time to spend with literature.¹⁷ Alm states that the availability of good literature is a crucial factor in providing excellent¹⁸ instruction and preventing reading difficulties.

¹⁷ Jeannette Veatch, "Let's Put the Joy Back into Reading," School Library Journal, 95, No. 10 (May 15, 1970), 29.

¹⁸ Richard S. Alm, "Causes of Reluctance," Remedial Reading: Classroom and Clinic, ed. Leo M. Schell and Paul M. Burns (2d ed.; Boston: Allyn and Bacon, Inc., 1972), p. 85.

Chambers comments that it is vitally important for the child to spend time each week in the library perusing and handling books without reference to anyone or any subject except his own desire.¹⁹ Daniel Fader comments that the child who does not perceive reading as a pleasurable activity may well learn that reading is good for nothing except the pain of recurrent failure.²⁰ The developing reader should learn that one may read for a variety of purposes. Ideally, the young reader will learn that one may gain satisfaction and pleasure from reading; and that reading will also provide one with knowledge and information about the world in which s/he lives. Triggs reminds us that one of the main purposes for all reading is understanding, and that word attack skills must be learned in a meaningful context. Because reading is never merely word calling, the learning of word attack skills without reference to the meaning of the words in which they are applied has two major fallacies: (1) there is no purpose in recognizing a word if it has no meaning, and (2) the meaning of the context in which the unknown word is found should itself be useful as part of the

19

Aidan Chambers, The Reluctant Reader (Oxford: Pergamon Press Ltd., 1969), p. 127.

20

Daniel Fader, The Naked Children (New York: Macmillan, 1971), p. 244.

attack the reader takes to make the word meaningful.²¹

In a similar statement, Frank Smith suggests that too much emphasis has been placed on teaching isolated sounds of letters and isolated words in reading instruction. He comments that children should always be taught that print is meaningful. When children do not perceive reading as being meaningful, a powerful mechanism, boredom, prevents children from wasting time on sounds that do not make sense.

As long as children see print as purposeless or nonsensical, they will find attention to print aversive and will be bored. Children will not learn by trying to relate letters to sounds, partly because the task does not make sense to them and partly because written language does not work that way. In my view reading is not a matter of decoding letters to sounds but of bringing meaning to print.²²

Smith, Goodman and Meredith also suggest that we stop fracturing the language into abstract letters, sounds, words and skills, and help readers build strategies to find meaning in natural language which is whole and real.²³

21

Frances Oralind Triggs, "Promoting Growth in Critical Reading," Critical Reading, ed. Martha L. King, Bernice D. Ellinger, Willavene Wolf (New York: J. B. Lippincott Company, 1967), p. 67.

22

Frank Smith, "Making Sense of Reading - And of Reading Instruction," Harvard Educational Review, 47, No. 3 (1977), 387.

23

E. Brooks Smith, Kenneth S. Goodman, and Robert Meredith, Language and Thinking in School (2d ed.; New York: Holt, Rinehart and Winston, 1976), p. 300.

The Need for the Study

In a discussion of reading habits and attitudes about reading, it was reported in the Literature Assessment of the First National Assessment of Educational Progress in Writing, Reading and Literature, that the thirteen and seventeen year olds surveyed stated that they believed literature was an important subject to study. When asked to give their reasons for this belief, only one third of the 90 percent of high school seniors who said literature was an important subject to study could give as much as one clear and sensible reason for their belief. Among the responses from the thirteen and seventeen year olds surveyed were the following: literature improves language skills and helps one in English; literature is important for one's future education or job; literature gives one various other kinds of knowledge; literature study increases one's understanding of literature.²⁴ The idea that reading could be a pleasurable activity in which one would engage for personal satisfaction, or for broadening one's perceptions and knowledge of the world, was not mentioned.

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John C. Mellon, The National Assessment and the Teaching of English (Urbana, Illinois: The National Council of Teachers of English, 1975), p. 94.

How children perceive the reading act was also the subject of a study by Tovey which yielded some interesting findings regarding children's perceptions of how meaning is derived from reading. Children were asked, "What do you think you do when you read?" Of the fifty-one responses given, only fourteen, or twenty-eight percent, thought reading had something to do with meaning. Forty-three percent of the responses stated that reading was looking at, pronouncing, reading, or thinking about words. Twenty-nine percent described reading as spelling, talking, memorizing or questioning. The author concluded that perhaps the reason children fail to perceive reading's purpose to be obtaining meaning is that children have been conditioned to think of reading as naming words through the use of a word-recognition-equals-meaning model.²⁵

The findings of the NAEP and Tovey clearly indicate that all children do not perceive reading as a thinking activity, nor do they experience the inherent pleasure found in the reading of fine literature.

Research evidence suggests that remedial reading programs which concentrate on reaching minimal standards of literacy, which means that children will master word attack skills in addition to answering questions about

reading which primarily require literal comprehension, are unsatisfactory in educating young people to read and think critically.

Gentile and McMillan suggest that remedial reading programs do little to help the student acquire a desire to read.

Corrective programs have focused on diagnosing deficits and prescribing remediation. Following the medical model of treating the symptoms and not the disease, major efforts are launched to determine the intellectual or physiological basis of a student's reading deficiency. This diagnostic/prescriptive approach is not altogether without success, but it fails drastically to promote an individual's desire to read.²⁶

In research done by Huck, King and Wolf it was pointed out that teachers too frequently have stressed the mechanics of reading to the neglect of the thinking aspect. Often the inherent rightness of the printed page is assumed, and children develop a non-questioning attitude toward their reading.²⁷ It appears from research findings that a re-evaluation of instructional priorities is in order so that a more comprehensive view of reading may be defined. An expanded view of the reading curriculum encompasses the

26

Lance M. Gentile and Merna M. McMillan, "Why Won't Teenagers Read?" Journal of Reading, 20, No. 8 (1977), 649.

27

Charlotte S. Huck, Martha L. King, and Willavene Wolf, The Critical Reading Abilities of Elementary School Children, U. S. Office of Education Cooperative Research Project No. 2612 (Columbus, Ohio: The Ohio State University, 1967), p. 23.

concept that a truly literate person is one who is capable of thinking critically about what is heard or read, since it is the responsibility of all citizens in a democratic society to think critically if intelligent choices are to be made. Karlin admonishes all teachers to accept the responsibility to stimulate readers to react as²⁸ thoughtfully as they can to what they read.

Helen Robinson comments that one of the major unsolved problems in reading is the teaching of critical reading. As the reading process is understood more fully, critical reaction may well be an adjunct to the basic process of reading. Indeed, it may be one of the major²⁹ goals of all education.

Critical reading need not be limited to only the gifted student, nor should it be delayed until high school. Olson states that it is equally as important to teach the average and below average student to read critically. It may even be more important to teach this group to read critically because without instruction it is very likely

28

Robert Karlin, "Critical Reading is Critical Thinking," Critical Reading, ed. Martha L. King, Bernice D. Ellinger, and Willavene Wolf (New York: J. B. Lippincott Company, 1967), p. 135.

29

Helen M. Robinson, "Significant Unsolved Problems in Reading," Language and the Language Arts, ed. Johanna de Stefano and Sharon E. Fox (Boston: Little, Brown and Company, 1974), p. 182.

that they will not acquire critical reading skills at
³⁰
 all.

David H. Russell comments that good mental ability does not necessarily guarantee some of the specific skills needed in critical thinking as there appears to be a low correlation between intelligence and critical thinking. Russell suggests that it may be necessary to give more emphasis to early manifestations of critical thinking and to ways of encouraging it in preschool and elementary school children. Critical thinking does not mean having a cold, intellectual approach to problems. Particularly with children who are immature socially and emotionally, it may be difficult to think critically as well as their general intellectual development would seem to suggest. However, a strong emotion such as sympathy for the underdog, may stimulate the child to do his best critical
³¹
 thinking.

The report of the 1974-75 National Assessment of Educational Progress, in which the reading skills of nine, thirteen, and seventeen year olds were assessed and compared with the previous assessment made in 1970-71,

³⁰ Arthur V. Olson, "Teaching Critical Reading Skills," Reading Improvement, 4, No. 1 (Fall 1966), 1.

³¹ David H. Russell, Children's Thinking (Boston: Ginn and Company, 1956), p. 139.

states that there appears to have been an increased emphasis upon teaching literal comprehension skills over inferential skills. While no group made significant gains in any comprehension skill, results clearly indicate that the most difficult tasks were those which probed the literal-processing and inferential-reasoning abilities. Further, the assessment revealed that while thirteen year olds had developed some study skills, as well as a variety of useful facts, the idea that they could use these skills to make life more interesting and productive is not always obvious to them. In the assessment of seventeen year olds, it was reported that they can read, write and compute in well-structured situations; however, they, too, have difficulty in applying this knowledge to new situations. These disheartening findings clearly indicate that critical reading is not being taught in the schools, and children are not learning to become critical thinkers. While gains accrue in the mechanical aspects of reading, concomitant growth in evaluative and judgmental abilities is nearly non-existent.³²

In the present study an attempt was made to teach critical thinking as a result of direct instruction in select critical listening skills through activities in which select literary materials were used as a concomitant

component of reading remediation.

This researcher believes that the student who experiences difficulty with reading may have been denied access to good literature in the preschool years, and has not yet learned to appreciate reading as an enjoyable or valuable skill. Thus, literary selections were chosen as the material which the children who participated in this study were asked to listen to critically.

Rudine Sims states that long before children learn to read they should have many experiences with stories and poems read or told to them by loving and enthusiastic adults. If children's experiences with literature are pleasurable and if literature is made an important and natural part of their environment, children will most likely develop positive attitudes toward reading and

literature.³³ Durkin concluded that children who read before they came to school came from homes where parents read to them, and where reading was viewed as a source of pleasure in the home.³⁴ James Moffett describes the "lap" method of prereading in which the young child is aided in

33

Rudine Sims, "Reading Literature Aloud," Literature and Young Children, ed. Bernice E. Cullinan and Carolyn W. Carmichael (Urbana, Illinois: National Council of Teachers of English, 1977), p. 108.

34

Dolores Durkin, Children Who Read Early (New York: Teachers College Press, 1973), p. 135.

learning to read as s/he hears stories read aloud while following along in the text. Children who are not exposed to this "lap" method tend to have reading difficulties. Since the advent of television and the decline of the bedtime story, more students from the suburban middle class family are experiencing reading difficulties.³⁵

In the present study, this researcher hypothesized that teaching critical listening skills, through activities in which select literary materials were used, might be an effective means for building critical thinking and critical reading skills with children who had not yet mastered the skill of independent reading. Bamberger states that when children listen to exciting stories vocabularies are expanded, and a wealth of contextual clues are found in the plot of the story.³⁶ Kellogg studied the effect of listening to literature on reading achievement of beginning readers. His study revealed a significant difference favoring the experimental group in reading achievement as a result of a structured program of

35

James Moffett and Betty Jane Wagner, Student-Centered Language Arts and Reading, K-13 (Boston: Houghton Mifflin Company, 1976), p. 186.

36

Richard Bamberger, "Literature and Development in Reading," New Horizons in Reading, ed. John E. Merritt (Newark, Delaware: International Reading Association, 1976), p. 62.

37

listening to literature.

Throughout his years in school, a child needs to be exposed to a variety of viewpoints and vicarious life experiences in order to develop a sense of judgment and a set of values and beliefs. Children who are given a variety of reading material to listen to and/or read, are building a resource of ideas and viewpoints from which to draw when evaluating or interpreting experiences in their lives. Literature may provide the vicarious experiences the child is lacking which would aid him or her in becoming a discerning adult. Ladley comments that the period of childhood reading is limited generally to the ages of nine to fifteen, and that in this relatively short period of time, the young reader must make his reading count, or risk losing many of childhood's book treasures.³⁸ Iverson has pointed out that a lasting appreciation of literature does not just occur as a result of training in the basic reading skills. Because the language used in skill building

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Ralph Edward Kellogg, "A Study of the Effect of a First-Grade Listening Instructional Program Upon Achievement in Listening and Reading " (Doctoral dissertation, State University of New York at Buffalo, 1972).

38

Winifred G. Ladley, "The Right Book: A Librarian Speaks," Children, Books and Reading: Perspectives in Reading, Number 3, ed. Mildred Dawson (Newark, Delaware: International Reading Association, 1964), p. 45.

materials is different from literary language, children need to be taught to recognize elements of good literature; to be immersed in literary language from an early age.³⁹

The present study was designed to test the efficacy of using listening to literature as the mode of presentation for teaching select critical listening skills, and to determine if concomitant growth in critical reading skills would occur with fourth, fifth, and sixth grade students who were not reading at a level commensurate with their apparent potential general ability.

39

William J. Iverson, "What Has Happened to Children's Literature?" (paper presented at the Sixty-first Annual Meeting of the National Council of Teachers of English, November, 1971).

STATEMENT OF RESEARCH QUESTIONS

This study examined the following research questions and sub-questions:

Critical Listening

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their critical listening abilities as a result of direct instruction in select critical listening skills learned through activities in which select literary materials are used, e.g.,

- (a) to distinguish relevant from irrelevant statements?
- (b) to examine, contrast, and evaluate ideas?
- (c) to distinguish fact from fancy?

Critical Reading

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their critical reading abilities as a result of direct instruction in select critical listening skills learned through activites in which select literary materials are used, e.g.,

- (a) to recognize appeal to emotional or controversial issues, or the use of persuasion to influence the reader?
- (b) to determine whether a statement is based on fact, judgment or opinion?
- (c) to evaluate ways in which the author's ideas might be applied to another situation?

General Reading Comprehension

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their general reading comprehension abilities as a result of direct instruction in select critical listening skills learned through activities in which select literary materials are used, e.g.,

- (a) to determine the main idea of a selection?
- (b) to understand a selection at the literal level of comprehension?
- (c) to make personal interpretations of an author's ideas?

STATEMENT OF SUB-QUESTIONS

This study also examined the following sub-questions:

- (a) Will direct instruction in select critical listening skills learned through activities in which select literary materials are used improve subjects' positive attitudes toward reading demonstrated by an

increased willingness to engage in voluntary reading?

(b) Will direct instruction in select critical listening skills learned through activities in which select literary materials are used aid in the growth of students' ability to think and respond critically, e.g., during such activities as classroom discussions?

(c) Will oral reading of select literary materials be an appropriate medium for teaching critical listening, critical reading, and critical thinking?

Limitations

Random assignment to the experimental and control groups was not possible in this study due to restrictions regarding the selection of students for the special reading classes established by the Compensatory Education Program.

The control group was not taught by this researcher due to limitations regarding numbers of students eligible to receive special reading instruction as established by the Compensatory Education Program.

Since all classrooms in the building had classroom collections of books, and some teachers engaged in oral reading to their classes, it was not known whether any discussion of literature involving critical evaluation took place outside the experimental procedure.

The testing period required five days to complete for pre and posttests, which was very tiring for students.

It is acknowledged by this researcher that it can not be definitively determined whether or not the last half

hour of instruction in skill building materials had an effect on the results obtained in this study.

This researcher also acknowledges that some degree of the halo effect was present in the design of the study.

Definition of Terms

Critical Thinking, Critical Reading, Critical Listening:

For purposes of this study, the terms critical listening, critical reading and critical thinking will be used interchangeably since they represent the same skill manifest in three different forms. Critical listening, critical reading, and critical thinking are defined as the ability to analyze and evaluate ideas in terms of a standard,⁴⁰ norm or criterion.

Interpretive Thinking:

Interpretive thinking is defined as the ability to go beyond the literal level of comprehension to draw conclusions and to infer meanings not directly apparent⁴¹ in the word symbols themselves.

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Patricia J. Cianciolo and Jean M. LePere, The Literary Time Line in American History (Garden City, New York: Doubleday and Company, Inc., 1969), p. 101.

41

Nila Banton Smith, "Reading for Depth," Developing Comprehension Including Critical Reading, comp. Mildred A. Dawson (Newark, Delaware: International Reading Association, 1968), p. 45.

Remedial Reading Instruction:

Remedial reading instruction is defined as the reteaching of specific word attack, word recognition, and/or comprehension skills to individuals or small groups of students so that they may achieve in reading at a level commensurate with their general ability.⁴²

Literary Materials:

Literary materials are defined as entire stories, chapters in trade books, entire books, or poems which appeal to and are written primarily for children ages seven to fourteen, which have been judged by experts in the field of children's literature to be of the highest literary quality.

Skill Building Materials:

Skill building materials are defined as commercially or teacher prepared materials designed to reteach specific word attack, word recognition and/or comprehension skills through the use of worksheets or workbooks in which they may be learned and practiced.

Overview

Chapter I began with an introduction to the thesis, including pertinent research regarding the basic reasons for teaching critical thinking about what is read and heard.

The preservation of the democratic way of life, the development of thinking processes which aid in the solution of life's problems, and the ability to make critical evaluations and judgments regarding messages emanating from the mass media were stated as primary reasons for teaching children to think, read, and listen critically.

The statement of the problem and the need for the study, accompanied by related research, and a statement of the research questions were presented following the introduction. The study asked the following questions: Will direct instruction in critical listening skills improve subject's critical listening, critical reading and general reading comprehension abilities?

The limitations of the study and definition of terms concluded Chapter I.

A review of the research is presented in Chapter II. The review is focused in two areas: research pertaining to critical listening, and research pertaining to critical reading, children's literature and reading instruction.

The selection of subjects, procedures and design of the study are presented in Chapter III.

Chapter IV will contain the analysis of the data which was submitted to analysis of covariance to determine levels of significance.

Chapter V will contain a summary of the study, reflections and observations, as well as suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature has been divided into two major areas which are directly relevant to the present research study: (1) research pertaining to critical listening, (2) research pertaining to critical reading, children's literature and reading instruction.

Critical Listening

The effect of television propaganda on young children was investigated by Cook, who studied the impact of propaganda on eight and ten year olds. His sample consisted of 200 students, who were divided into experimental and control groups. In addition to the regular school program, the experimental group was given sixteen lessons designed to increase critical listening abilities. The researcher designed a pretest and posttest of critical listening for use in the study. Results of the study indicated that the experimental group achieved significantly greater gains than the control group in critical listening ability. He concluded that young children can be made aware of propaganda emanating from

television if they were given direct instruction in critical listening.¹ This study tends to support certain of the research questions hypothesized in the present experiment in that young children of eight and ten years of age can be made aware of the effects of mass media, and can be taught critical listening skills as a means for evaluating the messages of television.

In a study conducted by Thomas Devine, the effectiveness of a series of recorded lessons was evaluated as a means of improving critical listening abilities of ninth graders. The specific skills Devine included in the recorded lessons were: (1) recognizing a speaker's bias; (2) recognizing the speaker's competence to speak about a given subject; (3) distinguishing between statements of fact and opinion; (4) recognizing a speaker's inferences; (5) distinguishing between report and emotive language. The population was comprised of six hundred and fourteen pupils. The experimental groups used the recorded lessons over a four week period. At the end of the four weeks, both control groups and experimental groups were given the posttest of a Test of Certain Critical Listening Abilities designed for the study, The Watson-Glaser Critical Thinking Appraisal,

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Jimmie Ellis Cook, "A Study in Critical Listening Using Eight and Ten Year Olds in an Analysis of Commercial Propaganda Emanating from Television " (Doctoral dissertation, University of California, 1963).

and the Brown-Carlsen Listening Comprehension Test.

Scores from the posttests were compared to pretest scores from the same measures. The difference between mean gains for the experimental and control group yielded a critical ratio of 7.30 in favor of the experimental group. This was statistically significant at the .01 level.

Devine reported that the lessons were effective at all levels of mental ability for promoting growth in critical listening. Both groups made statistically significant gains in critical thinking abilities. A major finding of the study was that the relationship between critical listening abilities and intelligence, critical thinking abilities, listening comprehension, and reading comprehension are substantial. The relationship between critical listening abilities and chronological age is negligible. Devine further concluded that it is doubtful whether growth in general listening comprehension or in critical thinking can be left to incidental learning alone. The researcher commented that in order for teachers to expect growth in general listening comprehension, or in critical thinking abilities, they will have to teach these abilities directly.²

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Thomas Gerald Devine, "The Development and Evaluation of a Series of Recordings for Teaching Certain Critical Listening Abilities"(Doctoral dissertation, Boston University School of Education, 1961).

Devine's study is a particularly significant study because it answers several major questions concerning the teaching of critical listening. His research established that critical listening lessons are effective at all mental levels; that there is a substantial relationship between listening and intelligence, critical thinking, listening comprehension, and reading comprehension. The study further established that chronological age and critical listening abilities are not significantly related. Each of these findings helped to provide support for the assumptions of the present research, as did his statement that critical listening and thinking cannot be left to incidental learning.

Whether critical listening ability is a function of conditional reasoning ability and general listening ability was investigated by Sawyer. The study asked the following questions: (1) Is critical listening ability more related to general listening ability or to conditional reasoning ability? (2) What is the relationship between pupil's post-treatment critical listening ability and their pre-treatment general listening ability? (3) What is the relationship between pupil's post-treatment critical listening ability and their pre-treatment general conditional reasoning ability? Sawyer's treatment, which lasted for a period of seven weeks, consisted of a series of lessons in critical listening used with sixth graders. Both experimental and

control groups, which were comprised of 200 subjects, participated in the regular language arts program. The experimental group additionally received the Lundsteen lessons in critical listening.

Several conclusions were drawn by Sawyer:

(1) Critical listening ability correlated significantly higher with general listening ability than with conditional reasoning ability; (2) When initial critical listening ability is held constant, lessons designed to increase critical listening ability are more effective with subjects with high than with low general listening ability; (3) Lessons designed to increase critical listening ability are more effective for subjects with high than those with low initial ability to discriminate between a logical conclusion and its negations; (4) Critical listening lessons were effective in increasing listening ability in some, but not all subjects. Sawyer further concluded that critical listening lessons were effective with average or above average students.³

This study was conducted over a period of seven weeks. This researcher questions whether or not a longer treatment period than seven weeks might not have provided

below average students with an opportunity to grow in critical listening ability, as well as the average or above average students. The study conducted by this researcher was conducted over a period of eighteen weeks, with sixteen weeks of actual treatment, and results indicated that below average students could benefit from direct instruction in critical listening. It appears that the time factor is an important aspect of research in critical listening.

One of the major studies in critical listening was conducted by Sara Lundsteen, who investigated the critical listening abilities of fifth and sixth grade students. Lundsteen developed and evaluated a test of critical listening and a set of lessons designed to teach critical listening to (1) detect the speaker's purpose; (2) to analyze and judge propaganda; (3) to analyze and judge arguments. The general purpose of Lundsteen's research was to investigate the existence of critical listening abilities as part of general listening ability, and determine whether such an ability could be measured and improved by direct instruction. The population consisted of 287 subjects. The control group followed a regular English course, while the experimental group received nine weeks of critical listening lessons designed by Lundsteen.

Among the conclusions reported from the study were two major findings: (1) Lessons designed to improve

critical listening were effective in promoting critical listening abilities of fifth and sixth graders. Indirect evidence was provided that there does exist an ability or group of abilities in critical listening which can be taught and measured; (2) The relationship between critical listening abilities and intelligence, critical thinking abilities measured through reading, listening comprehension, and reading comprehension were positive and substantial.⁴ This is a particularly well-designed study which appears to be thorough in procedure. The duration of nine weeks in which the treatment was administered seems rather short to this researcher. A longer period of treatment would perhaps yield more information on the teaching and testing of critical listening.

Summary of Research on Critical Listening

From the research reported pertaining to critical listening it may be concluded that: (1) Critical listening appears to be a separate, teachable and testable set of skills which are related to intelligence, critical thinking as measured by reading, listening and reading comprehension; (2) Growth in the ability to engage in critical listening

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Sara W. Lundsteen, "Teaching Abilities in Critical Listening in the Fifth and Sixth Grades" (Doctoral dissertation, University of California, 1963).

must be taught; (3) Critical listening instruction is effective at all mental levels.

Critical Reading, Literature for Children and Reading Instruction

A major study was conducted in 1967 at the Ohio State University by Huck, King and Wolf which investigated the critical reading abilities of elementary school children. A population of 651 subjects in grades one through six participated in the study over one school year. The experimental groups received instruction in critical reading while the control groups received instruction in children's literature. The teaching procedure for the experimental groups included: (1) reading the materials; (2) discussing the factual content; (3) establishing the criteria for evaluating through discussion, illustrations, or questions; (4) asking students to use the criteria to evaluate printed materials; (5) assigning follow-up activities such as writing, comparing books, and searching for evidence. The teaching procedure for the control groups included: (1) reading the materials; (2) discussing the factual content; (3) asking children to relate the story to the content area of the units, e.g., mathematics; and (4) assigning follow-up activities such as writing and additional reading.

Several major conclusions about critical reading resulted from this study which have relevance to the present research: (1) Children in grades one through

six can learn to read critically. The experimental groups' mean total scores on the OSU Critical Reading Test, developed for this study, were consistently higher than the control groups' scores at all grade levels; (2) instruction in critical reading does not interfere with elementary school children's growth in other basic reading skills; children of all intelligence levels who receive instruction can learn to read critically; (4) children of both sexes can benefit equally from instruction in critical reading; (5) the kinds of questions teachers ask influences the depth of pupils' thinking; (6) children who receive instruction in critical reading give more evaluating responses and fewer literal, memory, and inferring responses than their peers who do not receive critical reading instruction.⁵ This study is highly significant because of its excellent design and implementation. Results from the study provide solid research evidence upon which the present study, as well as other research studies, can be constructed.

Dorothy Cohen investigated the effect of reading literature on the vocabulary and reading achievement of children in the second grade. Cohen's sample consisted of 285 subjects in seven schools considered by the New

York City Board of Education to be Special Service Schools because of academic retardation, low socio-economic population and a high percentage of ethnic and racial minorities. Everyday children listened to the oral reading selections from some fifty books that were placed in the classrooms of the experimental groups. The experimental and the control groups both continued to receive reading instruction from a basal series. The control groups' teachers followed the usual basal series program for reading, with the reading of stories from children's literature as an occasional treat. The books used by the control group for occasional oral reading were not taken from the list of books used by the experimental group, which was based on a specific criteria.

Of particular importance to the present research study are the following results from Cohen's study:

- (1) The experimental group increased in vocabulary development over the control group. The level of significance between the two groups was established at the .005 level;
 - (2) The experimental group increased in Word Knowledge as measured by the Metropolitan Reading Test, over the control group, significant at .005;
 - (3) The experimental group showed growth in reading comprehension over the control group, significant at .01.
- Cohen concluded that the importance of reading literature to children appears to be a precursor to success in learning to read, especially among socially or academically

disadvantaged students; literature which provides ego-involvement and comprehension of concepts is important to the motivation and stimulation of a desire to read; (3) listening to literature is an important factor in developing comprehension first of the spoken word, and finally of the printed word; the slower the children are academically, the more difficult it is for them to deal with words in isolation divorced from meaningful context. Cohen suggests that vocabulary is best learned by young children in a context which is emotionally and intellectually meaningful; some children come to school with a significant lack in the knowledge of language found in literature, which suggests that the oral reading of literature plays an important role in compensating for this lack; continued listening to stories appears to facilitate listening ability, attention span, narrative sense, recall of passages of verbalization, and the recognition of newly learned words as they appear in other contexts; and, finally, Cohen's study confirmed the relationship between
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reading and oral language.

Cohen's research provided empirical evidence in support of several contentions included in the present research concerning the need to provide exposure to

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Dorothy H. Cohen, "The Effect of Literature on Vocabulary and Reading Achievement" (Doctoral dissertation United States Office of Education Project No. S-254, New York University, 1967).

literary language through the listening process as a precursor to learning to read, and for the provision of experiential background knowledge.

The effects of a literature program on the oral language expansion of linguistically different Negro children was investigated by Dorothy Strickland. Using ninety-four kindergarten children from low socio-economic classes, Strickland probed the following questions: (1) Will deliberate programs in the use of literature and related oral language activities effect the greater degree of oral language expansion? (2) Will there be a greater degree of reading readiness on the part of those children who are exposed to such a program? The experimental group was read to daily by the teacher from one of fifty books available in the classroom. The oral reading was followed by a creative dramatics experience or an oral language activity. The treatment lasted for thirty minutes a day. The control group was also read to orally, but their follow-up activities were different from the experimental group. Follow-up activities for the control group included puzzles, games, films, records and creative writing. The study, which was conducted from November to May, successfully demonstrated the positive effect of a literature-language program on the expansion of linguistically

different Negro children.⁷

High school juniors, who were trained to read literature orally to middle grade students, participated in a study by Edith Jane Porter to test whether oral reading would effect interest in reading and reading achievement of middle grade children. The sample population consisted of 1,202 fourth, fifth, and sixth grade students divided into experimental and control groups. For a period of twenty weeks, the experimental group was read aloud to by high school juniors; the control group did not participate in the oral reading sessions. Results from the experiment included: (1) The total experimental group differed significantly from the total control group in reading achievement; (2) Expressed interests of the experimental group were greater than the control group relating to the reading of literature, but not significantly different as to general interest in reading; (3) The mean scores in reading achievement of the high school readers increased in each subtest, particularly the gains in comprehension which were greater than gains in vocabulary. The select results from Porter's study which are particularly relevant to the present

⁷ Dorothy Salley Strickland, "The Effects of a Special Literature Program on the Oral Expansion of Linguistically Different Negro Kindergarten Children" (Doctoral dissertation, New York University, 1971).

research study provide research evidence that oral reading of children's literature to middle grade children can effect⁸ reading achievement.

Sister Francis Raftery investigated whether the reading achievement of second-grade children would be increased measurably by the addition of a literature program on a tri-weekly basis to regular reading instruction. Elementary Education majors were trained to read to the subjects in the study. Twelve heterogeneously grouped second-grade classrooms participated in the study. The experimental groups increased in reading achievement, though not significantly. The researcher concluded that on the overall analysis no subject regressed in reading ability. A further analysis of the mode of presentation did find significant gain in the experimental groups' reading achievement as a result of the tri-weekly oral reading sessions, indicating that oral reading is an effective means for improving reading⁹ achievement.

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Edith Jane Porter, "The Effect of a Program of Reading Aloud to Middle Grade Children in the Inner City" (Doctoral dissertation, The Ohio State University, 1969).

9

Sister S. C. Francis Raftery, "The Effect of a Quality Literature Program Conducted by Elementary Education Majors on the Reading Achievement of Second-Grade Students" (Doctoral dissertation, New York University, 1974).

A descriptive study was conducted by Johnson to evaluate the need for instruction in critical reading-listening in the second and third grades. Two hundred and three subjects in grades two and three participated in the study which investigated these questions: (1) Is there a significant difference in critical reading-listening ability between students in the second-grade and those in the third-grade? (2) Is there a significant difference in critical reading -listening ability of boys and girls within these grades? (3) Is there a significant relationship between listening ability and reading achievement? Major findings from this study which are relevant to the present research include: (1) Second and third graders are capable of becoming critical readers and listeners; (2) There is a positive relationship between critical reading-listening scores and the ability to read.

Uyidi investigated the critical reading abilities of elementary school children to determine the extent that these abilities are a function of cognitive style, and two modes of presentation, reading versus reading and listening. The sample population consisted of fifty-two boys in third grade classes from a suburban California elementary school.

Subjects were divided into four sub-groups; 1-2 audio-visual, field independent-dependent subjects, and 3-4 visual, field-independent-dependent subjects. Field independence was defined as the ability to perceive, organize, integrate, interpret a relevant visual stimulus and thus overcome the influence of an embedding visual figural context. Literary selections were presented to the groups either as selections to be read, or as a combination of reading and listening selections to test whether mode of presentation effected one's ability to read critically. The Ohio State Test of Critical Reading was used to measure critical reading ability. Results revealed that field-independent subjects performed better than field-dependent subjects; cognitive style is positively related to critical reading; and that total intelligence together with cognitive style accounted for 44.43 percent of the variance (p less than .05). The main conclusion of the study was that there are characteristics of individuals, in addition to ability, which may effect learning in the classroom. It was found that subjects who were able to perceptually separate a simple figure from a complex background performed significantly better on a test of critical reading.

This research study was well-designed, and appeared to probe an important aspect of the ability to develop critical reading skills. However, the results are not generalizable beyond the sample population which consisted of fifty-two boys. It would be well to conduct a similar study in which the population included both boys and girls and represented a random sampling of a larger population.

Bergdorf investigated the use of children's literature and children's ability to draw inferences. The sample population for this study consisted of four hundred thirty-two subjects from various socio-economic levels in grades four, five, and six. Results indicated that children do better on the ability to interpret literary materials that are read to them than on material¹² read by them. This finding has relevance to the present study in which literature was also read to the subjects. The finding of Bergdorf's study that the ability to read is not a prerequisite to understanding material is of particular significance to the present research study. An extensive discussion of the need to include children's literature in the elementary curriculum is provided.

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Arlene Bernice Bergdorf, "A Study of the Ability of Intermediate-Grade Children to Draw Inferences from Selections of Children's Literature" (Doctoral dissertation, Ball State University, 1966).

Summary of Studies Pertaining to Critical Reading,
Children's Literature and Reading Instruction

Since research findings substantiated the belief that children are capable of becoming critical readers when direct instruction is provided, it is imperative that instruction in critical thinking, critical listening and critical reading be taught in the elementary school curriculum. Intelligence was found to be related to the ability to read critically, all children of normal intelligence are capable of reading critically when given instruction. The use of children's literature was found to be a viable means for providing critical reading instruction, and that instruction in critical reading skills will not interfere with basic reading instruction, but will in some cases, promote growth in general reading achievement.

Overview

Chapter II contained a summary of research studies related to the field of critical listening, critical reading and children's literature and reading instruction.

Chapter III will present the design of the experiment, the selection of subjects and the procedures of the experiment to teach critical listening skills learned through activities in which select literary materials are used to fourth, fifth, and sixth grade students who were not reading at a level commensurate with their apparent potential general ability.

CHAPTER III

SELECTION OF STUDENTS, PROCEDURES AND DESIGN OF THE STUDY

This chapter will describe the selection of students, procedures and design of an experiment to teach critical listening skills learned through activities in which select literary materials were used with fourth, fifth, and sixth grade students who were reading at a level not commensurate with their apparent potential general ability.

Specific literary selections were chosen from the genre of modern realistic fiction portraying human relationships and social concerns; biography; historical fiction; and science fiction. Literature for the study was selected by this researcher based on the following criteria:

- (1) The literature was compatible with the interests of students in the middle and upper elementary grades in the age range of nine to thirteen years. This researcher consulted an eminent text in the field of children's literature by Huck, Children's Literature in the Elementary School, as a guide in determining reading interests of children

in the middle and upper elementary grades.¹

- (2) The literature was judged to be of excellent quality by authorities in the field of children's literature as determined by reviews in professional journals; annotated bibliographies; books on children's literature, specifically, Picture Books for Children,² and Reading Ladders for Human Understanding;³ articles in professional journals which discussed the teaching of critical reading; perusal of holdings of various libraries.
- (3) The literature would be appropriate, as determined by this researcher, for the teaching of such critical thinking skills as: distinguishing fact from fancy, or fact from opinion; relevant from irrelevant statements; examination and contrasting of ideas; the application of ideas found in books to other situations, and recognizing and evaluating the devices of appealing to emotional issues or persuasion.

¹ Charlotte S. Huck, Children's Literature in the Elementary School (3d ed.; New York: Rinehart and Winston, 1976).

² Patricia J. Cianciolo, Picture Books for Children (Chicago: American Library Association, 1973).

³ Virginia M. Reid, Reading Ladders for Human Understanding (5th ed.; Washington, D. C.: American Council on Education, 1972).

Assumptions

The first assumption is that critical listening, critical reading, and critical thinking are essentially one in the same, and that these terms may be used interchangeably. Devine has pointed out that while reading and listening represent two different communication⁴ processes, they both have a common thinking base. This researcher assumes that critical thinking must first be present in the mind of the critical listener or the critical reader. Helen Robinson states:

Most investigators and theorists agree that critical reading is based on, or is an instance of, critical thinking. In this respect, there is great similarity to critical listening.⁵

The second assumption is that children of normal intelligence who are low achievers in reading can indeed do critical thinking when direct instruction is provided. Reading difficulties should not be considered a barrier to learning to think critically. Durrell and Chambers

⁴ Thomas G. Devine, "Listening: What Do We Know After Fifty Years of Research and Theorizing?" Journal of Reading, 21, No. 4 (1978), 302.

⁵ Helen M. Robinson, "Developing Critical Readers," Critical Reading, ed. Martha L. King, Bernice D. Ellinger, and Willavene Wolf (Philadelphia: J. B. Lippincott Company, 1967), p. 37.

reported that critical reading is not dependent upon intelligence.⁶ Johnson, in her research, found that high intelligence does not insure good critical reading ability.⁷

The third assumption is that the occurrence of critical thinking is not dependent upon reading or listening abilities, but direct instruction in critical listening and critical reading may facilitate critical thinking ability. Lillian Gordon has commented that when the complaint is heard that children do not think, closer examination of the situation reveals the fact that opportunities for thinking have not always been provided.⁸

⁶ Donald Durrell and J. Richard Chambers, "Research in Thinking Abilities Related to Reading," The Reading Teacher, 12, No. 2 (1958), 89.

⁷ Gwen Parrott Johnson, "An Investigation of Growth in Critical Reading-Listening Ability in Grades Two and Three" (Doctoral dissertation, Florida State University, 1974).

⁸ Lillian G. Gordon, "Promoting Critical Thinking," Developing Comprehension Including Critical Thinking, comp. Mildred A. Dawson (Newark, Delaware: International Reading Association, 1968), p. 119.

DESIGN AND METHODOLOGY

The basic design of the study was a two group comparative quasi-experimental pretest, posttest design. The pretests consisted of Form A of A LOOK AT LITERATURE: THE NCTE COOPERATIVE TEST OF CRITICAL READING AND APPRECIATION; Form 4A of the SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) Reading; Form 4A of the SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) Listening. Form B of all three tests was used as the posttest. An individual's scores on the total pretest and its sub-tests have been compared with his scores on the total posttest and its sub-tests. The data were analyzed statistically using the analysis of covariance to determine levels of significance.

The Design

Group	n*	Pretest	Treatment	Posttest
Experimental	15	x	x	x
Control	15	x		x

* Originally each group consisted of 18 subjects. When three subjects in the experimental group moved away, three subjects in the control group were selected at random and removed from the study.

Methodology

Approval to conduct the research study was obtained from the superintendent of schools, the director of research and the building principal. The school system was located in a middle-sized industrial community in western Michigan. The official 1977 estimate of population of this city was 37,000. There were fifteen public elementary schools, four public junior high schools, and one public senior high school to serve 9,051 students. The racial make-up of the school system was comprised of 65 percent Caucasian students, 31 percent Negro students, with the remaining 4 percent of other racial groups.

In the school in which the study was conducted, there were three hundred and thirty-five pupils in grades kindergarten through six. Two hundred and ninety-nine pupils were Caucasian, thirty-two Negro, and four Asian. The school received appropriations from the State of Michigan under Article III of the Michigan Compensatory Education Program for the purpose of providing supplementary reading services. The school in which this study was conducted was assigned a quota of fifty-one students, kindergarten through grade six, who would be eligible to receive reading instruction to supplement regular classroom reading programs. This quota was established by the Michigan Compensatory Education Program.

The Sample

Subjects were selected for this researcher's special reading classes primarily on the basis of their scores on the reading sub-test of the CALIFORNIA ACHIEVEMENT TEST (CAT). Those students who achieved the lowest scores on the CAT reading sub-test became candidates for special reading services provided by Article III of the Michigan Compensatory Education Program, and taught by this researcher. In order to conduct the study, this researcher had to agree with the administration's stipulation that there would be no change in time allotted for reading, or in the make-up of the ability grouped reading classes. Therefore, eighteen children (seven fourth graders, six fifth graders, and five sixth graders) were assigned to this researcher's special reading classes and became the experimental group for the study. In addition to reading at least one year below grade level placement, as measured by the CAT, students were recommended for remedial reading classes taught by this researcher on the basis of the following criteria: deficiencies in language development; limited attention to learning tasks; failure or poor grades in content areas; teacher recommendation. During the eighteen weeks in which the study was conducted, three of the original eighteen subjects in the experimental group moved away from the school before the study was completed. Three

subjects from the control group were randomly selected for removal from the study in order to equalize the groups at fifteen subjects each.

A second group of fourth, fifth, and sixth grade students who also achieved among the lowest reading scores on the CAT became the control group. Because of limitations set down by the guidelines of the Compensatory Education Program as to the number of upper grade students who could receive remedial reading services, the control group did not attend the special reading classes taught by this researcher, nor did they participate in the study other than to take the pretests and posttests. This researcher had no other contact with the control group.

Since random assignment was not allowed, the results of the study are pertinent only to the subjects in this group.

Experimental Group Procedure

This project to teach select critical listening skills through the use of select literary materials was begun on September 19, 1977, and was concluded at the end of the first semester, January 27, 1978. Subjects in the experimental group received all their reading instruction from this researcher in remedial reading classes established under Article III of the Michigan Compensatory Education Program. The experimental group met with this researcher five days a week from 8:45 a.m. to 9:45 a.m., while all other students in grades four, five, and six were having

reading instruction from their classroom teachers. The sixty minute period was divided into two sessions; for the first thirty minutes, the treatment was administered. That is to say, each day for the first half of the period the subjects in the experimental group met with this researcher for the listening-discussion sessions. The second thirty minutes were spent in specific word attack/comprehension building lessons in individually prescribed skill building materials. Classes were held in the school library. Comfortable arm chairs were available for our use and were arranged in an informal and relaxed atmosphere for the listening-discussion lesson.

At the beginning of the session, the particular listening skill to be learned was introduced and explained. At this time, subjects were encouraged to contribute ideas and examples of the skill to be studied from their own experience. When it was determined that all subjects understood the concept to be studied, e.g., how does an author use words to convey his particular point of view, this researcher proceeded with the oral reading of the literary selection she designated as one that would offer content, theme, ideas about which the student could think critically. Following the oral reading, which lasted for twenty minutes, this researcher posed questions designed to stimulate a group discussion. Three types of questions were asked: literal comprehension questions to insure that all subjects understood the selection; questions requiring interpretive thinking to allow subjects to draw conclusions

and make inferences from the selection; and critical thinking questions to encourage subjects to make evaluations and judgments about the selection based on the particular skill being studied, and to apply basic understandings gathered from the literary selection to other situations. Sample lessons for each skill are provided in the following pages, and the complete set of lessons used in this study appear in the appendix.

For the second half of the period, subjects in the experimental group adjourned to another section of the library for specific reading skills instruction. At the beginning of the term, this researcher wrote individual programs of instruction for all subjects based on findings from informal reading inventories. Each student worked independently in skill building materials designed to teach specific word attack/comprehension skills. The Barnell-Loft Specific Skills Series was used for the skills lessons. The following list of lessons in the series ranged from level A to E: Working with Sounds; Following Directions; Using the Context; Locating the Answer; Getting the Main Idea; Getting the Facts; Drawing Conclusions, and Detecting the Sequence. As the titles indicate, none of these lessons contained elements inherent in critical reading.

During their regularly assigned reading instruction period this researcher met individually with each student to discuss work, to teach a skill, and to listen to students read orally. When the occasion arose, two or three students who were working on the same skill met with this researcher to work in a small group setting for the purpose of learning that particular skill which was being taught. At this time no group discussion or interaction to discuss critical thinking of reading materials was permitted. Group work was allowed only for the purpose of learning a particular word attack/comprehension skill.

Individual titles of literary selections used in the study were available in the room, along with numerous other library books. Subjects in the experimental group were free to examine and read these books independently during the special reading class. The members of the control group also had access to the books used in this study during their regularly scheduled library periods, or during the afternoon when the library was open to all students. Subjects in both the experimental and control groups also had access to classroom collections of library books which were available in every classroom in the building.

A sample lesson for each of the six critical listening skills used in the study is provided on the following pages.

Sample Critical Listening Lessons

Skill Number One: To distinguish fact from fancy

Lesson # 1 To introduce the concept, and
to distinguish factual from
fanciful writing.

Literary Selection: dePaola, Tomi. The Quicksand
Book. New York: Holiday
House, 1977.

In our listening lesson today, you are going to be practicing how to tell whether a story is one that could really have happened, or whether it is an imaginary creation of the author. There is a special name for this listening skill; it is called distinguishing fact from fancy.

An example of a fanciful or imaginary story would be the fairy tale in which marvelous things happen. One that you know very well is the story of Cinderella in which the pumpkin turns into a coach, and the Fairy Godmother turns Cinderella into a princess. Can you name other examples of fanciful tales?

Other books are written about real experiences that people could have actually had. We say that these books are based on factual information - something we could prove. An example of a factual book would be a biography, which is the true story of a real person's life.

Sometimes it is hard to tell the difference between a real and a fanciful story because the writer is so skillful that we believe everything that the author tells us is happening in the book. Charlotte's Web is a good example because we almost do believe that Charlotte can do all those wonderful things; that animals really can talk.

The book that I am going to read to you today is a little bit of fact and a little bit of fancy. As I read to you, listen carefully to see if you can tell which parts of the book are true, or factual, and which parts you think are fanciful, or imaginary.

As I read this book, I had to laugh at some of the things Jungle Boy was doing while he was explaining all about quicksand to poor Jungle Girl. Let's talk about what made you laugh in this book.

- Q: How did Mr. dePaola use both fact and fancy in this book? (literal comprehension)
- Q: Tell me some parts of the story that were real. (literal comprehension)
- Q: Tell me some parts of the story that were fanciful. (literal comprehension)
- Q: Why do you think the author wrote the book the way he did using some factual information and some fanciful writing? (interpretive thinking)
- Q: Did you enjoy hearing about quicksand from this book? Explain. (critical thinking)
- Q: Why do you think the author used the kind of pictures he did in this book? (interpretive thinking)
- Q: Does the style of art, that is, the pictures, used in this book help to tell the story? Explain. (critical thinking)
- Q: Let me show you a picture of Mr. dePaola. Can you tell from his picture how he feels about writing books for children? Do you think he likes writing books for children? Why? (interpretive thinking)
- Q: If you could invite Mr. dePaola to our class, what questions would you ask him about the books he writes? (critical thinking)
- Q: Would you like to read more books by Tomi dePaola? Why or why not? (critical thinking)

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Skill Number Two: To determine whether a statement is based on fact, opinion, or judgment

Lesson # 1 To learn to identify an author's opinion or judgment

Literary Selections: Clapp, Patricia. I'm Deborah Sampson: A Soldier in the War of the Revolution. New York: Lothrop, Lee and Shepard Company, 1977.

McGovern, Ann. The Secret Soldier.
 Illustrated by Ann Grifalconi.
 New York: Four Winds Press, 1973.

The books we are going to talk about today are called historical fiction because they were written about some event, time period in the past, or some person from history. Parts of the books contain factual information about the Revolutionary War. We can verify, or check, the information the author has given us by reading other books written about the Revolutionary War which were written by people who have carefully studied this time in history. This is the historical part of the story.

In historical fiction books, not everything in the story had to have happened just as the author said it did. Some parts of the story could be made-up by the author from what he or she thought probably happened. Some parts of the story could have been made-up to make the story more interesting or exciting. This is why we also use the word fiction in books we call historical fiction.

Sometimes more than one author will write about the same topic. However, they may not agree on what actually took place, and their stories may be different in certain details. Since there is no one living from the Revolutionary War days to whom the author could talk, we say that the author is giving an opinion, or a judgment of what he or she thinks may have taken place. The author's interpretation of the causes or consequences about the events, era or behaviors of the past also may be based on the author's opinion or judgment.

In the books we will be talking about today, The Secret Soldier, by Ann McGovern, and I'm Deborah Sampson, by Patricia Clapp, you will hear two very different opinions about how Deborah Sampson felt when she entered the home of the Thomas family as a bound servant at the age of ten. First I will read you Chapter Four from The Secret Soldier. Listen carefully and see if you can tell from the way the author tells the story how you think Deborah was feeling about her new home.

Q: Can someone tell us how Deborah must have felt when she went to live with the Thomas family?
 (interpretive thinking)

Q: Name some of the specific words the author used that helped you understand Deborah's feelings.
 (literal comprehension)

- Q: What kind of mood do you think Deborah was in when she became part of the Thomas household? (interpretive thinking)
- Q: If you were ten years old, as Deborah Sampson was, and had already lived in two other foster homes, how would you have felt to be going to live with a real family - with a mother, father and children? (critical thinking)
- Q: If you were writing this chapter, how would you have had Deborah react to her new home? (critical thinking)

Today I will read you a portion of Chapter Four from I'm Deborah Sampson. Listen carefully to this selection and be prepared to describe Deborah's feelings about living with the Thomas family from this author's point of view.

- Q: Let's see if we can compare the two books now. How did the author, Patricia Clapp, describe Deborah's feelings as she entered the Thomas household in I'm Deborah Sampson? (literal comprehension)
- Q: How did the author of The Secret Soldier describe Deborah's feelings as she entered the Thomas household? (literal comprehension)
- Q: How were these two versions of the story of Deborah Sampson different? (interpretive thinking)
- Q: What specific words did this author use to make you feel that Deborah was going to be happy in the Thomas family in I'm Deborah Sampson? (literal comprehension)
- Q: Think back to the first chapter I read you when Deborah said she knows she is in the Thomas house to be a servant and that the Thomas family was not her family. If you were Deborah, how would you have felt? (critical thinking)
- Q: Now compare Deborah's welcome in I'm Deborah Sampson when Mrs. Thomas said that Deborah was like a younger sister to the family. If you were Deborah Sampson as described in this book, how would you have felt about going to live with the Thomas family? (critical thinking)

- Q: Can you recall some specific words that either author used that helped you decide how Deborah must have felt? Give some examples if you can. (literal comprehension)
- Q: Which chapter did you like best? Why? (critical thinking)
- Q: If you could talk to Deborah Sampson, what questions would you like to ask her about her life with the Thomas family? (critical thinking)
- Q: What questions would you ask her about her life in the army? (critical thinking)

Since we do not have any way to know for sure which author's version is the right one, we must decide for ourselves which version of what happened we want to accept. The important idea to remember is that each author gave us her opinion or judgment of what probably happened in Deborah's move to the Thomas household.

*

Skill Number Three: To distinguish relevant from Irrelevant statements.

Lesson # 1 To define irrelevant statements and listen for specific examples in a literary selection.

Literary Selection: Fritz, Jean. George Washington's Breakfast. Illustrated by Paul Galdone. New York: Coward, McCann, Inc., 1969.

In today's lesson you will be asked to listen for specific ideas. Your job will be to decide which ideas are absolutely necessary to the telling of the story, and which ideas may be left out of the story without changing the author's meaning. This skill is called learning to distinguish relevant (which means very important to the topic) ideas from irrelevant (which means not so important to the topic) ideas. Let me give you an example. If you were to describe George Washington's career, you might say that he was a general in the Revolutionary War, that he became the first President of the United States, that he was often called the Father of our Country, and he liked to eat Indian hoecakes for breakfast. Which one of those ideas could I have left out of my example without changing the original purpose which was to discuss George Washington's career?

Here is another example for you. In the book George Washington's Breakfast, by Jean Fritz, the main

character, George Washington Allen, is trying to find a book about his namesake, George Washington. At the library he is looking for information in the card catalogue. The author is describing how to use the card catalogue. Listen to the paragraph I am going to read and see if you can pick out a detail she has included that is not absolutely necessary to her purpose which was to tell how a card catalogue should be used.

Q: Which sentence could have been left out of that paragraph without changing the author's purpose?
(critical thinking)

An irrelevant statement does not mean that it is not a good statement, or that it is not interesting. Often an irrelevant statement is one that is quite interesting, but has nothing of great importance to do with the understanding of the material being read. For example, it was interesting to find out that George Allen liked to flip through the card catalogue, but we did not absolutely have to know this bit of information in order to learn how to use a card catalogue properly.

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Skill Number Four: To examine, contrast and evaluate ideas.

Lesson # 1 To introduce the concept of examining an author's ideas, contrasting them with other ideas, and evaluating them.

Literary Selection: Parnall, Peter. The Mountain.
Garden City, New York:
Doubleday and Company, Inc.,
1971.

In the lesson we are going to have today, I will be reading the book called The Mountain by Peter Parnall. This is a story you will need to listen to, but you will also have to look at the pictures as I read because the pictures help tell the story too.

The author of this book has some strong feelings about his topic that he wants to share with his readers. Your job will be to listen for his ideas, think about them, and discuss them with the group. Finally, we will try to evaluate them, which means you will decide how well you think he told his story.

Listen and watch now to see what you think Peter Parnall is telling his readers in this book.

- Q: What was the important idea that the author wanted his readers to get from this book? (interpretive thinking)
- Q: In this particular book, which do you think was more important to understanding the ideas, the language or the pictures? (interpretive thinking)
- Q: Why do you think the author wrote this book? (critical thinking)
- Q: If you were watching closely, you would have noticed a change taking place in the pictures in this book. Can anyone tell us what the author did with his pictures from the beginning of the book and how they changed at the end of the book? (literal comprehension)
- Q: Do you think his pictures helped express the author's feelings about what has happened to the mountain? Explain. (critical thinking)
- Q: What was the author saying to his readers by putting one lonely flower in the middle of all the junk pile at the very end of the story? (interpretive thinking)
- Q: If you had been in charge of deciding what to do with this lovely mountain we saw at the beginning of the book, what would you have done to keep it from being destroyed? (critical thinking)
- Q: Some people feel that beautiful sections of the country should be preserved as national parks or reserves. Other people want to use the land for industry and for building homes. Not everyone would agree with Mr. Parnall that the mountain should be left alone and not made into a national park. If you had to make a decision whether to keep the mountain just as it was in the beginning of the book, or turn it into a national park, what would you do? (critical thinking)
- Q: Do you agree with Mr. Parnall that people spoil national parks the way the people in this book did? Explain. (critical thinking)
- Q: How do you think this problem could be solved? (critical thinking)
- Q: What would you say to the people who come to

this mountain and see it as a lovely place to build homes and streets and schools and shopping centers? After all, many jobs would be created if new land could be developed for homes. (critical thinking)

- Q: Which do you think is more important, having a national park, or using land in some other way? (critical thinking)
- Q: Why was this an important book to read? (interpretive thinking)
- Q: If you were to write a letter to President Carter, what arguments would you include in your letter that would help the President understand how you feel about national parks, such as the one in this book, and how they should be used by people? (critical thinking)
- Q: Is there any way that you can think of that would make it possible for people and animals to share the mountain without changing the mountain or making it impossible for animals to live there safely? (critical thinking)

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Skill Number Five: To recognize appeal to emotional or controversial issues, or the use of persuasion to influence the listener.

Lesson # 1 To recognize appeal to emotional and controversial issues.

Literary Selection: Peet, Bill. The Gnats of Knotty Pine. Boston: Houghton Mifflin Company, 1975.

Today we are going to begin practicing a listening skill in which you will learn to recognize how an author uses words and pictures in books to change our thinking about something. We call this persuading the listener. Let me give you an example:

You have all seen the anti-smoking ads from the American Cancer Society that end with the words, "It's a matter of life and breath." These words are meant to change people's minds about smoking; to alert them to the danger of life and health. But what if the ad said, "Please don't smoke, it is bad for you?" Do you think many people would pay attention to that message

or warning? Why or why not?

The American Heart Association wants to tell people that being overweight, not getting enough exercise, and smoking may cause heart attacks. Their slogan is, "We're fighting for your life." By using these words, "fighting for your life," the writer of this ad wants people to realize how serious - how important it is to take care of themselves even if it means changing some habits. How do you feel when you hear the words, "fighting for your life?"

Think about a time in your own life when the words you used, and the way you said them, were important in order to explain something to someone. Perhaps it was a time when you really wanted to go somewhere and your parents were not sure that they wanted you to go. Didn't you use your words carefully so that you would change your parents' minds? Can you think of examples when words were very important to you?

Sometimes we joke with people as a way of making them pay attention to our ideas. We use humor to tell our feelings about something. Authors of books do the same thing. When they have something to tell people, something they feel is important to people, they must use words very skillfully in order to change attitudes and ideas in readers. In the book I am going to read to you today, The Gnats of Knotty Pine, by Bill Peet, the author has some strong feelings about his subject. Listen carefully as I read to you to see if you can tell how he uses words and pictures to persuade you that hunting for sport is destructive of life.

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- Q: Why do you think the author used humor in his book to call attention to his belief that hunting for sport is bad? (interpretive thinking)
- Q: Why do you think the author made the hunters look and act so greedy and ridiculous in this book? (interpretive thinking)
- Q: Think back to the part in the book when the squirrel had a dream about hunting the hunters. Why do you think the squirrel didn't shoot the hunter? (interpretive thinking)
- Q: What do you think the author was saying about animals? (interpretive thinking)
- Q: Did this story of the squirrel's dream help you

understand how the author feels about shooting animals? (critical thinking)

Some people would not agree with Mr. Peet's ideas in this book, especially when he suggests that hunters kill just for the fun of it. Some groups of hunters believe that hunting animals in hunting season is really a kind thing to do because it helps keep the animal population in balance. This means that if hunters did not kill during the hunting season, there would soon be too many animals and some would starve to death, especially in winter when food is scarce.

Q: How do you feel about this issue? (critical thinking)

Q: If you were to write a letter to Mr. Peet telling him why you think hunting is a good sport, what arguments would you use to convince him? (critical thinking)

At the very beginning of the book there is a place for the author to say who he wrote the book especially for. It is called the dedication. Mr. Peet dedicated his book this way: (read dedication)

Q: What do you think this dedication means? (interpretive thinking)

Q: Do you think people have the right to hunt animals for sport? Explain. (critical thinking)

Q: If you had to make a law saying whether people could or could not hunt animals for sport, what would your law say? (critical thinking)

Q: If you were going to write a letter to Mr. Peet, what would you tell him about your opinion of his book? (critical thinking)

Q: Did this book change your thinking about hunting in any way? Explain. (critical thinking)

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Skill Number Six: To evaluate ways in which the speaker's ideas might be applied to another situation.

Lesson # 1

To introduce the skill of applying ideas from literature to one's own experiences.

Literary Selection: Clymer, Eleanor. How I Went Shopping And What I Got.
 Illustrated by Trina Schart Hyman. New York: Holt, Rinehart and Winston, Inc., 1972.

Sometimes characters in books have experiences that are very much like experiences the reader has had in his or her life. When this happens, it is always interesting to see how the character in the book acts and compare the character's actions with our own. Sometimes when we read books, we recognize problems that the story characters are having that are similar to problems the reader has had. In this case, it is sometimes helpful to see how other people, or characters in a story, have handled the same problems. This critical listening skill is called evaluating ways in which the speaker's, or author's ideas might be applied to other situations. In today's lesson you will want to listen to what happens to the story characters, and see if you can recall a time when something similar has happened to you or to your friends. It will be interesting to compare how the characters in the book behaved, and how you or your friends behaved, in a similar situation.

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- Q: Could you tell from the story how Debra felt about herself as a member of her family? (interpretive thinking)
- Q: How did the author make you feel about her friends, Joanne and Marcy? (critical thinking)
- Q: Have you ever done what Debra did? (critical thinking)
- Q: Did Debra seem to change or seem more grown-up at the end of the story? Explain. (critical thinking)
- Q: If you had been Debra, and had to decide whether to stay at home and babysit, or go shopping with your friends, what choice would you have made. (critical thinking)
- Q: Do you think Debra's mother was fair to make her stay home and babysit? Why or why not? (interpretive thinking)
- Q: What suggestions do you have to help Debra and

her mother work out the problem of having Debra be Judy's babysitter so often if you could talk to Debra? (critical thinking)

- Q: What do you think Debra's parents learned about Debra in this story? (interpretive thinking)
- Q: How did the author make Debra seem like a "real" teen-ager in this book? (critical thinking)
- Q: Do you think it was a good idea for Debra to leave her little sister all alone in the toy department while Debra went to try on clothes? If you were writing this story, what would you have had Debra do? (critical thinking)
- Q: Did Debra have a good time with her friends? How does the author let you know how Debra felt about the shopping trip? (critical thinking)
- Q: If you were Debra's mother and father, would you have punished Debra for disobeying? (critical thinking)
- Q: If you were Debra's mother or father, what would you have said to Debra when she came home? (critical thinking)
- Q: Would you like to read more books by this author? Explain. (critical thinking).

Control Group Procedure

The control group was comprised of one fourth grader; four fifth graders, and ten sixth graders who were reading at a level not commensurate with their apparent potential general ability. All subjects in the control group were reading one or more years below grade level placement as measured by the reading sub-test of the CAT. These subjects did not attend this researcher's special reading classes, for have to done so would have exceeded the quota of eighteen middle-grade students eligible for the Article III reading program that was established by the department of Compensatory Education for the State of Michigan. This researcher had no direct contact with the control group beyond administering the pretests and posttests.

Subjects in the control group met with their regular classroom teachers for reading instruction from 8:45 a.m. to 9:45 a.m., Monday through Friday. In the building in which this study was conducted, all students were grouped for reading instruction according to reading ability levels. That is, a student may have been in the sixth grade, but may have been reading at a fourth grade level. S/he was then placed in a reading group with other students who were also reading at approximately the same level as determined by the reading series placement tests for reading. All teachers throughout the building

participated in this ability grouping approach to reading instruction. Members of the control group were all classified as reading at least one year below actual grade level placement, and would have been eligible for special reading classes taught by this researcher had room been available for them in the program. All members of the control group remained with the teacher to whom they had been assigned for reading instruction throughout the semester. All other instruction was received from their homeroom teacher.

Subjects in the control group received reading instruction from the 1971 edition of the Houghton Mifflin Basal Reading Series.¹⁰ In this particular series, comprehension instruction is described in the teacher's edition as literal comprehension, interpretive thinking, and evaluative and creative thinking. It should be emphasized, however, that this researcher can substantiate the fact that the way in which teachers in this building used this reading series, considerably more emphasis was placed upon literal comprehension than on evaluative or critical thinking skills. Classroom teachers were kind enough to discuss classroom procedures and provide this researcher with sample lessons from which the above assumption was made. Students were given a work sheet

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William K. Durr, Jean M. LePere, Mary Lou Alsin, Houghton Mifflin Reading Series (Boston: Houghton Mifflin Company, 1971).

prepared by the teacher. A typical work sheet consisted of from ten to twenty questions taken from the teacher's edition, of which at the most one or two were of the evaluative and creative thinking nature. A sample lesson in which control group subjects participated follows on this page. It should be noted that these lesson plans represent the way in which individual teachers use the basal series, and it is not necessarily the recommended procedure by the publisher.

Sample Control Group Lesson

- Day 1 Introduction of a new lesson, story or skill lesson through the use of charts and teaching lesson. New vocabulary is introduced. Story is introduced, original reason to read is given. Workbook assignment, dittoes for independent practice and questions for checking content are given out, explained and the order for the assignment parts is stressed (text, workbook, dittoes).
- Day 2 Story has been read through once on Monday, now it is redone by the students as they skim and find the information needed to answer two or three different types of questions from the story as found on the worksheet. These are turned into the teacher as completed.
- Day 3 Workbook assignments are started and followed by additional practice on dittoes for this teaching lesson. Workbook will be checked on Friday. Dittoes are turned in to be checked by the teacher as completed.
- Day 4 Dittoes, questions, workbook and story are due to be completed by the end of this period.
- Day 5 All workbooks are checked today. Students correct by changing any incorrect responses. Teacher collects and rechecks.

Daily time allotments: First twenty minutes for teaching the lesson or reviewing a skill being taught. Next fifteen minutes for providing help to any student who

has questions on the story, and discussion that accompanies the charts as the lesson is taught. The "see me" and final help period of the lesson provide individual one-to-one learning situations. The test at the end of each magazine provides confirmation of skill development and shows the direction additional assignment must take.

Fiesta Teaching Unit #10 (to be read by the student)

The story you will read today is a very special type of story. It is about an imaginary character who probably never lived. Notice on page 96, that it has won an award, a Caldecott medal. This story about Paul Bunyan is a story treasure and is the first story treasure in the book. It is also called a folktale. Read and see if you can figure out what Paul is supposed to have done.

Questions (to be answered on ditto sheet)

1. Most folktales were told orally from one person to another. Have you ever heard anyone tell a folktale or a tall tale? If so, who, and tell a little about it. (critical thinking)
 2. One summer where did Paul go? Why did he go there? (literal comprehension)
 3. Who was Bill Pilgrim? (literal comprehension)
 4. What was Bill trying to do? (literal comprehension)
 5. Do you think Paul was nice to Bill when he saw how little Bill had finished of the river? What did Paul do to Bill? (interpretive thinking and literal comprehension)
 6. What offer did Bill make Paul if he could keep his boast to finish in three weeks? (literal comprehension)
 7. What did Bill do to try and make sure Paul would lose? (literal comprehension)
 8. Did this dirty trick by Bill work out as Bill Pilgrim had planned? (literal comprehension)
 9. What did Paul have Babe do when Bill refused to pay? (literal comprehension)
 10. What did Bill Pilgrim know that caused him to chuckle and not worry about blue oxes' actions? (literal comprehension)
- * This researcher has indicated the types of thinking called for in each question, not the teacher or the publisher.

Overview

Chapter III contained the procedures, the selection of students, and the design of an experiment to test the feasibility of teaching critical listening skills, learned through activities in which select literary materials were used, to fourth, fifth, and sixth grade students who were not reading at a level commensurate with their apparent potential general ability.

The procedure for the control group, which did not receive remedial reading instruction from this researcher, is presented in the form of sample lesson plans supplied by the individual classroom teachers who provided remedial reading instruction to the control group.

Sample lessons from the experiment to teach select critical listening skills were provided, as was a sample lesson plan from the control group's procedure.

Chapter IV contains the data analyzed by the analysis of covariance.

CHAPTER IV

ANALYSIS OF THE EXPERIMENTAL RESULTS

This chapter contains the analysis of the data obtained from the pretest and posttest scores on forms 4A and 4B of the SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) reading, the SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) listening, and forms A and B of A LOOK AT LITERATURE: THE NCTE COOPERATIVE TEST OF CRITICAL READING AND APPRECIATION. All three of these tests were designed for use with fourth, fifth, and sixth grade students.

The STEP tests are standardized tests of reading and listening comprehension. Content validity was reported as having been provided by relying on well-qualified persons to construct the tests. Content validity studies are to be forthcoming from the publisher as they are completed. Reliability was estimated by the Kuder-Richardson Formula 20, and are the result of internal analysis based on a single administration of the tests.

A LOOK AT LITERATURE was normed on random halves of two fifth grade classes in each of 18 public elementary schools representing urban and suburban areas of middle socio-economic level. No national norms are available.

Face validity is reported since content validity is not assured beyond the expertise provided by the NCTE committee. Reliability estimates were obtained from the Kuder-Richardson Formula 20. Correlations of .78 and .79 were obtained between the total LAL and STEP reading tests.

The STEP tests measure plain-sense comprehension, interpretation, evaluation and application. A LOOK AT LITERATURE measures interpretive response to imaginative prose and poetry. Each individual's scores on the total pretests have been compared with his or her scores on the total posttests. The data from these tests were analyzed statistically using the analysis of covariance to determine levels of significance. The test of critical reading and appreciation, A LOOK AT LITERATURE, measures both listening and reading, and, therefore, was analyzed as two separate sub-tests. Part one of A LOOK AT LITERATURE was read by this researcher while subjects followed along in the text reading silently. This portion of A LOOK AT LITERATURE will subsequently be referred to as sub-test listening. The second portion of A LOOK AT LITERATURE was to be read entirely by the subjects on their own. This portion of A LOOK AT LITERATURE will subsequently be referred to as sub-test reading.

This researcher administered the three pretests to subjects in the experimental and control groups during the week of September 19, 1977, and the posttests during the week of January 24, 1978.

Students were initially selected for this researcher's special reading classes primarily on the basis of their scores on the reading sub-test of the CALIFORNIA ACHIEVEMENT TEST (CAT). The reading sub-test of the CAT provides information on a student's ability to define words (vocabulary), and to understand what is read (comprehension). Those students who achieved among the lowest scores on the CAT sub-test reading became candidates for special reading services provided by Article III of the Michigan Compensatory Education Program and taught by this researcher. To be eligible for the special reading program, students in grade four must have received a grade level score on the CAT of lower than 3.2; students in grade five must have received a grade level score on the CAT of lower than 4.0, and students in grade six must have received a grade level score on the CAT of less than 4.8. The actual range of scores on the CAT achieved by students in the special reading classes taught by this researcher was from a grade level score of 7.4 to 2.2. In order to conduct this study, this researcher had to agree to abide by the reading schedule established at the school, which meant that there could be no change in times allotted for reading, or in the make-up of the ability grouped reading classes. Therefore, the fourth, fifth, and sixth graders who were assigned to this researcher's special reading classes became the experimental group. A second group of fourth, fifth, and

TABLE 4.1

CALIFORNIA ACHIEVEMENT TEST READING SCORES

Student Number	Total Reading Score	Student Number	Total Reading Score
Experimental Group		Control Group	
03	2.6	01	3.5
04	2.2	03	3.3
05	2.6	04	4.8
06	3.9	05	4.7
07	3.4	06	3.3
08	3.6	07	4.2
09	2.9	08	4.9
11	3.1	09	4.1
12	2.5	10	3.3
13	3.3	12	3.9
14	7.4	13	2.6
15	2.3	14	5.6
16	3.5	15	3.8
17	3.1	17	4.0
18	6.2	18	4.5

*Subjects 1,2,10 moved away
before the study was complete.

*Subjects 2,11,16 were
deleted at random to
equalize the groups.

sixth graders who also achieved among the lowest scores on the reading sub-test of the CAT became the control group. The actual range of scores on the CAT achieved by the control group ranged from a grade level score of 6.5 to 3.4. Because of limitations set down by the guidelines of the Compensatory Education Program as to the number of students in the upper grades who could receive remedial reading services, the control group did not receive special reading instruction from this researcher, nor did they participate in the study designed by this researcher, other than to take the pretests and posttests.

Pretest Scores from the California
Achievement Test (CAT) for the
Experimental Group

A total of fifteen CAT scores was reported for the experimental group. The scores for the fifteen subjects ranged from a high of 7.4 to a low of 2.2. Five subjects obtained scores in the 7.4 to 3.5 range; five subjects obtained scores in the 3.4 to 2.9 range, and five subjects obtained scores in the 2.6 to 2.2 range. The mean for the group of ten boys and five girls was 36.06.

Pretest Scores from the California
Achievement Test (CAT) for the
Control Group

A total of fifteen CAT scores was reported for the control group. The scores for the fifteen subjects ranged from a high of 6.5 to a low of 3.4. Five subjects obtained scores in the 6.5 to 4.2 range; five subjects obtained

scores in the 4.1 to 3.5 range and five subjects obtained scores in the 3.4 to 2.6 range. The mean for the group of nine boys and six girls was 40.20, which was 5.14 points above the mean for the experimental group.

No posttest scores for subjects in the experimental and control groups will be reported for the CAT. The CAT is the major evaluation instrument to test the effectiveness of the special reading program funded by the Michigan Compensatory Education Program, and posttesting will not begin until May, 1978.

Random assignment to the experimental and control groups was not possible. Therefore, in analyzing the data from the study, the CAT scores and ages of the subjects were included in the six covariates to determine what, if any, effect these two factors had on the overall results. The relationship between the set of four posttests (STEP Listening, STEP Reading, A LOOK AT LITERATURE sub-tests listening and reading), and the six covariates (STEP reading pretest, STEP listening pretest, A LOOK AT LITERATURE sub-test listening pretest, sub-test reading pretest, CAT and age) was examined.

Regression Analysis

The regression analysis was used to determine whether the inclusion of all six dependent variables was warranted. The overall multivariate test of the hypothesis of no association between the four posttests and the six covariates indicated that there was a significant

relationship when considering an alpha level of .10, and a probability of .07. The analysis indicated that one of the six covariates was potentially related to the posttest, and, therefore, needed to be examined further.

Step-wise Regression Analysis

By means of the step-wise regression analysis, each of the six covariates was individually examined to determine the unique contribution of each covariate. A correlation matrix will be found in Table 4.2. The CAT scores ($F = .98$, p less than .44) indicated no unique relationship to the set of four posttests and would not effect the posttest scores. Similarly, age ($F = .31$, p less than .87) was not a biasing factor and would not effect the posttest scores, nor would the pretest of the reading sub-test A LOOK AT LITERATURE which had an F of .86, with p less than .51, or the pretest of the listening sub-test on A LOOK AT LITERATURE which had an F of .86, with p less than .62. The inclusion of these four variables in the analysis of the covariance was not warranted. The pretest STEP listening test was retained because the value of the probability emerged as being significant at the .06 level, and by prior analysis, the pretest STEP reading test indicated a relationship to the posttest STEP reading test. The multivariate test ($F = 1.59$, p less than .07) indicated adjustment was warranted. The major relationship was between the pretest and posttest STEP reading and listening tests.

TABLE 4, 2

SAMPLE CORRELATION MATRIX

	Age	Pre Lit.	Pre Listen.	Pre Read.	CAT	Pre Sub-List.	Pre Sub-Read.
Post Literature	.193	.251	.532	.279	.220	.458	.394
Post Listening	.036	.439	.511	.212	.214	.499	.250
Post Reading	.146	.096	.425	.684	.568	.282	.392
Post Sub-listening	.251	.371	.528	.188	.165	.364	.454
Post Sub-reading	.032	.082	.242	.221	.223	.280	.102

The multivariate test of the set of two pretests against the set of four posttests was significant with a probability of .0017, which strongly indicated that these two covariates should be retained in the analysis. Results of the analysis are in Tables 4.3, 4.4 and 4.5.

TABLE 4.3

Step-wise Regression F Statistics for the Six
Covariates on the Set of Four Posttests

Covariate	F	P
Pretest STEP Reading	5.54	.0027
Pretest STEP Listening	2.53	.0681
Pretest Listening Sub-test A LOOK AT LITERATURE	.84	.6168
Pretest Reading Sub-test A LOOK AT LITERATURE	.86	.5055
Age	.31	.8669
CAT	.98	.4396

TABLE 4.4

Step-wise Regression F Statistics on the Two
Covariates on the Set of Four Posttests

Covariate	F	P
Pretest STEP Reading	5.54	.0027
Pretest STEP Listening	2.53	.0681

TABLE 4.5

Univariate F Statistics for the
Set of Four Posttests

Variable	F	P
Posttest STEP Listening	2.36	.1362
Posttest STEP Reading	9.49	.0049
Posttest Listening Sub-test A LOOK AT LITERATURE	12.03	.0019
Posttest Reading Sub-test A LOOK AT LITERATURE	3.66	.0668

Multivariate $F = 4.38$, p less than .0089

DATA ANALYSIS RELATING TO EACH RESEARCH QUESTION

Critical Listening

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their critical listening abilities as a result of direct instruction in critical listening skills learned through activities in which select literary materials are used?

This question was measured by comparing pretest scores with posttest scores from the STEP listening test for both the experimental and the control groups, and by pretest and posttest scores from the listening sub-test of A LOOK AT LITERATURE.

Pretest Listening Scores (STEP) for the Experimental Group

A total of fifteen pretest scores was reported for the experimental group from the STEP listening test. The converted scores for the fifteen subjects ranged from a high of 270 to a low of 243. Five subjects obtained scores in the 270-260 range, five subjects obtained scores in the 258-252 range, and five subjects obtained scores in the 249-243 range. The mean for the group of ten boys

TABLE 4.6

Total Converted Scores - STEP Listening Test

Experimental Group				Control Group			
Student Number	Pre	Post	Change	Student Number	Pre	Post	Change
03	249	262	+13	01	265	257	- 8
04	249	263	+14	03	246	261	+15
05	260	260	+ 0	04	259	264	+ 5
06	243	257	+14	05	259	252	- 7
07	252	267	+15	06	256	241	-15
08	263	272	+ 9	07	262	256	- 6
09	247	261	+14	08	274	269	- 5
11	257	257	+ 0	09	258	269	+11
12	258	262	+ 4	10	257	251	- 6
13	258	254	- 4	12	253	255	+ 2
14	270	270	+ 0	13	263	264	+ 1
15	269	278	+ 9	14	264	274	+10
16	244	245	+ 1	15	256	252	- 4
17	254	254	+ 0	17	252	236	-16
18	262	263	+ 1	18	230	226	- 4
Pretest Mean		55.6		Pretest Mean		58.6	
Posttest Mean		61.6		Posttest Mean		58.3	

and five girls was 55.67.

Pretest Listening Scores (STEP)
for the Control Group

A total of fifteen pretest scores was reported for the control group from the STEP listening test. The converted scores for the fifteen subjects ranged from a high of 274 to a low of 246. Five subjects obtained scores in the 274-262 range, seven subjects obtained scores in the 259-256 range, and three subjects obtained scores in the 253-246 range. The mean for the group of nine boys and six girls was 58.67, which was 3.00 points above the experimental group pretest mean.

Posttest Listening Scores (STEP)
for the Experimental Group

A total of fifteen posttest scores was reported for the experimental group from the STEP listening test. The converted scores for the fifteen subjects ranged from a high of 278 to a low of 245. Four subjects obtained scores in the 278-267 range, six subjects obtained scores in the 263-260 range, and five subjects obtained scores in the 257-245 range. The mean for the group of ten boys and five girls was 61.67, which was a gain of 6.00 points over the pretest mean for the experimental group.

Posttest Listening Scores (STEP)
for the Control Group

A total of fifteen posttest scores was reported for the control group from the STEP listening test. The

converted scores for the fifteen subjects ranged from a high of 274 to a low of 236. Six subjects obtained scores in the 274-264 range, four subjects obtained scores in the 261-255 range, and five subjects obtained scores in the 252-236 range. The mean for the group of nine boys and six girls was 58.33, which represented a loss of .34 over the pretest listening mean for the control group.

Difference Between the STEP
Listening Test Scores for the
Experimental and Control
Groups

Scores from the pretest and posttest of the STEP listening test were analyzed by analysis of covariance. The adjusted estimate of the treatment effect on the posttest STEP listening test was 5.27, with a standard error of 3.43 favoring the experimental group.

The second measure of critical listening was the listening sub-test of A LOOK AT LITERATURE. Part one, which was read by this researcher to the subjects as they followed along in the text reading silently, was analyzed as a measure of critical listening.

Pretest Sub-listening Scores
A LOOK AT LITERATURE for the
Experimental Group

A total of fifteen pretest scores was reported from the listening sub-test of A LOOK AT LITERATURE. The converted scores for the fifteen subjects ranged from a high of 49 to a low of 22. Five subjects obtained scores

TABLE 4.7

Total Converted Scores - A LOOK AT LITERATURE

Experimental Group				Control Group			
Student Number	Pre	Post	Change	Student Number	Pre	Post	Change
03	25	38	+13	01	29	36	+ 7
04	34	38	+ 4	03	32	32	+ 0
05	32	45	+13	04	35	36	+ 1
06	29	38	+ 9	05	34	26	- 8
07	30	46	+16	06	31	32	+ 1
08	45	45	+ 0	07	32	41	+ 9
09	31	36	+ 5	08	39	32	- 7
11	38	38	+ 0	09	31	40	+ 1
12	32	45	+13	10	41	28	-13
13	30	37	+ 7	12	32	32	+ 0
14	32	57	+15	13	35	40	+ 5
15	41	48	+ 7	14	40	41	+ 1
16	30	32	+ 2	15	30	36	+ 6
17	35	42	+ 7	17	36	32	- 4
18	29	34	+ 5	18	36	44	+ 8

Pretest Mean 32.8

Pretest Mean 35.0

Posttest Mean 41.2

Posttest Mean 35.3

*Students 1,2,10 moved away
before the study was completed.

*Students 2,11,16 were
deleted at random to
equalize the groups.

in the 49-36 range, five subjects obtained scores in the 35 to 32 range, and five subjects obtained scores in the 29-22 range. The mean for the group of ten boys and five girls was 33.73.

Pretest Sub-listening Scores
A LOOK AT LITERATURE for the
Control Group

A total of fifteen pretest scores was reported from the sub-listening test of A LOOK AT LITERATURE. The converted scores for the fifteen subjects ranged from a high of 46 to a low of 27. Six subjects obtained scores in the 46-41 range, four subjects obtained scores in the 39-34 range, and five subjects obtained scores in the 32-27 range. The mean for the group of nine boys and six girls was 37.06, which was 3.33 points above the mean for the experimental group pretest.

Posttest Sub-listening Scores
A LOOK AT LITERATURE for the
Experimental Group

A total of fifteen posttest scores was reported from the sub-listening test of A LOOK AT LITERATURE. The converted scores for the fifteen subjects ranged from a high of 61 to a low of 32. Four subjects obtained scores in the 61-58 range, six subjects obtained scores in the 53-42 range, and five subjects obtained scores in the 40-32 range. The mean for the group of ten boys and five girls was 47.60.

Posttest Sub-listening Scores
A LOOK AT LITERATURE for the
Control Group

A total of fifteen posttest scores was reported from the sub-listening test of A LOOK AT LITERATURE. The converted scores for the fifteen subjects ranged from a high of 53 to a low of 24. Six subjects obtained scores in the 53-42 range, five subjects obtained scores in the 40-37 range, and four subjects obtained scores in the 34-24 range. The mean for the group of nine boys and six girls was 38.60, which was 9.00 points below the mean for the experimental group posttest.

Difference Between the Sub-listening
A LOOK AT LITERATURE Scores for the
Experimental and Control Groups

The analysis of covariance was used to analyze the pretest and posttest scores for the sub-listening test of A LOOK AT LITERATURE. The adjusted estimate of the treatment effect on the posttest sub-listening test was 10.59, with a standard error of 3.05 favoring the experimental group.

Further exploration of the multivariate test for the analysis of covariance by means of the univariate analysis, which brought the alpha level down to .0125, indicated that the posttest of the sub-test listening A LOOK AT LITERATURE was significantly contributing toward the multivariate test ($F = 12.03$, p less than .002).

Based upon the findings of the multivariate analysis, the first research question may be answered in

the affirmative.

Critical Reading

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their critical reading skills as a result of direct instruction in critical listening skills learned through activities in which select literary materials are used?

Critical reading was measured by the reading sub-test of A LOOK AT LITERATURE, and the STEP reading test.

Pretest Critical Reading Scores A LOOK AT LITERATURE for the Experimental Group

A total of fifteen pretest scores was reported for the experimental group from the test of critical reading, A LOOK AT LITERATURE. The converted scores for the fifteen subjects ranged from a high of 45 to a low of 25. Three subjects obtained scores within the 45-38 range, six subjects obtained scores within the 35-31 range, and six subjects obtained scores within the 30-25 range. The mean for the group of ten boys and five girls was 37.40.

Pretest Critical Reading Scores A LOOK AT LITERATURE for the Control Group

A total of fifteen pretest scores was reported for the control group from the test of critical reading, A LOOK AT LITERATURE. The converted scores ranged from a

high of 41 to a low of 29. Five subjects obtained scores in the 41-36 range, six subjects obtained scores in the 35-32 range, and four subjects obtained scores in the 31-29 range. The mean for the group of nine boys and six girls was 36.46, which was .94 below the mean for the experimental group.

Posttest Critical Reading Scores
A LOOK AT LITERATURE for the
Experimental Group

A total of fifteen posttest scores was reported for the experimental group from the test of critical reading, A LOOK AT LITERATURE. The converted scores for the fifteen subjects ranged from a high of 57 to a low of 32. Six subjects obtained scores in the 57-45 range, five subjects obtained scores in the 42-38 range, and four subjects obtained scores in the 37-32 range. The mean for the group of ten boys and five girls was 37.53.

Posttest Critical Reading Scores
A LOOK AT LITERATURE for the
Control Group

A total of fifteen posttest scores was reported for the control group from the posttest of critical reading, A LOOK AT LITERATURE. The converted scores for the fifteen subjects ranged from a high of 44 to a low of 26. Three subjects obtained scores in the 44-41 range, five subjects obtained scores in the 40-36 range, and seven subjects obtained scores in the 32-26 range. The mean for the group of nine boys and six girls was 34.60

which was 2.93 points below the posttest mean for the experimental group.

Difference Between the Total Critical
Reading Scores A LOOK AT LITERATURE
for the Experimental and Control Groups

The univariate analysis revealed that the sub-test critical reading test (A LOOK AT LITERATURE) had an F of 3.66, with p less than .07. The adjusted estimate of the effect of the treatment resulted in a difference between the two groups of 3.9, with a standard error of 2.02.

Pretest Critical Reading Scores
STEP for the Experimental Group

A total of fifteen pretest scores was reported for the experimental group from the STEP reading test. The converted scores for the fifteen subjects ranged from a high of 255 to a low of 226. Two subjects obtained scores in the 255-246 range, eight subjects obtained scores in the 238-230 range, and five subjects obtained scores in the 229-226 range. The mean for the group of ten boys and five girls was 234.27.

Pretest Critical Reading Scores
STEP for the Control Group

A total of fifteen pretest scores was reported for the control group from the STEP reading test. The converted scores for the fifteen subjects ranged from a high of 259 to a low of 230. Four subjects obtained scores in the 259-245 range, seven subjects obtained scores in

TABLE 4. 8

Total Converted Scores - STEP Reading

Experimental Group				Control Group			
Student Number	Pre	Post	Change	Student Number	Pre	Post	Change
03	226	231	+ 5	01	248	247	- 1
04	237	232	- 5	03	238	245	+ 7
05	246	254	+ 8	04	234	226	- 8
06	228	239	+11	05	239	237	- 2
07	233	235	+ 2	06	232	231	- 1
08	235	246	+11	07	245	238	- 7
09	226	238	+12	08	241	240	- 1
11	226	237	+12	09	245	245	+ 1
12	229	233	+ 4	10	236	234	- 2
13	237	240	+ 3	12	237	242	+ 5
14	230	237	+ 7	14	259	256	- 3
15	230	237	+ 7	14	259	256	- 3
16	230	242	+13	15	237	241	+ 4
17	238	246	+ 8	17	232	230	- 4
18	238	246	+ 8	18	230	226	- 4
Pretest Mean		234.2		Pretest Mean		241.2	
Posttest Mean		242.6		Posttest Mean		239.0	

the 241-236 range, and four subjects obtained scores in the 234-230 range. The mean for the group of nine boys and six girls was 241.27, which was 7.00 points above the experimental group pretest mean.

Posttest Critical Reading Scores
STEP for the Experimental Group

A total of fifteen posttest scores was reported for the experimental group from the STEP reading test. The converted scores for the fifteen subjects ranged from a high of 274 to a low of 231. Five subjects obtained scores in the 274-246 range, six subjects obtained scores in the 243-237 range, and four subjects obtained scores in the 235-231 range. The mean for the group of ten boys and five girls was 242.60, which was a gain of 8.34 points over the pretest mean for the experimental group.

Posttest Critical Reading Scores
STEP for the Control Group

A total of fifteen posttest scores was reported for the control group from the STEP reading test. The converted scores for the fifteen subjects ranged from a high of 256 to a low of 226. Five subjects obtained scores in the 256-246 range, five subjects obtained scores in the 242-237 range, and five subjects obtained scores in the 234-226 range. The mean for the group of nine boys and six girls was 239.06, which was 2.21 points below the pretest mean for the control group.

Difference Between the Total STEP Critical Reading Scores for the Experimental and Control Groups

Scores from the STEP reading test were analyzed by the analysis of covariance. The adjusted estimate of the effect on the posttest STEP reading test resulted in a difference between the experimental and control groups of 8.9 points, with a standard error of 2.89 in favor of the experimental group. Therefore, the second research question may be answered in the affirmative.

General Reading Comprehension

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their general reading comprehension abilities as a result of direct instruction in critical listening skills learned through activities in which select literary materials are used?

General reading comprehension was measured by the STEP reading test. Pretest scores were compared with posttest scores for subjects in the experimental and control groups. The STEP reading test measures both critical reading ability and general comprehension ability.

Pretest STEP Reading Scores for the Experimental Group

A total of fifteen pretest scores was reported for the experimental group from the STEP reading test. The converted scores for the fifteen subjects ranged from a

high of 255 to a low of 226. Two subjects obtained scores in the 255-246 range, eight subjects obtained scores in the 238-230 range, and five subjects obtained scores in the 229-226 range. The mean for the group of ten boys and five girls was 234.27.

Pretest STEP Reading Scores for the Control Group

A total of fifteen pretest scores was reported for the control group from the STEP reading test. The converted scores for the fifteen subjects ranged from a high of 259 to a low of 230. Four subjects obtained scores in the 259-245 range, seven subjects obtained scores in the 241-236 range, and four subjects obtained scores in the 234-230 range. The mean for the group of nine boys and six girls was 241.27, which was 7.00 points above the mean for the experimental group pretest.

Posttest STEP Reading Scores for the Experimental Group

A total of fifteen posttest scores was reported for the experimental group from the STEP reading test. The converted scores for the fifteen subjects ranged from a high of 274 to a low of 231. Five subjects obtained scores in the 274-246 range, six subjects obtained scores in the 243-237 range, and four subjects obtained scores in the 235-231 range. The mean for the group of ten boys and five girls was 242.60, which was a gain of 8.34 points over the pretest mean for the experimental group.

TABLE 4.9

OBSERVED CELL MEANS

Experimental Group					
Pretest:	Literature	Listening	Reading	Sub-Listening	Sub-Reading
	32.87	55.67	234.27	33.73	37.40
Posttest:	41.27	61.67	242.60	47.60	37.53

OBSERVED CELL MEANS					

Control Group					
Pretest:	Literature	Listening	Reading	Sub-Listening	Sub-Reading
	35.00	58.67	241.27	37.07	36.47
Posttest:	35.33	58.33	239.07	38.60	34.60

Posttest STEP Reading Scores
for the Control Group

A total of fifteen posttest scores was reported for the control group from the STEP reading test. The converted scores for the fifteen subjects ranged from a high of 256 to a low of 226. Five subjects obtained scores in the 256-246 range, five subjects obtained scores in the 242-237 range, and five subjects obtained scores in the 234-226 range. The mean for the group of nine boys and six girls was 239.06, which was 2.21 points below the pretest mean for the control group.

Difference Between the Total STEP
Reading Scores for the Experimental
and Control Groups

Scores from the STEP reading test were analyzed by the analysis of covariance. The adjusted estimate of the effect on the posttest STEP reading test resulted in a difference between the experimental and control groups of 8.9, with a standard error of 2.89, favoring the experimental group. The univariate analysis further revealed that the STEP posttest of reading had an F of 9.49, with p less than .005.

The research data indicated that direct instruction in critical listening skills learned through activities in which select literary materials are used will improve the general reading comprehension abilities of subjects in the experimental group. Thus, the third research question may be answered in the affirmative.

Test Item Analysis

An item analysis was made for each of the three pretests and posttests to determine how many items which were specifically critical listening or critical reading were answered correctly by subjects in the experimental and control groups.

Pretest STEP Critical Listening Items Answered Correctly by the Experimental Group

A total of fifteen critical listening items was reported for the experimental group from the STEP listening test. The scores for the fifteen subjects ranged from a high of 15 to a low of 5. Five subjects obtained scores in the 15-9 range, six subjects answered eight items correctly, and four subjects obtained scores in the 6-5 range. The mean for the group of ten boys and five girls was 7.47.

Pretest STEP Critical Listening Items Answered Correctly by the Control Group

A total of fifteen critical listening items was reported for the control group from the STEP listening test. The scores for the fifteen subjects ranged from a high of 13 to a low of 7. Six subjects obtained scores in the 13-11 range, five subjects obtained scores in the 10-8 range, and four subjects obtained scores in the 7-5 range. The mean for the group of nine boys and six girls was 9.47.

Posttest STEP Critical Listening
Items Answered Correctly by the
Experimental Group

A total of fifteen critical listening items was reported for the experimental group from the posttest of the STEP listening test. The scores for the fifteen subjects ranged from a high of 17 to a low of 7. Five subjects obtained scores in the 17-15 range, five subjects obtained scores in the 14-12 range, five subjects obtained scores in the 10-7 range. The mean for the group of ten boys and five girls was 12.33, which was a gain of 4.86 points over the pretest mean for the experimental group.

Posttest STEP Critical Listening
Items Answered Correctly by the
Control Group

A total of fifteen critical listening items was reported for the experimental group from the posttest of the STEP listening test. The scores for the fifteen subjects ranged from a high of 16 to a low of 4. Five subjects obtained scores in the 16-14 range, five subjects obtained scores in the 13-10 range, and five subjects obtained scores in the 8-4 range. The mean for the group of nine boys and six girls was 10.87.

Pretest Critical Listening and
Critical Reading Items from A
LOOK AT LITERATURE Answered
Correctly by the Experimental
Group

A total of fifteen pretest critical listening and critical reading items was reported from the total A

LOOK AT LITERATURE test for the experimental group. The scores for the fifteen subjects ranged from a high of 6 to a low of 2. Five subjects obtained scores in the 6-3 range, seven subjects answered two items correctly, and three subjects answered one item correctly. The mean for the group of ten boys and five girls was 2.40.

Pretest Critical Listening and
Critical Reading Items from A
LOOK AT LITERATURE Answered
Correctly by the Control Group

A total of fifteen pretest critical listening and critical reading scores was reported from the total A LOOK AT LITERATURE test for the control group. The scores for the fifteen subjects ranged from a high of 6 to a low of 1. Four subjects obtained scores in the 6-4 range, four subjects answered three items correctly, and seven subjects obtained scores in the 2-1 range. The mean for the group of nine boys and six girls was 3.07.

Posttest Critical Listening and
Critical Reading Items from A
LOOK AT LITERATURE Answered
Correctly by the Experimental
Group

A total of fifteen posttest critical listening and critical reading items was reported from the total A LOOK AT LITERATURE test for the experimental group. The scores for the fifteen subjects ranged from a high of 10 to a low of 2. Four subjects obtained scores in the 10-7 range, seven subjects answered five items correctly,

four subjects obtained scores in the 4-2 range. The mean for the group of ten boys and five girls was 5.47, which was 3.07 points above the pretest mean for the experimental group.

Posttest Critical Listening and
Critical Reading Items from A
LOOK AT LITERATURE Answered
Correctly by the Control Group

A total of fifteen posttest critical listening and critical reading items was reported from the total A LOOK AT LITERATURE test for the control group. The scores for the fifteen subjects ranged from a high of 7 to a low of 2. Five subjects obtained scores in the 7-6 range, four subjects answered four questions correctly, and six subjects obtained scores in the 3-2 range. The mean for the group of nine boys and six girls was 3.27, which was .20 above the pretest mean for the control group.

Pretest STEP Critical Reading
Items Answered Correctly by the
Experimental Group

A total of fifteen pretest critical reading items was reported for the experimental group from the STEP reading test. The scores for the fifteen subjects ranged from a high of 9 to a low of 2. Six subjects obtained scores in the 9-5 range, six subjects answered four items correctly, and three subjects obtained scores in the 3-2 range. The mean for the group of ten boys and five girls was 4.67.

Pretest STEP Critical Reading
Items Answered Correctly by the
Control Group

A total of fifteen pretest critical reading items was reported for the control group from the STEP reading test. The scores for the fifteen subjects ranged from a high of 10 to a low of 3. Five subjects obtained scores in the 10-6 range, four subjects answered five items correctly, and six subjects obtained scores in the 4-3 range. The mean for the group of nine boys and six girls was 5.67.

Posttest STEP Critical Reading
Items Answered Correctly by the
Experimental Group

A total of fifteen posttest critical reading items was reported for the experimental group from the STEP reading test. The scores for the fifteen subjects ranged from a high of 14 to a low of 3. Six subjects obtained scores in the 14-8 range, four subjects obtained scores in the 7-6 range, and five subjects obtained scores in the 5-3 range. The mean for the group of ten boys and five girls was 7.40, which was a 2.73 point gain over the experimental group pretest mean.

Posttest STEP Critical Reading
Items Answered Correctly by the
Control Group

A total of fifteen posttest critical reading items was reported for the control group from the STEP reading test. The scores for the fifteen subjects ranged from a high of 9 to a low of 2. Four subjects obtained scores

in the 9-8 range, five subjects obtained scores in the 7-4 range, and six subjects obtained scores in the 3-2 range. The mean for the group of nine boys and six girls was 5.33, which was .34 points below the pretest mean for the control group.

Review

The pretest mean for the critical reading and critical listening items were higher in all instances for the control group (STEP listening 9.47, STEP reading 5.67, A LOOK AT LITERATURE 3.07) than for the experimental group (STEP listening 7.47, STEP reading 4.67, A LOOK AT LITERATURE 2.40). However, the posttest means for the critical reading and critical listening items were higher in all instances for the experimental group (STEP listening 12.33, STEP reading 7.40, A LOOK AT LITERATURE 5.47) than for the control group (STEP Listening 10.87, STEP reading 5.33, A LOOK AT LITERATURE 3.27). A summary of the growth made by the experimental group in the number of critical listening and critical reading items answered correctly appears in Figures 4.1, 4.2, 4.3.

The preceding section of Chapter IV contained the analysis of the data obtained from the STEP reading, STEP listening, and A LOOK AT LITERATURE pretests and posttests for the experimental and control groups. The analysis of covariance revealed that the experimental treatment was effective in improving the critical listening and critical reading, as well as the general reading comprehension

abilities of subjects in the experimental group, with a .05 level of significance.

The following portion of Chapter IV will contain Observations of Student Behavior.

Figure 4.1
Experimental Group Critical Listening Items from STEP Listening Test

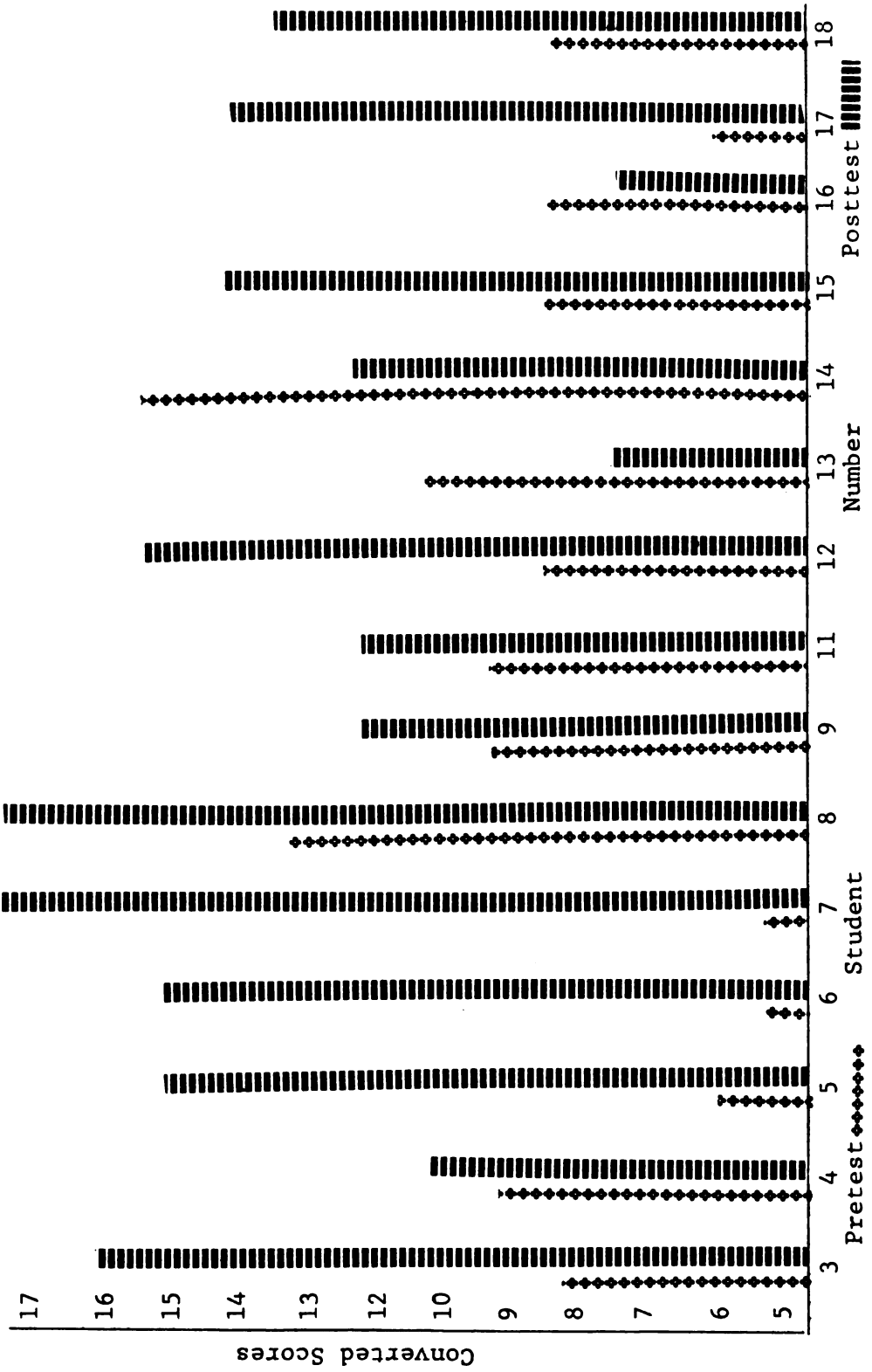


Figure 4.2
Experimental Group Critical Reading Items from A LOOK AT LITERATURE

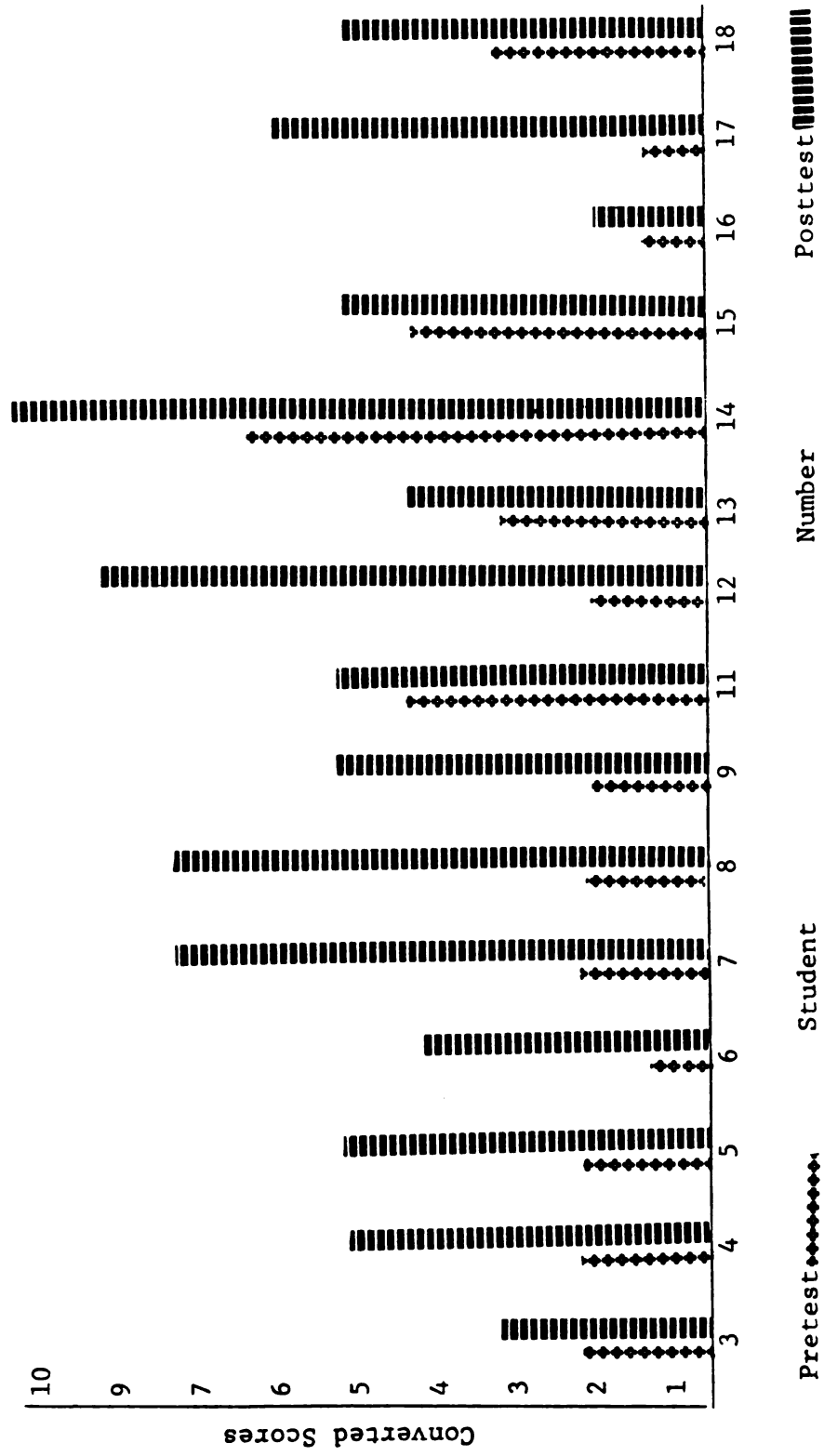
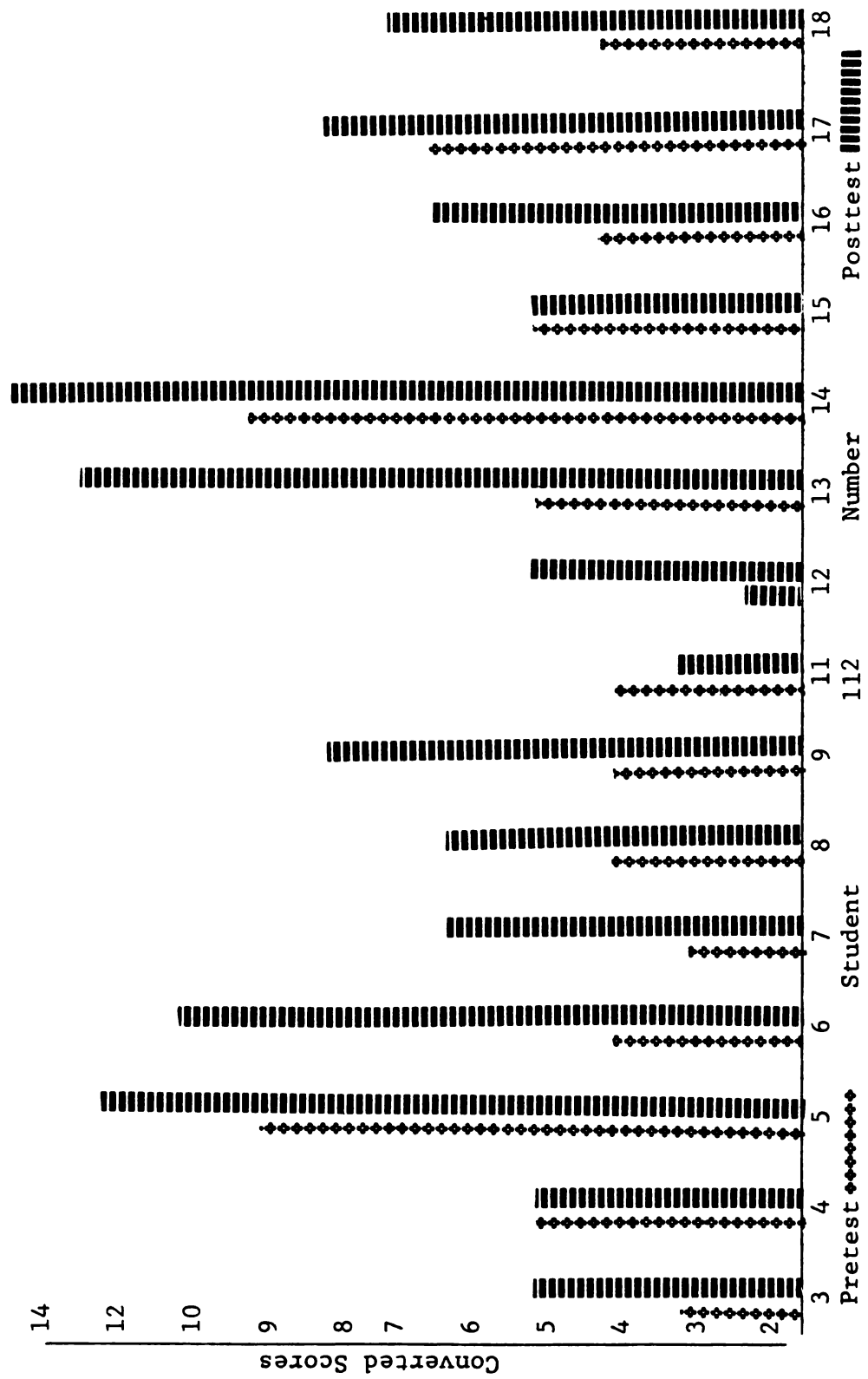


Figure 4.3
Experimental Group Critical Reading Items from STEP Reading Test



OBSERVATIONS OF STUDENT BEHAVIOR

When this study was initiated, subjects in the experimental group appeared to be uncomfortable or resentful about the idea of coming to class to listen to stories. Group behaviors ranged from the flip statement made by one subjects, "Oh boy, we're going to hear a bedtime story," to expressions of concern that if subjects were not permitted to work in their reading series work-books, they would not be learning to read. Subjects expressed concern that they were not doing "real work," and they frequently asked when they would be given "real work" to do. Gradually, however, this behavior began to change as subjects in the experimental group became interested in the books they were hearing. By the time the study was concluded and the posttesting had begun, the opposite reaction was evident. They now expressed concern that there would be no more books to hear and discuss. For example, student #8, who at the outset of the study had not expressed himself verbally in group discussions very frequently, was quite concerned that the reading of books might not continue. He stated to this researcher that, "We're not supposed to take tests in here. We're supposed to listen to stories."

It was obvious to this researcher at the outset of the study that the ability to concentrate totally on the literature being read was difficult for many of the subjects. The first task to be accomplished by this researcher was to teach subjects in the experimental group how to listen attentively. At the beginning of the study it was often necessary to stop the reading aloud session in order to refocus the children's attention on the story. As the weeks progressed, however, it became less and less of a problem; the students were listening more attentively. When disruptions occurred, subjects began to discipline each other by telling the disruptive students to be quiet so that the story could continue. For example, student #16 reproached three girls in the group who were talking and giggling together with the statement, "Be quiet, you all, we want to hear this story." At approximately the sixth week of the study this researcher noted that subjects were entering the room in an orderly fashion, with less hiding and playing in the halls, and going directly to the reading circle without being told to do so. Remarks such as, "Are you going to finish that story today," were not infrequent. At this time also, the reading aloud was able to progress with fewer interruptions other than to ask specific questions about the story.

Observations Regarding the Sub-Questions

(a) Will direct instruction in critical listening skills learned through activities in which select literary materials are used improve subjects' positive attitudes toward reading so that they will engage in more voluntary reading?

Since the room in which this study was conducted was the school library, library books as well as the trade books used in the study, were available for subjects in the experimental group to read. This researcher did not urge students to read these books, but merely made them available on a large table at the rear of the room. One of the first indications that reading behaviors were changing came when student #18, who was an extremely reluctant reader, and appeared to be disinterested in listening to stories at the beginning of the experiment, picked up a book and took it to her desk to read. The book she selected was The Bears' House by Marilyn Sachs. Her friend, student #11, also requested a copy of this book and another copy was made available to her by this researcher. Student #15 selected The Quicksand Book, written and illustrated by Tomi dePaola, from the table because he was interested in the directions on how to make quicksand which appear at the end of the book. Student #16 went to the collection of biographies of famous Black people and read several of these biographies.

He brought copies of Ray Charles, written by Sharon Bell Mathis and illustrated by George Ford, and The Picture Life of Jesse Jackson, by Warren Halliburton, to this researcher and suggested that they would be good books to read to the total group. An interesting point to note is that the same library collection of books was available on the shelves of the library during the entire semester. No attempt to read or look at library books was made by any subjects in the experimental group until after the sixth week of the experiment. Student #6 requested this researcher to locate a copy of Mrs. Frisby and the Rats of NIHM, by Robert O'Brien, because she had heard it was a good book. Student #18 particularly enjoyed the biography of John Hancock by Jean Fritz entitled, Will You Sign Here, John Hancock? She asked this researcher where she had obtained the book. When this student learned that it was available from the local library, she stated that she had a library card, though she said she did not go to the library very often, and announced that she would visit there that afternoon to get a copy of this picture book biography of John Hancock.

As this researcher completed the reading of a book, several hands would be outstretched immediately to receive the book and look at it. It was not unusual to see a particular book being passed among friends in the reading circle. By the time this study was concluded, all subjects in the experimental group were spending a portion

of the reading class period in selecting and reading books quietly at their desks. As a result of sharing and discussing books together, this researcher enjoyed a greater degree of rapport with the subjects in the experimental group than she has in the past with other groups of upper grade students.

(b) Will direct instruction in critical listening skills learned through activities in which select literary materials are used aid in the growth of subjects' ability to think and respond critically, e.g., during such activities as classroom discussions?

Initially the verbal responses were difficult to elicit as subjects were apparently inexperienced in answering open-ended type questions. Over the sixteen weeks that the reading-listening lessons occurred, growth was noted in the number of students who responded to questions. Although some subjects never did volunteer an opinion unless directly asked, all but three students in the experimental group took part in the discussions before the end of the sixteen weeks. Once the novelty of participating in a group discussion wore off, and as the children learned how to actually discuss aspects of a topic, that is, really respond to one another's statements, fewer irrelevant statements were made, and evidence of more evaluative thinking began to occur.

Student #5 became a frequent contributor to class discussions of the books being read. Her comments

were always related to the reading, and frequently reflected the skill of relating experiences from the stories to her own life. The item analysis of her critical reading and critical listening test scores revealed growth in the ability to listen and read critically.

In a casual conversation with the teacher of subject #14, it was learned that this student was making very good progress in expressing himself verbally in classroom discussions during the social studies period, which pleased his teacher very much. The reader should note that this researcher did not share details of the treatment with teachers in the building where the study was conducted, therefore, this comment was particularly gratifying. This student had been included in special reading because he had difficulty comprehending reading in the content areas. This student gained 15 points on the posttest of A LOOK AT LITERATURE over his pretest score.

At the beginning of the study, responses during the class discussions from student #8 were infrequent. Often, when this researcher asked a direct question of him, his answer would be a shrug of the shoulders. On November 14, 1977, when the first tape recording of a discussion session was made, this student volunteered three answers, which tended to be of a literal comprehension nature. By the time the second tape recording of the class discussion was made on December 2, 1977, he again replied voluntarily, this time on four occasions. Two of his voluntary replies reflected interpretive thinking. At the final

recording session of the class discussions, student #8 was beginning to express himself in a manner indicating reflective thinking. At this time, he volunteered to answer five questions. This young man appears to be a naturally shy student who would not easily express himself to others. It was interesting to note that it was he who expressed concern when the posttesting began that there might not be more story-discussion sessions. As with subject #5, this student often related experiences from the stories to experiences in his own life.

Subjects #11 and #12 were brother and sister. One day student #12 hit his sister on the arm. Instead of retaliating in kind, student #11 put her thumb in her mouth and said, "Who you hitting?" which was a direct quote from Marilyn Sachs' book, The Bears' House, which had been read to the group. Fran Ellen, the main character in this story, responded to teasing by other children by sucking her thumb and making this same comment. The smile on student #11's face as she looked at this researcher revealed that she was pleased with how she had reacted.

(c) Will oral reading of select literary material be an appropriate medium for teaching critical listening, critical reading and critical thinking?

The building in which this study was conducted did not have a professional librarian to guide children in the selection of literature. Classroom teachers assist students to locate books in the library. The amount of guidance provided students in selecting books is dependent

upon each individual teacher's knowledge of literature, and varies widely from teacher to teacher. For the student who has not mastered the skill of independent reading, the library period is often a time of aimless leafing through one book after another with no real purpose. This researcher had the occasion to observe during the third week of the study some members of the experimental group during a library period and noticed student #18 and student #11 selected and subsequently rejected one book after another. Neither student signed a book out that day. This researcher noted that when children were introduced to literature which was read to them, the selection process became more meaningful in that they were looking for specific titles that had been read to them. Student #18, as noted previously, expressed dislike for reading, and appeared to be disinterested in the listening lessons at the beginning of the experiment. She was overheard by this researcher during the seventh week of the study saying to her friend, "Reading is fun." When that statement was made she had just finished an entire picture book which was written at the interest level of upper elementary students but at a reading level that was not beyond her reading ability. She had chosen to read Joseph the Dreamer, written by Clyde Robert Bulla and illustrated by Gordon Laite, which had been recommended to her by this researcher during an earlier class period.

Student #6 is a shy child who seldom responds

unless called upon directly. When the experiment was begun, she often appeared to be disinterested in the reading of the stories, frequently looking out of the window, and for many weeks she did not volunteer to participate in the discussion even when this researcher called on her for an opinion. She would usually answer with, "I don't know." During the reading of The Secret Soldier, written by Ann McGovern and illustrated by Ann Grifalconi, in the week of November 14, 1977, student #6 entered the discussion for the first time voluntarily. Her attention to the stories became more evident as she moved her chair closer to this researcher so that she could observe pictures in the book while this researcher was reading. Although she remained somewhat reluctant to volunteer answers during the experiment, this researcher noted that she was less reticent to enter the discussion than she had been at the beginning of the experiment, and that her answers developed from simple questions at the beginning (e.g., "Did she see her mother again?") to more reflective statements at the conclusion of the experiment (e.g., Q: How did the author make the people in this story seem like real people? Student #6 answered, "It seems they acted just like real people do when they got problems). An interesting finding from the posttesting was that student #6 made a gain of 14 points over her pretest STEP listening test on the posttest. On the item analysis of the critical listening items on the STEP listening test she gained 10 points on

the posttest. This researcher observed that student #6 was very attentive as the test selections were being read. This student looked directly at the researcher during the reading, which reflected a change of behavior from the beginning of the experiment when she frequently looked out the window.

An item analysis of the test questions which required critical reading or listening revealed that only four subjects of the fifteen in the experimental group remained at the same level or lower on their scores for the measures of critical listening and critical reading ability. The remaining eleven subjects in the experimental group received higher scores on the posttest than on the pretests of critical listening and critical reading.

By the time the study was concluded, every subject without exception was selecting and reading books independently at various places in the room. Some were sitting on the floor in front of shelves, others were in the comfortable arms chairs, others were at their desks. The building principal came into the room on an errand one morning and expressed surprise to this researcher that certain students who often were disruptive in the classroom were seated quietly reading. The first-grade teacher came into the room on an occasion when the students were all reading quietly and whispered to this researcher, "How did you get them so quiet?" What both persons observed were children who were quietly absorbed in books.

This researcher has observed a complete turnabout in attitudes regarding the reading act. When these subjects arrived in special reading classes in September, they were skeptical of the notion that reading could be anything but work in a workbook; indeed, they persisted in bringing their reading series workbooks to class with them even though this researcher told them it was not necessary to do so. By the conclusion of the experiment, subjects in the experimental group were reading from literary materials including fiction, biography, informational books, and science fiction, in addition to their skill building materials.

Overview

Chapter Four presented the analysis of the data obtained from the pretests and posttests of the three measures of critical listening, critical reading and general reading comprehension. The analysis of covariance revealed that the experimental treatment was effective at the .05 level of significance in improving the critical listening, and critical reading, as well as the general reading comprehension abilities of the subjects in the experimental group.

Chapter Five will contain a summary of the findings, observations and reflections gathered from the experiment to teach critical listening skills to upper grade students. Suggestions for further research will also be included.

CHAPTER V

SUMMARY OF THE STUDY

This chapter will contain a summary of the findings, discussion, implications and reflections concerning the experiment to teach critical listening skills to fourth, fifth, and sixth grade students who were reading at a level not commensurate with their apparent potential general ability. Recommendations for further research in areas related to this study will also be presented.

Summary of the Findings

Because upper grade students who experience reading difficulties in elementary school seldom receive instruction in the higher level thinking skills normally referred to as enrichment activities, it was hypothesized that direct instruction in critical listening skills might be a feasible means for assisting developing readers to think critically even though they had not mastered the reading process. Further, it was observed that some difficulties in reading are not necessarily of the decoding nature, but could be the result of inexperience with reading as a thinking process. That is, a student may be capable of

pronouncing words, but unable to comprehend the meaning of the passage or respond critically to what has been read.

Research has indicated that the ability to engage in critical thinking and critical reading, while related to intelligence, is not dependent upon high I.Q. when direct instruction is provided. Therefore, this study was designed to test the feasibility of teaching critical thinking through critical listening to low achieving students, and to determine if there would be any effect on one's ability to read critically. Research evidence was presented which stated the importance of providing instruction in critical evaluation as a safeguard of the democratic way of life, and as an aid in the solution of life's problems and the pursuit of happiness.

Children's literature was selected as the vehicle for teaching select critical listening skills because of its high degree of appeal, and with the contention that a positive view of reading as a pleasurable and worthwhile activity would concomitantly occur.

Subjects in this researcher's special reading classes, funded by Article III of the Michigan Compensatory Education Program, served as the experimental group, which was comprised of fifteen fourth, fifth, and sixth grade students. The control group was comprised of fifteen fourth, fifth, and sixth graders who received remedial reading instruction in the regular classroom in ability-grouped classes. The control group did not attend this

researcher's special reading classes and did not participate in the research project designed by this researcher other than to take the pretests and posttests.

The study investigated three main questions which will now be discussed along with the results of the analysis of the data for each questions.

Critical Listening

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their critical listening abilities as a result of direct instruction in select critical listening skills learned through activities in which select literary materials are used?

The data were submitted to the analysis of covariance to determine levels of significance. The adjusted estimate of the treatment effect on the post sub-listening test (A LOOK AT LITERATURE) indicated a difference between the groups of 10.59 points, with a standard error of 3.05 favoring the experimental group. Thus, the conclusion that direct instruction in critical listening skills learned through activities in which select literary materials are used will improve the critical listening skills of students in the experimental group was supported by the research data, and found to be significant at the .05 level.

Critical Reading

Will fourth, fifth, and sixth grade students who are

not reading at a level commensurate with their apparent potential general ability improve their critical reading abilities as a result of direct instruction in select critical listening skills learned through activities in which select literary materials are used?

The multivariate analysis of the test of critical reading, A LOOK AT LITERATURE, revealed that on the subtest of reading, the adjusted estimate of the effect of the treatment resulted in a difference between the two groups of 3.9 points, with a standard error of 2.02, favoring the experimental group. The univariate analysis further revealed that the posttest of the STEP reading test ($F = 9.49$, p less than .005) was contributing to the significance. The adjusted estimate of the effect of the posttest reading resulted in a difference between the two groups of 8.9 points, with a standard error of 2.89, favoring the experimental group. Thus, the conclusion that direct instruction in critical listening skills learned through activities in which select literary materials are used will improve the critical reading abilities of the subjects in the experimental group was supported by the research data, and found to be significant at the .05 level.

General Reading Comprehension

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their general reading

comprehension abilities as a result of direct instruction in select critical listening skills learned through activities in which select literary materials are used?

The adjusted estimate of the effect on the STEP posttest of reading resulted in a difference between the two groups of 8.9 points, with a standard error of 2.89, favoring the experimental group. The STEP test was selected to measure general reading comprehension abilities because it contains items requiring general comprehension skill as well as critical reading ability. The test did not measure word attack or knowledge of vocabulary in separate sub-tests, but these abilities were implicit in the fact that subjects were expected to read and comprehend selections independently. Therefore, the conclusion that direct instruction in critical listening skills learned through activities in which select literary materials are used will improve the general reading comprehension abilities of subjects in the experimental group was supported by the research data, and found to be significant at the .05 level.

Discussion

The results of the analysis of covariance indicated that the experimental group means on all three pretests and their sub-tests were lower than the means for the control group on the same pretests. However, the posttest results indicated that the reverse of this situation occurred following the sixteen week experimental treatment.

The control group means on the posttests and their sub-tests were lower than the means obtained by the experimental group on the posttest and post sub-tests. The experimental group means rose on all three posttests and their sub-tests.

The following chart summarizes the means for the pretests and posttests.

Summary of Group Means					
Experimental:	Lit.	Listen.	Read.	Sub-listn.	Sub-read.
Pretest	32.87	55.67	234.27	33.73	37.40
Posttest	41.27	61.67	242.60	47.60	37.53
Control:					
Pretest	35.00	58.67	241.27	37.07	36.47
Posttest	35.33	58.33	239.67	38.60	34.60

This researcher is of the opinion that certain factors may account for these findings. It appears that listening is not being taught to subjects in the control group. Their observed behavior at the time of posttesting had not changed appreciably from the pretesting situation. The manner in which the control group entered the room for posttesting was similar to pretesting. They came in the room noisily, complained about having to take another test, wanted to sit next to their friends instead of in the assigned seats. Oftentimes the control group was not attentive to directions being read, and frequently asked to have them repeated.

Similarly, they asked to have items read a second time because they had not attended to the first reading. However, standardization procedures of the tests did not permit the re-reading of items on the listening tests. The negative behavior of members of the control group undoubtedly influenced test results. This researcher observed that during the posttest a majority of students in the experimental group asked fewer questions regarding the instructions, and fewer repetitions of test items. In addition, certain members of the experimental group looked directly at this researcher during the reading of test items and directions, which tends to indicate good listening behavior. Members of the experimental group, at the beginning of the treatment, thought they were listening attentively to the stories. However, when questions were asked, or when they asked questions of this researcher, it was obvious that they might have been hearing words, but were not listening attentively enough to comprehend what was read. An indication of careful listening habits having not been acquired by some subjects was given when questions often had to be repeated, or when irrelevant statements were made. As subjects in the experimental group gained experience in listening for specific purposes, and in listening to one another in group discussions, this researcher observed fewer incidents of irrelevant questions or statements being made regarding the stories being read.

The contributions the subjects in the experimental group made to the class discussions indicated a higher level of thinking was taking place as closer attention was being paid to the listening lessons and the oral reading.

Limitations

Random assignment to the experimental and control groups was not possible in this study due to restrictions regarding the selection of students for the special reading classes established by the Compensatory Education Program.

The control group was not taught by this researcher due to limitations regarding the numbers of students eligible to receive special reading instruction as established by the Compensatory Education Program. It would have been preferable to have had the control group receive the same instruction from this researcher for the skills component of the study as the experimental group received.

Since all classrooms in the building have classroom collections of books, and some teachers engage in oral reading to their classes, it was not known whether any discussion of literature involving critical evaluation took place outside of the experimental procedure.

The testing period required five days to complete for both the pretests and the posttests, which was very tiring for the subjects.

It is acknowledged by this researcher that it can not be definitively determined whether or not the last half hour of instruction in skill building materials had

an effect on the results obtained in this study.

This researcher also acknowledges that some degree of the halo effect was present in the design of this study, and that the enthusiasm for the literature being read to subjects by this researcher, who is an experienced classroom teacher, may also have contributed to the results of the study.

Implications

This researcher believes that learning to read encompasses much more than the physical act of decoding words and repeating literally what happened in the passages read. Children who were assigned to special reading classes, and who were labelled as below average readers, displayed a variety of reading problems. Therefore, reading instruction should consist of more than additional drill lessons on word attack and literal comprehension activities. Critical reading and critical thinking do not develop naturally as children mature, which was substantiated by the results of the comparison between the pretests and posttests scores of the experimental and control groups. This researcher firmly believes that if better initial and developmental reading instruction were provided in the classroom, which would include (1) listening instruction, (2) the development of thinking skills, (3) the development of critical evaluation skills, fewer children would fail on standardized tests of reading, and subsequently be assigned to special reading classes.

Actually, research solidly demonstrates that most children in remedial reading classes know how to decode. Artley summarizes this point when he states that there is a large group of children who experience reading difficulties in the classroom, whose reading needs are not being met, and who will eventually be referred to the remedial reading teacher. From his own clinical experience, he reports that the majority of children referred for special help are not those with severe physical, mental or emotional disorders, but are students with an accumulation of unmet reading needs.¹ Yet remedial readers continue to be drilled on decoding skills. Allington reports from an observational study that even though students and teachers in remedial reading classes were busily engaged in a variety of instructional activities, very little actual reading was taking place in the classes.²

An item analysis of those questions on all of the measures used in the present study which required critical evaluation revealed that the experimental group answered more critical thinking items correctly on the posttests

¹
A. Sterl Artley, "Classroom Help for Children with Beginning Reading Problems," Reading Instruction: Dimensions and Issues, ed. William K. Durr (Boston: Houghton Mifflin Company, 1967), p.335.

²
Richard L. Allington, "If They Don't Read Much, How They Ever Gonna Get Good?" Journal of Reading, 21, No. 1 (1977), 58.

than on the pretests, which indicates to this researcher that instruction in critical listening does result in the ability to think and read critically. This tends to strengthen this researcher's belief that certain types of errors made on measures of reading are actually errors in thinking rather than decoding, and should be treated as examples of faulty thinking rather than errors in the ability to decode.

It appears that instruction in listening, especially critical listening, is an important aspect and prerequisite to reading instruction, particularly with students who experience reading difficulty as measured on standardized tests. The student who has not mastered independent reading skill seldom receives instruction in critical thinking, and is unprepared to engaged in the critical thinking which is called for on test items.

This researcher also believes that students should learn to engage in class discussions in order to develop the ability to express ideas and to respond critically to material which is heard as well as read.

Reflections

One of the most gratifying results of the present investigation was in the observed behaviors and attitudes toward reading as a pleasurable activity on the part of subjects in the experimental group. As reported in an earlier chapter, negative and disruptive behaviors were displayed by the experimental group in class at the

beginning of the school year. These students perceived reading to be an activity in which they had little or no ability, and, therefore, reading was an unpleasant activity to be avoided. The children who participated in this study had experienced reading instruction which concentrated primarily upon the mechanics of reading. Because they had not mastered the mechanics, they did not enjoy reading. Therefore, they viewed their attendance in remedial reading classes not as an opportunity to improve, but as yet another reminder of their failure. Opportunities to explore and enjoy good literature for sheer pleasure; opportunities to respond to books, seldom existed for these students. As a result, negative attitudes toward reading developed. However, as subjects began to experience reading as a pleasurable activity, first through listening to good stories, and then in their own independent reading of books, reading became more than skills lessons and workbook exercises. Concomitantly, they began to be less disruptive in class. This researcher noted that when students began to enjoy books, they began to be more relaxed and calm, which, in turn, allowed this researcher to be more relaxed with the group. When these children found that books could bring them knowledge of a subject in which they had an interest, and when they realized that time would be allotted them during reading class to peruse and select books, some of the aversion expressed for reading was lost. When they found satisfaction in reading a story on their own,

they began to engage in reading rather than disruptive behavior. It appears to this researcher that when reading instruction is perceived as only skills instruction, and has no meaning for the reader, the child who has difficulty reading is less willing to engage in activities which may cause him embarrassment. This researcher has observed that an interesting and well-written story will be read by a student who has reading difficulties with little problem when the storyline is meaningful and important to the reader. It appears that the context of the story carries the reader along and over the difficult or unknown words to the extent that the meaning of the passage is grasped by the reader. This researcher believes that the mastery of phonetic and structural word analysis must be viewed in proper perspective. That is, skills instruction is a means to an end, which is independent reading. By no means should skills instruction be viewed as the major or sole purpose for reading instruction. To this researcher, the true purpose of reading instruction is to develop students who not only can read, but students who will read for knowledge and enjoyment which the printed page offers them.

The method of reading instruction employed in this present research appears to have rewards for the teacher of reading as well as the student. When children are enjoying a learning experience, such as listening to or reading literature, the teacher, as well, experiences

satisfaction in knowing that s/he has helped children find success and pleasure in reading.

Perhaps the best summation of this study was expressed by subject #17, who said to this researcher following the reading of The Hundred Penny Box, "Why do books look so funny on the outside, but are so good on the inside?"

Suggestions for Changes in the Study

If this present study were to be repeated, it would be well to make the following changes.

The study should be made using a larger sample, randomly assigned, over a longer period of time to further test the effectiveness of teaching critical thinking through critical listening lessons in which select literary materials are used.

Because this researcher was not able to work with the control group due to limitations of numbers of students who could be enrolled in the special reading classes, a subsequent study should make provisions for the control group to receive the same skill building instruction from the researcher as was given to the experimental group.

The testing procedure was long and tiring for the subjects. A subsequent study should make use of analysis of discourse, which analyzes subjects' tape recorded responses to test items, as the testing procedure. Information would be provided regarding subjects' ability to respond critically to test questions without the

hindrance of reading difficulties. Analysis of discourse would also provide additional information on subjects' growth in oral language facility.

A subsequent study should eliminate the skill to distinguish relevant from irrelevant statements, since this researcher found that literary materials are so well written that examples of irrelevant statements are difficult to find. This skill is better taught using non-literary materials.

It is recommended that literary materials be used which could be completed in one, or not more than two, class periods. For some subjects, the selections that lasted longer than two class periods seemed to surpass their attention span.

It is recommended that more poetry selections be included.

Suggestions for Further Research

Further research is needed to determine whether there is a sequential arrangement of listening skills in order to facilitate learning effectiveness at all age levels.

Research should be conducted to determine if there is an optimal time at which instruction in critical thinking, critical listening and critical reading instruction would prove most effective.

A study is needed to determine whether early training in critical listening would have an effect on

reducing the number of cases of boys who experience reading difficulties.

A longitudinal study should be conducted to determine whether instruction in critical listening and critical thinking, beginning in the kindergarten and continuing through the elementary grades, would have an effect on the prevention of reading difficulties.

A study could be designed with three experimental groups: (1) a group which listens to literature read orally, (2) a group which follows the regular basal program, (3) a group which participates in a combination of the first two to determine the effect each variable has on the reading process.

The development of better measures of critical listening, critical reading, and critical thinking needs to be undertaken, especially as they pertain to testing children in the elementary school. At present, there are no measures of critical thinking for use with elementary school children. There are no other standardized tests of critical listening and critical reading other than the STEP tests. It would be preferable to have tests which measure just critical reading and critical listening.

Further research needs to be conducted with A LOOK AT LITERATURE: THE NCTE COOPERATIVE TEST OF CRITICAL READING AND APPRECIATION. This test needs to be normed on a wider and more representative sample of elementary school children. A test similar to this measure is needed

which would be more suitable for the reading levels of upper elementary grade students who have reading difficulties.

A study is needed to determine the extent to which listening skills are being taught in the reading programs of elementary schools.

A study is needed to assess teachers' knowledge of the need for teaching listening skills, and to determine teachers' perceptions of their ability to teach listening.

Studies should be conducted to determine what training should be provided in teacher preparation programs to prepare teachers for teaching listening.

A study is needed to determine how to assist inservice teachers in becoming knowledgeable and competent teachers of listening.

A study is needed to determine teachers' perceptions of the use of children's literature in the elementary curriculum, as well as to determine how teachers use children's literature.

A study is needed to determine what training should be provided in teacher preparation programs that would prepare teachers to use children's literature for teaching reading, listening and thinking.

A study is needed to determine the most efficient manner in which to assist inservice teachers to become knowledgeable and competent in using children's

literature for teaching reading, listening and thinking.

A study to investigate the knowledge and perceptions that school administrators and reading personnel have regarding the use of children's literature as a means for teaching reading, listening and thinking is needed. This study should determine ways in which administrators can most effectively be advised of the use of children's literature in the elementary reading curriculum.

Further studies are needed to establish the relationship between listening and reading. It should be determined to what extent instruction in listening has an effect on the ability of students to learn to read.

The effect that the discussion factor has on the ability to think and read critically should be tested. One group of students could listen to literature without discussing it. A second group of students should read the same literature, followed by a group discussion of it. This study could determine whether there is an optimal length of time needed for listening-discussion periods in order to produce growth in these skills.

A study is needed to determine what types of literature are best suited for teaching critical listening to upper grade students who have reading difficulties.

APPENDICES

APPENDIX A

TITLES USED IN THE STUDY

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The following books were used in this study with subjects in the experimental group.

Skill: To distinguish fact from fancy

Beatty, Jerome, Jr. Matthew Looney's Voyage to the Earth. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1961.

Matthew Looney, along with his famous space commander uncle and his pet "murtle," who is smuggled aboard the space ship, set out to prove that earth is a dead planet. The young inhabitant of the moon and his pet murtle, however, prove that life does indeed exist on earth.

dePaola, Tomi. The Quicksand Book. New York: Holiday House, 1977.

A delightful mixture of fact and fancy as Jungle Boy explains the facts of quicksand to poor Jungle Girl who is languishing in quicksand, the result of a fall. A surprising ending adds humor and charm to the story which provides the young reader with factual information about quicksand.

Haley, Gail E. The Abominable Swamp Man. New York: The Viking Press, 1975.

A fanciful tale of a little girl who befriends the Abominable Swamp Man who has frightened the town. The Swamp Man is a peaceful creature who leads his young friend, Edwina, through the land of imagination.

Mendoza, George. The Hunter, The Tick and the Gumberoo. Illustrated by Philip Wende. New York: Cowles Book Company, Inc., 1971.

The hunter sets out to kill the mighty Gumberoo. A strange turn of events causes the hunter to become the victim of his own greed, which eventually destroys him.

Philipe, Anne. Atom: The Little Moon Monkey. Pictures by Jacqueline Duheme. New York: Harlin Quist, Inc., 1970.

Atom, the little moon monkey, who is raised and trained in a laboratory, is the first monkey to travel into space. He smuggles his beloved friend, Etna, aboard the ship and together they fly off into space. An accident on this first flight leaves the monkeys in a strange and exotic land.

Skill: To determine whether a statement is based on fact, opinion, or judgment.

Clapp, Patricia. I'm Deborah Sampson: A Soldier of the War of the Revolution. New York: Lothrop, Lee and Shepard Company, 1977.

The fictionalized biography of a young girl who disguises herself as a man and joins the revolutionary army is the subject of this book.

McGovern, Ann. The Secret Soldier: The Story of Deborah Sampson. Illustrated by Ann Grifalconi. New York: Four Winds Press, 1975.

Monjo, F. N. Gettysburg: Tad Lincoln's Story. Illustrated by Douglas Gorsline. New York: Windmill Books, Inc., and E. P. Dutton and Company, Inc., 1976.

This is the story of the Battle of Gettysburg and the Gettysburg Address told by Lincoln's son, Tad, in this historical fiction account of these events in history.

Rudeen, Kenneth. Wilt Chamberlain. Illustrated by Frank Mullins. New York: Thomas Y. Crowell Company, 1970.
A biography of Wilt Chamberlain.

Walker, Barbara J. The Picture Life of Jimmy Carter. New York: Franklin Watts, 1977.

The life of President Jimmy Carter told in pictures and text.

Skill: To distinguish relevant from irrelevant statements

Fritz, Jean. George Washington's Breakfast. Illustrations by Paul Galdone. New York: Coward, McCann and Geoghegan, Inc., 1969.

When young George Washington Allen seeks information about his namesake, the reader is treated to an interesting and unusual historical account of the life and times of George Washington.

. Will You Sign Here, John Hancock? Illustrated by Trina Schart Hyman. New York: Coward, McCann, and Geoghegan, Inc., 1976.

The very real and human John Hancock is presented in this book about the famous man who wanted everyone to like him, and who spent much time and money trying to make this wish happen.

Skill: To examine, contrast, and evaluate ideas

Blue, Rose. Grandma Didn't Wave Back. Illustrated by Ted Lewin. New York: Franklin Watts, Inc., 1972

This book deals with a young girl's painful experience of watching her beloved grandmother age and change. As Deborah struggles to understand the changes in her grandmother, she experiences a wide range of emotions and feelings with which the reader may empathize.

Carmer, Carl. The Boy Drummer of Vincennes. Illustrated by Seymour Fleishman. New York: Harvey House, Inc., Publishers, 1972.

The story of George Rogers Clark and his small band of volunteers is told in a narrative poem which is filled with verbal imagery and folk expressions.

Mathis, Sharon Bell. The Hundred Penny Box. Illustrated by Leo and Diane Dillon. New York: The Viking Press, 1975.

A warm and loving relationship exists between Michael and his great-great Aunt Dew, who is one hundred years old. For each year of her life, Aunt Dew has a penny and a story to go with it. Michael doesn't always understand the relationship between grown-ups, but he knows he loves his great-great Aunt, and she loves him.

Miles, Miska. Annie and the Old One. Illustrated by Peter Parnall. Boston: Little, Brown and Company, 1971.

A touching story of a young Navajo girl's love for her grandmother, who foretells that she will soon return to mother earth. Annie tries to prevent the inevitable from happening. It is the grandmother who helps Annie understand and accept what she cannot change.

Monjo, F. N. The Jezebel Wolf. Illustrated by John Schoenherr. New York: Simon and Schuster, 1971.

The author relates a true story of a wolf hunt which took place in 1740 in Pomfret, Connecticut. Israel Putnam, who later fought under General George Washington, tells the story of the famous wolf hunt.

Miles, Miska. Wharf Rat. Illustrated by John Schoenherr. Boston: Little, Brown and Company, 1972.

In a very objective way, the author presents the realities of a rat's struggle for survival as he seeks food and shelter. The rat experiences the dangers of an oil spill. The reader is given realistic and factual information concerning the animal world from which s/he may draw conclusions.

Parnall, Peter. The Mountain. Garden City, New York: Doubleday and Company, Inc., 1971.

The author portrays in pictures and text the destruction of a beautiful mountain when man enters it and makes it a national park. The reader is given food for thought concerning important ecological considerations which must be acknowledged and resolved.

Schoenherr, John. The Barn. Boston: Little, Brown and Company, 1968.

Readers of this book are given a realistic view of the struggle for survival within the animal world as the owl and skunk forage for daily food. The hunter becomes the hunted as each animal seeks to provide for itself and its young.

Skill: To recognize appeal to emotional or controversial issues, or the use of persuasion to influence the reader.

Chen, Tony. Run, Zebra, Run. New York: Lothrop, Lee and Shepard Company, 1972.

Written in verse, the author issues a warning that many exotic animals are in danger of extinction from their most powerful enemy, man.

Peet, Bill. The Gnats of Knotty Pine. Boston: Houghton Mifflin Company, 1975.

This humorous story has a very serious message which relates the author's view of hunting as a sport.

Skill: To evaluate ways in which the speaker's ideas might be applied to another situation.

Carrick, Carol. The Accident. Illustrated by Donald Carrick. New York: The Seabury Press, 1976.

This is the story of a beloved dog who is struck and killed by a passing truck, and how the young boy, Christopher, and his family deal with this real-life tragedy.

Clymer, Eleanor. How I Went Shopping and What I Got. Illustrated by Trina Schart Hyman. New York: Holt, Rinehart and Winston, Inc., 1972.

Twelve year old Debbie, influenced by two new friends, becomes discontented with always being good. The story tells a realistic tale of the problems she encounters when she disobeys her mother, goes shopping in a large department store, and loses her little sister in the toy department. A happy ending is provided to this story with which a teenager can easily identify.

Sachs, Marilyn. The Bears' House. Illustrated by Louis Glanzman. Garden City, New York: Doubleday and Company, 1971.

Fran Ellen retreats into an imaginary home with the Three Bears when she is rejected by her classmates, and when her own real life becomes too intolerable to bear. Fran Ellen is a "real" little girl who faces a less than beautiful world filled with many contemporary social problems.

Tate, Joan. Ben and Annie. Illustrated by Judith Gwyn Brown. Garden City, New York: Doubleday and Company, Inc., 1974.

A tender story of friendship between two young people which has a startling ending. Annie, who is an invalid, and Ben, her friend from the apartment upstairs, experience a tragic misunderstanding on the part of grown-ups which is not unlike the real experiences of some children.

APPENDIX B

TAPE RECORDED STUDENT RESPONSES TO SELECT LESSONS

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TAPE RECORDED STUDENT RESPONSES TO SELECT LESSONS

Literary Selection:

McGovern, Ann. The Secret Soldier. The Story of Deborah Sampson. Illustrated by Ann Grifalconi. New York: Four Winds Press, 1975.

Date: November 14, 1977

With this particular book more students began to participate in the group discussions. It was an exciting story, and one they seemed to enjoy. The reader will note that the lack of sophistication in answers indicates that subjects have had little experience in expressing their ideas about literature. The enthusiasm with which they responded was evident, however.

Q: How did the author make Deborah seem like a real person, not just a character in a book? (critical thinking)

A: (Student #3) She went to war, but she was afraid.

A: (Student #16) She got hurt and she got sick from the war.

Q: If you could ask Deborah any questions about her life, what would you want to know? (critical thinking)

A: (Student #13) What was it like in the hospital in those days?

A: (Student #5) Why did she join the army?

A: (Student #11) Did she feel funny about dressing up like a man?

- A: (Student #4) What was it like to get shot?
- A: (Student #8) Did she like being a teacher?
- A: (Student #5) Was she scared to leave her mother?
- A: (Student #6) Did she ever see her mother again?
- Q: What did you especially like about Deborah?
(interpretive thinking)
- A: (Student #8) She was brave.
- A: (Student #3) She did something that other people didn't do.
- A: (Student #5) She was daring her life when she went to the house of those Torries, or something. She was daring her life.
- A: (Student #7) When she had her children. I liked the way she treated her children.
- Q: What did you especially like about that part?
- A: (Student #5) Probably she was so nice to her children because when she was little she got split up from her mother and she didn't want that to happen to her kids.
- A: (Student #7) She didn't get to know her mother very well, and she wanted her children to love her.
- Q: If you were Deborah Sampson and had to go live with a strange family when you were only ten, how would you feel (critical thinking)
- A: (Student #7) I would be scared.
- A: (Student #9) It would be better than living with that old lady she lived with at first; the one she had to take care of.
- A: (Student #5) When I was real little, my mother was sick and I had to stay with a neighbor. I was scared and I wanted to go home all the time.
- Q: Would you like to have been Deborah Sampson?
(critical thinking)
- A: (Student #11) No, cause I didn't like the part about getting shot in the leg.

- A: (Student#3) No, cause she had to live in too many places.
- A: (Student #5) It wouldn't of been so bad when she got older cause she could do what she wanted, but I wouldn't of liked to be her when she was little.
- Q: Did Deborah change her mind about war? Did she feel differently about what war was all about from the beginning of the book to the end? (interpretive thinking)
- A: (Student #14) She thought war was going to be a big adventure.
- A: (Student #17) She got dressed up in that uniform. I liked the part when she wore the uniform.
- A: (Student #8) She didn't like it cause it made her sad when everybody was getting shot and killed and stuff.

Literary Selection Number Two:

Mathis, Sharon Bell. The Hundred Penny Box. Illustrated by Diane and Leo Dillon. New York: The Viking Press, 1972.

Date: December 2, 1977

This is the second tape recording of student responses in a series of three. It was made approximately half way through the project.

- Q: Why do you think Aunt Dew liked to count those pennies so well? (interpretive thinking)
- A: (Student #14) She probably liked to reminisce.
- A: (Student #3) It probably gave her something to do.
- Q: What do you think it would be like to be 100 years old? (interpretive thinking)
- A: (Student #11) Really old, and terrible; like sometimes people don't agree with each other and then they get all excited.
- A: (Student #17) You get too old and you get too weak.
- A: (Student #8) You get old and grouchy.
- Q: How did Michael's mother feel about that old hundred penny box? (interpretive thinking)
- A: (Student #8) It was so old and she wanted to get rid of it because she didn't think there was no use to it.
- A: (Student #15) She wanted to give her a new box.
- Q: Why didn't Aunt Dew want Michael's mother to throw the box out? (interpretive thinking)
- A: (Student #8) Cause she had it all her life, and she had her memories in it.
- Q: Do you think Ruth, Michael's mother, knew how much the box meant to Aunt Dew? (interpretive thinking)

- A: (Student #8) She didn't understand how much she liked it and how much Michael liked it.
- A: (Student #6) She wanted to give her a new one. She thought the old one was too broken up.
- A: (Student #5) She liked Aunt Dew and knew that Aunt Dew wanted her box, but she thought Aunt Dew was like a little child.
- Q: Was Ruth being fair about Aunt Dew's box? (interpretive thinking)
- A: (Student #17) No, she was mean.
- A: (Student #3) No, cause Aunt Dew had the box all her life.
- Q: How did Aunt Dew feel about Ruth; did she like her? (interpretive thinking)
- A: (Student #5) She liked Aunt Dew cause she went all the way across town to get her ice cream, and she tried to take good care of her.
- A: (Student #12) The mother thought Aunt Dew didn't like her, though.
- Q: How do you think Aunt Dew felt about leaving her home in Atlanta and going to live with Michael's family?
- A: (Student #9) She didn't want to leave that old house; she had all her stuff in it.
- A: (Student #3) It's like getting rid of your dog or something like that - you love your house so much and you don't want to move.
- A: (Student #11) It will make you sad.
- A: (Student #9) It would make you sad. I don't see how anybody could move out of that big house like that.
- A: (Student #4) She had her family there. Maybe she would want to keep it for them.
- A: (Student #3) She might not want to move away from that big house with all those trees into a little room like she had at Michael's house.

Q: Could this story really have happened? (critical thinking)

A: (Student #6) Somebody could really be that old.

A: (Student #5) My grandmother, she lives with my father's family. She's about that old. She lived in Alabama. She had a house of her own. They then went down to get her and she didn't want to go, and they had to pack her clothes and put them in the car, and they had to take her out and put her in it.

Q: How did the author make the people in this story seem like real people? (critical thinking)

A: (Student #5) Cause the way they acted. Michael got mad at his mother and his mother got mad at him.

A: (Student #11) She acted just like my mom.

A: (Student #6) It seems they acted just like real people do when they got problems.

Q: Would you like to be 100 years old? (critical thinking)

A: (Student #3) No, cause it's too hard to do anything.

A: (Student #13) No, cause you can't take care of yourself.

Q: Why did the author have Aunt Dew sing that "long song" so much? (critical thinking)

A: (Student #5) Maybe cause she was getting ready to die and she wanted to go up to Heaven.

A: (Student #11) Maybe she wanted to sing something to cheer her up or something.

Literary Selection Number Three:

Tate, Joan. Ben and Annie. Garden City, New York:
Doubleday and Company, Inc., 1974.

Date: January 20, 1978

This is the last of three tape recorded student responses to literary selections. This book had an extremely unusual ending which caught the subjects by surprise. They did not think the story had really ended as it did, and were obviously expecting a "happy ending."

Q: Did this story have an ending that could really have happened? (critical thinking)

A: (Student #9) Is that all there is to the book?

A: (Student #4) Didn't she get to walk in the end?

Q: Let me ask you this; have you ever been blamed for something you didn't do, and then never got the chance to explain what really happened? (critical thinking)

A: (Student #17) Yea, it happens to me all the time!

A: (Student #8) Sometimes people don't let kids tell their side of it.

A: (Student #3) My dad blamed me for something my sister did. I was really mad!

Q Was what happened to Ben and Annie fair? (interpretive thinking)

A: (Student #17) That guy didn't even know them. They could sue him for hitting Ben in the ear cause he wouldn't even listen to Ben.

Q: How about the way Annie's parents acted. Why do you think they acted the way they did at the end? (interpretive thinking)

A: (Student #9) Because they thought they were hurting her.

A: (Student #8) They loved her.

- A: (Student #9) They was afraid she could of got killed.
- A: (Student #5) They, her parents, they were trusting Ben. They thought Ben was doing what they asked him to do. Then they thought Ben was hurting Annie.
- Q: How did Annie's parents act toward their daughter all through the story? Could you tell how they felt about Annie as a person? (interpretive thinking)
- A: (Student #9) They were always afraid something would happen to her.
- Q: How did Ben feel about Annie as a person? (interpretive thinking)
- A: (Student #8) He thought she could do more things than her parents did like when he took her to Woolworth's and stuff.
- A: (Student #3) He wanted her to have some fun.
- A: (Student #5) If she stayed in the house all the time, she wouldn't even know about the outside. She would just be layin' in bed doing the work the teacher brought her.
- Q: What do you think the author was saying about handicapped people? (critical thinking)
- A: (Student #9) Almost everybody has some kind of handicap.
- A: (Student #4) I was born with a club foot.
- A: (Student #8) Ben didn't like people to feel sorry for Annie.
- Q: If you could read another book about Ben and Annie, what would you have happen? (critical thinking)
- A: (Student #8) I'd have 'em get to be friends again.

APPENDIX C

CRITICAL LISTENING LESSONS

Skill Number One: To distinguish fact from fancy in a literary selection

Lesson #2

Literary Selection: Mendoza, George. The Hunter, The Tick and the Gumberoo. New York: Cowles Book Company, 1971.

In the book I am going to read to you today, you will have to listen very carefully because the factual part and the fanciful part are not easily separated. You will have to think carefully about what you think is really happening in the story, because the author will surprise you at the end.

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- Q: What do you think the Gumberoo was? (interpretive thinking)
- Q: Can you be absolutely sure that the tick was talking to the hunter? Explain what you think the tick was - real or fanciful. (interpretive thinking)
- Q: Why do you think the hunter killed the rabbit and the quail? (interpretive thinking)
- Q: Explain why you think the author wrote this book. (interpretive thinking)
- Q: (Read the dedication to the students)
What do you think the author means by his dedication? (interpretive thinking)
- Q: How do you think the author feels about hunting and hunters? (interpretive thinking)

APPENDIX C

CRITICAL LISTENING LESSONS

- Q: Was this example of fanciful writing an effective way for the author to tell his story? Explain. (critical thinking)
- Q: Did the author change your mind about hunting and hunters? Explain (critical thinking)

Lesson # 3 To distinguish fact from fancy
in science fiction.

Literary Selection: Beatty, Jerome, Jr. Matthew
Looney's Voyage to the Earth.
Reading, Massachusetts: Addison
Wesley Publishing Company, Inc.
1961.

The book I am going to read to you over the next few days is called science fiction because parts of it are scientifically correct, while other parts of it are fanciful, or written from the author's imagination. Listen as I read today's chapters to you and see if you can tell which parts are factual and which parts are fancy.

(read chapters one and two)

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- Q: Was what happened to Maria when she went sailing up into the atmosphere true about life on the moon, or was it fancy? How do you know? (critical thinking)
- Q: When the author said that everyone is always happy on the moon because of the moon's atmosphere, do you think that is fact or fancy? If you could talk to an astronaut who has been to the moon, what do you think he would say about that statement? (critical thinking)
- Q: Name some examples of facts the author has given in today's chapters? (If students do not respond, refer to pages 10, 18, 18).

(read chapters three and four)

- Q: In this chapter you met Professor Ploozer of the Mooniversity. When Professor Ploozer spoke it was with a strange accent. He would say "genice," or "gesee" or "gefriend." Why do you think the author had him talk this way? (critical thinking)

- Q: Have you ever heard of the word stereotype? (explain stereotype) Did the author use any other stereotypes in this book? (literal comprehension)
- Q: Do you think the author believes that all professors who are scientists talk like Professor Ploover? (interpretive thinking)
- Q: In chapter five after Hector "spills the beans," what do you think will happen to Matthew and Ronald the Murtle? (interpretive thinking)

(read chapters five, six, seven)

- Q: What facts did the author have the character Wondervon Brown tell the reader about the earth? (literal comprehension)
- Q: Were the facts that the author stated about gravity on earth correct when he described how the moon scientists walked on earth as compared to the moon? (critical thinking)
- Q: Name an example of fancy in chapter five that the author has Matthew believe. (critical thinking)
- Q: From what you have heard of the story so far, what do you think will happen in the last two chapters? (interpretive thinking)

(read chapters eight and nine)

- Q: Could this story really happen? Why or why not? (critical thinking)
- Q: The United States recently sent a rocket to explore Mars to see if there is life on Mars. How is Matthew Looney's voyage to earth something like the exploration of Mars? (critical thinking)
- Q: Do you think science fiction can ever become science fact? Explain. (critical thinking)
- Q: If this book were scientifically correct, what changes do you think would happen in our lives? (critical thinking)

Lesson # 3 To distinguish fact from fancy in a literary selection.

Literary Selection: Haley, Gail E. The Abominable Swamp Man. New York: The Viking Press, 1975.

In the book we are going to begin today, the fanciful writing will be fairly easy to spot. However, there will be some parts of the story which will portray, or picture, people acting and talking in ways that may or may not be the way you think real people should behave. Listen as I read to you and see if you can find examples of fanciful writing.

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- Q: Name some examples of fanciful writing in this story. (critical thinking)
- Q: In the book we just finished, Matthe Looney's Voyage to the Earth, we talked about stereotypes. Do you think there were any stereotypes in the Swamp Man? (interpretive thinking)
- Q: Why do you think the author had the sheriff, the minister, and the lady with the pie act the way they did? (interpretive thinking)
- Q: Was it important to the author's main idea in the book to have the stereotypes of these people? Do you feel the stereotypes helped make her point clear? (critical thinking)
- Q: Do you think real people sometimes act the way the characters in this story acted toward a stranger, or someone who was different? Explain. (critical thinking)
- Q: How do you think Edwina felt when she went into the woods to find the Swamp Man? (interpretive thinking)
- Q: How would you have felt if you had been Edwina? (interpretive thinking)
- Q: If you could talk to Ms. Haley, what questions would you ask her about why she wrote this book? (critical thinking)
- Q: Name some parts of this story that you think were especially well written. (critical thinking)

Lesson # 4 To distinguish fact from fancy in a literary selection.

Literary Selection: Philipe, Anne. Atom: The Little Moon Monkey. New York: Harlin Quist, 1970.

In the book I am going to read to you today, the last one in the skills on factual and fanciful writing, there is a mixture of fact and fancy. You should be able to distinguish, or separate, the two quite easily. Listen carefully as the ending may bring a surprise.

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- Q: Why did the author name the monkey Atom, and not Adam? Do you think the spelling of his name had any special meaning? Explain (interpretive thinking)
- Q: Was it fact or fancy, do you think, that the animals in the lab could be made into miniature and then returned to normal size? Explain. (critical thinking)
- Q: Do you think that it could ever be possible that a pill could change animals into minature and then another pill return them to normal size? Explain. (critical thinking)
- Q: Why is this book called science fiction? (interpretive thinking)
- Q: Do you believe that monkeys can really communicate the way Atom and Etna did in this story? Explain your answer. (critical thinking)
- Q: Where do you think the monkeys landed after the accident in space? (interpretive thinking)
- Q: Does the author really ever tell you where they are? (literal comprehension)
- Q: If you were writing the ending to this story, how would you have had the story end? (critical thinking)
- Q: Name some examples from the book that you think are fanciful, or made-up, from the author's imagination. (critical thinking)
- Q: Could any of the fancy in the story ever become fact at some future time? Why or why not? (critical thinking)

Skill Number Two: To determine whether a statement is based on fact, opinion, or judgment.

Lesson # 2 To distinguish fact from opinion in biography.

Literary Selection: Rudeen, Kenneth. Wilt Chamberlain.
Thomas Y. Crowell Company, 1970.

In the biography I am going to read today we will want to decide which things the author tells us about Wilt Chamberlain are facts and which are the author's opinions.

Let me give you an example. If I tell you that there are four seasons in the year, spring, summer, autumn, and winter, am I telling you something that is a fact or my opinion? We know that it is a fact because we could go to science books which are written about weather, or to encyclopedias, or almanac to check to see if my facts are correct. Now, if I tell you that winter is too long a season, I am giving you my opinion about winter. I cannot prove what I said, and someone else might say that they think winter is not long enough. Can they prove what they say? Now you give me some examples of what you think are facts and opinions.

Authors sometimes give us facts that we can verify, or check. Sometimes they give us their opinion. How can we tell when a statement is an opinion and not a fact? One way is to look at the words the author uses. For instance, an author may begin the statement with one of these words: apparently, it seems as though, I believe, many people think. When you hear or read one of these phrases or words, you can tell that an author is stating an opinion.

In the biography of Wilt Chamberlain listen for statements you think are factual about his life; things that we could check in other books. When you hear what you think is an example of a fact, raise your hand and I will stop reading. Be prepared to tell us why you think the statement is a fact. (read pages one and two)

Now I will read pages one and two again, and this time I want you to listen for statements you think might be an author's opinion. Remember, an author may use one of the phrases we talked about such as "many people think," or an author may say that something is the best, or the greatest, but if he does not tell you why this is so, he is probably giving you his opinion.

Now I will finish reading the biography to you.

Listen carefully to see if you can find facts or opinions about Wilt Chamberlain.

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- Q: What examples can you name about Wilt Chamberlain that you think are facts? (critical thinking)
- Q: On page five, the author states that Wilt probably didn't dream of being rich and famous when he was a young boy. Would you say this is a statement of fact or opinion? Why? (critical thinking)
- Q: The author told us that no other player is as skillful at shooting baskets or dunking as Wilt. This book was published in 1970. Do you think that this statement is still true today? Could this fact have changed? Explain? (critical thinking)
- Q: If you were to read this book ten years from now, do you think some of the author's statements about Wilt's performance would have to be changed in any way? Why or why not? (critical thinking)
- Q: Do you think this book is well written? That is, do you think the author gave more factual than non-factual information? (critical thinking)
- Q: In writing a biography, do you think it is important for the author to give his opinion, or do you think the author should just report facts? Explain. (critical thinking)

Lesson # 3 To distinguish fact from opinion in biography

Literary Selection: Walker, Barbara J. The Picture Life of Jimmy Carter. New York: Franklin Watts, 1977.

Again today, we will be listening to a biography, and you will be asked to listen for factual information about Jimmy Carter. Listen carefully for words that will give you a clue as to when the author is stating an opinion.

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- Q: The author makes the statement that now everybody knows Jimmy Carter. Would you say this was an example of a fact or an opinion? Why? (critical thinking).

- Q: The author tells us that President Carter's father was a hard working farmer. What evidence does the author give you that would make you believe this is a fact? Would you say this statement is a fact or an opinion? (critical thinking)
- Q: What evidence did the author give you that Jimmy worked hard on the farm as a boy? Was that statement fact or opinion, would you say? (critical thinking)
- Q: The author told us that Jimmy was good at business. Did she give us any evidence to prove that statement? (critical thinking)
- Q: How would you write that statement as a fact instead of an opinion? (critical thinking)
- Q: The author states that when Jimmy Carter was governor of Georgia, he said he saved the people \$53 million in one year. How does the author let the reader know that this is Mr. Carter's opinion rather than a fact? (critical thinking)
- Q: Compare this biography to the biography of Wilt Chamberlain. Which book did you think had more factual information. Tell us why. (critical thinking)
- Q: Which book was a better biography from the standpoint of giving fewer opinions and more facts? Tell us why you think as you do. (critical thinking)

Lesson # 4 To recognize fact from opinion in historical fiction.

Literary Selection: Monjo, F. N. Gettysburg: Tad Lincoln's Story. New York: Windmill Books, Inc., and E. P. Dutton and Company, Inc., 1976.

In this book I am going to read today, you will be hearing historical fiction. The book is based on facts which can be verified by reading other books written by experts who have studied this particular time in history. It is fiction because the author is telling the story as though Lincoln's young son, Tad, were the author. Listen carefully to see if you can tell how the author combines historical fact with fiction.

_____ (read to page 18)

I have stopped reading at this particular spot in the story to see if you can name an example of what we have called fiction, and an example of what is factual information. (critical thinking)

- Q: I will read page 16 again, and see if you can give me an example of a fact the author states? (critical thinking)
- Q: How could we check to determine if what the author said about Black people being hidden from the Southern army truly happened? (critical thinking)
- Q: Let me read to you from another page where Tad is telling how he wondered what it would be like to be a Southern boy instead of a Northern boy. (page 18) How do you know from what the author said that this is not necessarily a factual account of what Tad said? Did the author give you any clues? (critical thinking)
- Q: Why do you think the author put this particular passage in the book? (interpretive thinking)
- Q: In your opinion, is historical fiction a good way to learn about history? Why or why not? (interpretive thinking)
- Q: What parts of this book did you think were especially well written? (critical thinking)

Skill Number Three: To distinguish relevant from irrelevant statements

Lesson #2 To recognize irrelevant statements in historical fiction.

Literary Selection: Fritz, Jean. Will You Sign Here, John Hancock? New York: Coward, McCann and Geoghegan, Inc., 1976.

Jean Fritz, the author of the book I am going to read today, uses many descriptions of places and things and people in her books. All of these details are very interesting and help to make the book enjoyable. Some of the details, however, are not absolutely necessary to the telling of the story. If they were not included, the main idea of the story would not be lost. Listen and see if you can hear any irrelevant statements in this book. Stop me when you do, and we will discuss them.

_____ (read to page 22)

- Q: What was the main idea of this particular page? (literal comprehension)
- Q: What statements on page twenty-two do you think are examples of irrelevant details? (critical thinking)
- Q: If you were to write this same paragraph on page twenty-two, how would you change it? (critical thinking)
- Q: Does the author need to include so much detail about John Hancock's carriages in order to tell the story? Explain. (critical thinking)
- Q: Why do you think the author put so many details in this paragraph? (interpretive thinking)

_____ (read to page 40)

- Q: In your opinion, were there any irrelevant details on the last page I read to you? (critical thinking)
- Q: Would you have understood the author's point that John Hancock was a very extravagant person even if she had left out all the sentences that named the items he bought after he became governor? Do you think those details were necessary? (critical thinking)

Skill Number Four: To examine, contrast and evaluate ideas.

Lesson # 2 To evaluate ways in which people of different cultures approach a common human problem.

Literary Selections: Blue, Rose. Grandma Didn't Wave Back. New York: Franklin Watts, Inc., 1972.

Mathis, Sharon Bell. The Hundred Penny Box. New York: The Viking Press, 1975.

Miles, Miska. Annie and the Old One. Boston: Little Brown and Company, 1971.

In the next three books I will read to you, each of the main characters faces a similar problem that happens to everyone; the growing old and approaching death of a beloved relative. As you listen to these stories, try to decide how the three children in these stories are alike in their feelings even though each comes from a different ethnic background. First I will read The Hundred Penny Box.

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- Q: Why was the hundred penny box so important to Micahel? Why was it so important to Aunt Dew? (interpretive thinking)
- Q: How did Michael's mother feel about the hundred penny box? What did it mean to her? (interpretive thinking)
- Q: From what you heard in the story, did Michael's mother love Aunt Dew? Did Aunt Dew love her? (interpretive thinking)
- Q: What did Aunt Dew mean when she said that Ruth, who was Michael's mother, didn't know what she, Aunt Dew and Michael's father knew about each other? (interpretive thinking)
- Q: How did the author make Ruth seem like a real mother? (critical thinking)
- Q: Do you think Ruth was unfair to Aunt Dew when she wanted to get rid of the old hundred penny box? Explain (interpretive thinking)

- Q: Why do you think Aunt Dew always sang her "long song?"
(interpretive thinking)
- Q: What parts of this story did you think were especially good? (critical thinking)
- Q: How did the author make the reader understand Aunt Dew's feelings about growing old and death?
(critical thinking)
- Q: How did you feel, or how do you think you might feel, if you had an Aunt Dew? (critical thinking)

(Read Annie and the Old One)

- Q: How was the rug that Annie's mother and grandmother were weaving similar, or something like, the hundred penny box that belonged to Aunt Dew? What did each symbol mean to the characters in these two stories? (critical thinking)
- Q: How did Annie's grandmother help Annie accept the grandmother's approaching death? (interpretive thinking)
- Q: Could you tell from this story how Annie's grandmother felt about death? Was she afraid? Explain. (interpretive thinking)
- Q: What kind of memories do you think Michael and Annie will have of their beloved relatives in the future? (interpretive thinking)
- Q: Do you think that Michael and Annie had changed or grown, from the way they were in the beginning of the book to the end of the book? Explain.
(critical thinking)
- Q: How did the author make the reader understand that even though people come from very different backgrounds, and have different cultural heritages, that people share common problems in life? (critical thinking)

(Read Grandma Didn't Wave Back)

- Q: What was happening to Debbie's grandmother?
(literal comprehension)
- Q: Who helped Debbie understand the changes in her

grandmother that were happening as she grew older?
(literal comprehension)

- Q: Why was it in this story that was an important symbol of the grandmother? Remember, in The Hundred Penny Box, it was the old box itself and the pennies that were important to Aunt Dew, and would remain as a reminder to her family of Aunt Dew even after her death. In Annie and the Old One, it was the weaving that Debbie would carry on in place of her grandmother that was an important symbol. What symbol, or reminder would Debbie have of her grandmother?
(literal comprehension)
- Q: Did the authors of these books make the stories seem sad? (critical thinking)
- Q: What did the authors do in these books that gave the reader relief from sadness? (critical thinking)
- Q: How did the adults try to help the children understand death? (interpretive thinking)
- Q: What do you think all three authors wanted the readers to understand about how families love and help each other through difficult times? (interpretive thinking)
- Q: Explain why you think these stories could really happen to real people. (critical thinking)
- Q: How could reading these books possibly help you learn some important things about life and death?
(critical thinking)
- Q: What parts of these books did you think were especially well written? (critical thinking)

Lesson # 3 To examine how various authors picture war.

Literary Selection: Carmer, Carl. The Boy Drummer of Vincennes. New York: Harvey House, 1972.

The book I am going to read today is written as a poem, called a narrative poem. It is based on a true story of a battle that took place during the Revolutionary War, the same war that was written about in the books on Deborah Sampson. In the books about Deborah Sampson,

we learned a great deal about the sadness and suffering of war. In the Boy Drummer of Vincennes, see if you can tell how this author feels about this particular battle. Can you tell what kind of mood the soldiers must have been in during this battle?

- Q: Does this author tell a sad or a happy story of war? (interpretive thinking)
- Q: How did the poet make you feel about the battle? (interpretive thinking)
- Q: Did the author express the idea that war can have any happy moments? Explain (interpretive thinking)
- Q: How did the author use the rhythm of the poetry, and the old songs and chants, to help create the feeling of happiness? (critical thinking)
- Q: How did you feel when this book ended? (critical thinking)
- Q: Compare the feelings you had about war from the books about Deborah Sampson with the poet's version of the battle at Vincennes. (critical thinking)
- Q: In your opinion, could both accounts of what war is like be correct? Explain your answer. (interpretive thinking)
- Q: What lines would you think would be especially good to read aloud? (critical thinking)
- Q: If you could talk to the drummer boy in this poem, what questions would you ask him about the battle of Vincennes? (critical thinking)
- Q: Why do you think the poet wrote this book as a narrative poem. How do you think poetry helped to make this an enjoyable book? (critical thinking)

Lesson # 4 To view life from the point of view of an animal who is generally feared or disliked by man.

Literary Selection: Miles, Miska. Wharf Rat. Boston: Little, Brown and Company, 1972.

- Q: When do you think this book might have been written? (critical thinking)

- Q: Did the author change your mind about animals who hunt other animals, or steal from humans in order to live? Explain. (critical thinking)
- Q: Why do you think the author wrote this book? (interpretive thinking)
- Q: Did the author convince you that it is important to know more about nature, especially about how animals live and take care of their young? Explain. (critical thinking)
- Q: Did the author let the reader know how he feels about rats? Explain (interpretive thinking)

Lesson # 5 To view life from the point of view of an animal who is generally feared and disliked by man.

Literary Selection: Schoenherr, John. The Barn.
Boston: Little, Brown and
Company, 1968.

- Q: Why do you think this author wrote a book about a skunk and an owl? (interpretive thinking)
- Q: From the way the book was written, do you believe that this author knows a great deal about nature? How can you tell? (critical thinking)
- Q: How is this book about animals different from many books that you have read in which there is a skunk and an owl as main characters? (critical thinking)
- Q: Why are books like The Barn and The Wharf Rat interesting to read? (interpretive thinking)
- Q: How did The Barn change your thinking about animal life? (critical thinking)

Lesson # 6 To examine and contrast ideas and how people's ideas can change with the passing of years.

Literary Selection: Monjo, F. N. The Jezebel Wolf.
New York: Simon and Schuster, 1971.

The book I am going to read today really happened. It is historical fiction because it is based on a true event from history, but the author has created parts of

the story from his imagination to make an exciting and interesting book. The events that happened in this story probably could not happen today because the wolf is no longer the danger to farmers as it once was. Also, man's ideas about hunting animals have changed some, too, now that there are fewer and fewer wild animals roaming the land. Man now must protect animals so that they will not all die out.

- Q: How did you feel when the wolf killed all the farm animals? (interpretive thinking)
- Q: Why do you think there was such a celebration after the wolf was killed? (interpretive thinking)
- Q: Would people celebrate like that today over the killing of a wolf? Explain. (critical thinking)
- Q: Why was it important for the author to write another chapter at the end of the book to explain about the story and the historical facts? What was he telling the reader about the past and the present? (critical thinking)
- Q: Could this story take place today? Why or why not? (critical thinking)
- Q: Would you have enjoyed living during the time in which this story took place? Explain. (critical thinking)
- Q: Can you name another time in history when people's ideas about something were very different than today? (critical thinking)
- Q: Why do you think it is important to have a special season for hunting, such as deer season? (critical thinking)
- Q: Should all wild animals be protected from killing? Explain. (critical thinking)
- Q: If you could talk to Israel Putnam, what questions would you ask him about this famous wolf hunt? (critical thinking)

Skill Number Five: To recognize appeal to emotional or controversial issues, or the use of persuasion to influence the listener.

Lesson # 2 To recognize how imagery in poetry may be used to appeal to emotions or to persuade the listener.

Literary Selection: Chen, Tony. Run, Zebra, Run. New York: Lothrop, Lee, and Shepard Company, 1972

In the book you will listen to today, the author has used narrative poetry to tell his story. He has a message to share with his readers that he feels is especially urgent. Your job is to listen to the way the poet uses words and word pictures to help the reader understand his message.

-
- Q: What do you think the title of this book, Run, Zebra, Run, means? (interpretive thinking)
- Q: What is the message that the author wants his reader to understand from this poem? (interpretive thinking)
- Q: Why do you think Mr. Chen wrote this book for boys and girls? (interpretive thinking)
- Q: I am going to read the poem again. This time, I want you to listen carefully for words that you think are especially persuasive; ways in which the author uses words to express his feelings. Can you name an example from this book? (critical thinking)

When you hear passages that you think are especially good examples of persuasion, raise your hand and I will stop reading so we can talk about how you think the author is trying to convince the reader.
(If students do not respond, go through each page and discuss persuasive words)

- Q: What solution does the author offer on the last page? (literal comprehension)
- Q: Do you think that the poetry was helpful in forming pictures in your mind? Explain. (critical thinking)
- Q: What lines of the poem did you think were especially beautiful? (interpretive thinking)

- Q: There seemed to be two separate parts to this poem. Could you tell when the author began to change his word pictures from describing the animals to giving his warning? Explain. (critical thinking)
- Q: What lines are especially expressive of the author's warning to the animals? (critical thinking)
- Q: Has the author changed your mind, or made you think about hunting animals for sport? Explain (critical thinking)
- Q: Do you think that everyone would agree with Mr. Chen's views about hunting? Why or why not? (interpretative thinking)
- Q: What solutions can you offer to the problems of people's right to hunt, and the animal's right to be safe? (critical thinking)

Skill Number Six: To evaluate ways in which the speaker's ideas might be applied to another situation.

Lesson #2 To relate an experience in literary material to real life experience.

Literary Material: Carrick, Carol. The Accident. New York: The Seabury Press, 1976.

As you listen to the book I am going to read, try to decide how ideas that the author presents in the story could be used in your own life, or in the life of someone you know.

-
- Q: Why was Christopher so angry with the man who hit Bodger? After all, it was an accident.
(interpretive thinking)
- Q: Do you think Christopher was really angry at the man? Explain why you think Christopher acted the way he did toward the man in the truck. (interpretive thinking)
- Q: Explain how you think Christopher felt about his parents. Have you ever felt so hurt that you were angry at everyone? (interpretive thinking)
- Q: Why was it a good solution to Christopher's grief to pick out a stone for Bodger's grave? (critical thinking)
- Q: Have you ever lost a pet? What did you do that helped you feel better? (critical thinking)
- Q: How did the author make the characters in this story behave like real people? (critical thinking)
- Q: Why did Bodger die in the story? (interpretive thinking)
- Q: In your opinion, was the ending a good one? Would you have had Bodger die? (critical thinking)
- Q: Why do you think this book was written?
(interpretive thinking)
- Q: If you were to write this story, how would you change it? (critical thinking)

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