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The Effects of Literature Circles on the
Reading Attitudes of Fourth
Grade Students

by
KellyAnn Roche

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Science in Teaching Degree in the
Graduate Division of Rowan University
1998

Approved by

Professor

Date Approved

July 2, 1998

ABSTRACT

KellyAnn Roche

The effects of literature circles on the reading attitudes of fourth grade students

1998

Dr. Randall S. Robinson

Rowan University

Master of Science in Teaching

The purpose of this study was to investigate the effect that literature circles had on the reading attitudes of fourth grade students. This study used a pretest-posttest control group design to look at the reading attitudes of fourth grade students before and after the implementation of literature circles. These literature circles were composed of heterogeneous ability groups which were used in addition to the regular reading program.

Both groups were given the Elementary Reading Attitude Survey (ERAS) prior to the induction of literature circles. The experimental group ($n = 17$) was engaged in literature circles for approximately ten weeks while the control group ($n = 17$) did not participate in literature circles.

An independent group t test determined that literature circles did not significantly increase the reading attitudes of the reading attitudes of the experimental group [$t(32) = 1.04, p > .05$]. In addition, a non independent t test showed that there was not a significant difference between the pretest scores and posttest scores of the experimental group [$t(16) = .49, p > .05$]. Therefore, it was concluded the literature circles did not significantly increase the reading attitudes of the fourth grade students in this study.

MINI ABSTRACT

KellyAnn Roche

The effects of literature circles on the reading attitudes of fourth grade students
1998

Dr. Randall S. Robinson

Rowan University

Master of Science in Teaching

The purpose of this study was to investigate the effect that literature circles had on the reading attitudes of fourth grade students. This study looked at the reading attitudes before and after the implementation of literature circles and determined that literature circles were not statistically significant in increasing reading attitudes.

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Chapter 1

Scope of the Study

Introduction

According to the National Association of Educational Professionals, reading test scores in the nation have dropped from score just two years ago. (Jones, 1996) According to Jones, politicians and educators are using this data to attack whole language stating that some type of intervention is necessary in order to keep students reading test scores from further decline if these test scores are seen as actual indicators of students' reading ability.

Though it may sound simplistic, one possible way for students to increase their reading scores would be through increasing the time students spend reading independently. Such is the aim of school programs like Drop Everything And Read (DEAR) or Silent Sustained Reading (SSR). During periods of SSR, students are engaged in reading silently for a period of time. While results of SSR programs have been mixed, implementing a SSR program has been shown to improve the reading scores of students who read two years below grade level. (Holt and O'Tuel, 1989)

Though teachers may be able to control the amount of time students are allotted to read through SSR, it is extremely difficult for teachers to make sure students spend SSR time fully engaged in reading. Some students spend the

SSR periods engaged in activities such as daydreaming. While this behavior is not disruptive, it bars the students from reaping the benefits of independent reading. However, when a social component is introduced to students who avoid reading such as community volunteers or paired reading partners, students are less likely to read. (Hartman, 1994)

Purpose of the Study

While it is important that all students have an outlet that enables them to discuss the material that they read, this need may be magnified in the case of students with difficulty in reading. Students who have a problem reading tend to avoid reading due to the frustration they encounter when trying to read. These students have trouble extracting meaning from the text, and, because of this, they also find it difficult to relate to what they read. Discussing what they read, along with their personal reactions to the material, is crucial to a students understanding. For those who have difficulty reading, it may be even more imperative. (Scott, 1994)

Through literature circles composed of heterogeneous ability groups, students who struggle with independent reading could be able to better understand books they read. Literature circles allow these student to connect to books through discussing the books' events and themes in smaller, less intimidating settings than the traditional whole classroom discussions. Because of their reading difficulty, these students may feel insecure about asking questions or making comments in front of the entire class. The smaller settings of the literature circles may provide an environment for these students where

comfortable talking about what they read. (Almasi, 1995) The purpose of this study was is to investigate the effect that literature circles have on the reading attitudes with various reading ability students.

Statement of the Problem

Since reading attitudes may play an important role in reading success, some pertinent questions arise. Such as: What factors influence reading attitudes? What can be done to improve reading attitudes of poor readers? Do certain methods of teaching reading increase reading attitudes? Central to this study is the question: Will the use of literature circles increase reading attitudes?

Statement of the Hypothesis

The hypothesis of this study was that literature circles will cause the reading attitudes of fourth grade students to increase when compared to fourth grade students who did not participate in literature circles.

Limitations

There were limitations to this study. These limitations were due to three factors. Some limitations were incurred because of the instrument employed in this study.

First, this study was conducted over a relatively short time period. The study only looked at students in literature circles during a two month period. Thus, the instrument used to measure reading attitudes, the Elementary Reading Attitude Survey (ERAS), was given twice within a two month period. Students may have remembered the contents of the survey which could have effected the data. In addition to students remembering the instrument due to time constraints,

the novelty of the literature circles in this short time may have also influenced the study. This may have caused a Hawthorne effect, whereby students respond to the program due to its novelty rather than its effectiveness, which could have influenced the data.

Secondly, limitations were incurred because of the instrument employed in this study. The ERAS relies on students' self report. Students may not have responded honestly. Some subjects using self reports tend to anticipate the socially acceptable answer and respond accordingly. The ERAS also has a ceiling effect. Because of this, some students reported extremely high reading attitudes on the pretest had little room for growth during the period of this study.

The third and final limitation concerns the control group. Ideally, the control group would have received only the normal reading program. However, the control group may also have engaged in some type of activity, such as a new reading program or method, which could have influenced the results.

Definition of Terms

Students who participated in literature circles took on various roles. It is necessary, then, at this point to list and describe the roles of the participants as well as other terms used in this research:

Reading attitudes were how students felt about reading where by these feelings cause the learner to avoid or approach a reading situation. (Alexander and Filler as quoted in McKenna, Kear, & Ellsworth, 1995, p. 352)

Literature circles were discussion groups of between three and five students who selected the same story to read. As each member of the group read their text at a pace they decide, each member is responsible for a particular duty. The circles meet regularly and discuss the book or

the section of their book at each meeting. The circle members then share what they read with the classroom. (Daniels, p. 13)

Discussion Director was one of the four roles that students performed while participating in the literature circle. The main duty of this role is to formulate questions for the discussion and make sure every member of the groups participates in the discussion. (Daniels, p. A1)

Literary Luminary was the second of the four roles that students performed while participating in the literature circles. The job of this role is to select a section of the book that should be read aloud to the circle because it is interesting, funny, or important to the book's plot. (Daniels, p. A2)

Connector was the third of the four roles that students performed while participating in the literature circles. The responsibility of the person who fulfills this role is to connect the events of this story to events in real life. (Daniels, p. A4)

Illustrator was the final of the four roles that students performed while participating in literature circles. The duty of this role is to draw a picture related to the story in some way. (Daniels, p. A3)

Chapter 2

Related Literature

Introduction

Reading attitudes have been associated with reading success such that students with difficulty reading often have poor reading attitudes. Research has found that literature circles allow students of all levels to participate in discussions about the books they had read. However, literature circles have not been proven to increase reading attitudes. This study measured reading attitudes before and after the implementation of literature circles in order to see if such an increase exists.

Reading Attitudes and Reading Success

Because motivation and attitude are of great consequence to educators, many studies have examined these topics. Despite this research, reading attitudes continue to falter as children progress elementary school. (Kush and Watkins, 1996) According to their study, Kush and Watkins found that both recreational and academic reading attitudes actually begin a decline after first grade that continues to drop through the elementary school years. Researchers in this study tracked the reading attitudes of 98 students in first through fourth grade over the course of three years. They found that, although the majority of

students they studied began first grade expressing positive reading attitudes, these attitudes were not salient over time. Rather, they found the reading attitudes of the students dropped significantly from first to fourth grade. This would indicate that, while literacy programs may be teaching students how to read, they are doing little to engender any desire to read.

Those students with poor reading attitudes are of particular concern to educators because there is a relationship between those poor attitudes and poor reading scores. (McKenna, Kear, and Ellsworth, 1995) According to this study, reading attitudes are linked to ability. This national study employed the Elementary Reading Attitude Survey (ERAS) to study reading attitudes of students from first to sixth grade. They found that negative attitudes were often expressed by students with problems reading. In addition, they found that those students who were labeled among the least able readers reported extremely poor reading attitudes.

What Motivates Students to Read

While the above studies on reading attitudes do cast a dismal shadow on school reading programs, other studies have pointed to possible solutions. Koskinen (1994) polled 330 third grade through fifth grade students to examine what motivates students to read. One of the principal factors cited by the students as a motivating condition for reading was social interactions about books. Students asserted that they had read books for reasons such as a friend read the book.

An other study that appears to indicate that social interaction provides motivation to read was discussed in the introduction of this paper. (Hartman, 1994). Hartman noticed that some students in the classroom were not reading during SSR period. While some students simply need books that fit their interest, she found that the some of the students in her class who were avoiding reading during SSR time were those students who were having difficulty reading. She also noticed that these same students appeared much more confident when paired with another student. She decided to have some students read with a grandparent volunteer and found that those students soon looked forward to reading in that non-threatening environment. In addition, she believed that all students could benefit from reading in groups, so she implemented weekly literature circles and found that students were more attentive to what they were reading during that period.

Literature Circles Versus Teacher Led Discussions

Literature circles break the whole classroom into groups of three to five people where students discuss what they have read. (Daniels, 1994) This method is very different from the traditional reading period. In the traditional reading class, the teacher leads the entire class in discussion and students answer the teacher's question. Often, because time does not allow for lengthy discussions, not every student is able to participate in every discussion. (Sowder, 1993) Additionally, Sowder says that some may feel intimidated or embarrassed to ask questions or voice their opinions in front of the entire class. The result of

this, according to Sowder, is that too many students' thoughts and opinions are never heard.

Almasi (1995) looked at the difference between peer-led and teacher-led discussions. The research on attitude mentioned above indicates that discussions about books may give students motivation to read. In addition, according to this study, the way in which the book is discussed is also an important consideration. Almasi found a significant difference between discussions that were led by the teacher and discussions that were led by peer discussion leaders. Almasi found that the students themselves were more likely to attempt to resolve conflict in peer-led discussion groups. In addition, students were more likely to discuss issues that were textually implicit—that is, they drew on sources outside the book to answer questions that arose during the discussions. These two factors indicate that the students in the peer-led discussion groups related the literature to other books and their own lives, thereby accomplishing some of the goals of literature circles.

Not only did the type of questions discussed in peer led groups differ from those in teacher led discussions, but also the percentage of students actually participating in the discussion also differs between the two types of discussion groups. (Knoeller, 1994) Knoeller found that more students spoke when the discussions were led by peers rather than led by teachers. Her research states that over 90% of students participated in discussions when they were led by peer leaders.

Low Ability Readers and Literature Circles

While the previous study on literature circles examined how the discussion leaders effect the group, Goatley, Brock, and Raphael (1995) investigated how each member in the group would effect the literature circle as a whole. Because this research is particularly concerned with the effect of literature circles on low ability readers' attitudes, it is important to establish that these students can have success in such an environment. Goatley, Brock, and Raphael looked at various ability students participating in a literature circle. The group that they focused on contained two classified students, one student in an English as a second language program and two average ability students. They found that each member of the group was able to function effectively in the literature circle. Each member of the group evaluated the literature they read through providing parallels between the discussed text, other literature, and real life. The results of this qualitative study, however, must be accepted with caution because it has problems with validity and reliability common to this type of research.

The Effectiveness of Literature Circles in the Classroom

While there is a plethora of research on reading attitudes, because of its novelty, there are few studies on the effectiveness of literature circles. Despite an exhaustive search dealing with the efficacy of literature circles, this researcher was unable to locate any empirical data on this topic. A possible reason for this is that many teachers have their own agenda when they employ literature circles, and each judge the literature circles according to that basis. Therefore, most of

the current research deals with anecdotal studies that teachers have done in their own classroom. Below is a discussion of such studies.

One such study was conducted by an elementary school teacher in Henry, Illinois. In her research, Scott (1994) found literature circles to be an integral part of her curriculum. She found that, although both she and her students initially struggle with the management and focus of literature circles, her students were able to have deeper discussions about their books as they gradually progressed through the year. In her conclusion, she stated that literature circles animate the stories that students read, so that students live with the characters and the plot they read. (p 41)

While Scott focused on how the literature circles effected her students inside the classroom, another researcher has indicated that literature circles could have an impact on the society as a whole. (Noll, 1994). In her study, Noll, a middle school teacher, found that students were very interested in discussing the themes and social issues described in their books. She also found that the literature circle discussions heighten students awareness of social issues. This heighten awareness prompted her students to venture into the wider community to strive for answers or solutions to their area of curiosity.

Literature Circles and Reading Attitudes

While the above articles indicate that literature circles have been effective in some settings and also there is a distinct difference in groups with a peer discussion leader, research has yet to prove that literature circles have an impact on the reading attitudes. (Daniels, 1994; Simpson, 1995) Some experts have

cited literature circles as being able to boost reading attitudes. However, there is more optimism than actual research as to the literature circle's effect on attitudes. Simpson stated the following in her discussion of literature circles: "Students develop new reading strategies and a positive attitude about reading when they bond together as a community of readers" (1995, p. 290). It would be delightful to believe that the enthusiasm Simpson holds for literature circles is well founded in researched data. This, however, is not the case. While the author's sentiment may in fact be true, she does not provide any empirical research to back her opinion. Such was the purpose of this study.

Chapter 3

Methods

Introduction

Reading attitudes have been associated with reading success such that students with difficulty reading often have poor reading attitudes. Research has found that literature circles allow students of all levels to participate in discussions about the books they had read. However, literature circles have not been proven to increase reading attitudes. This study measured reading attitudes before and after the implementation of literature circles in order to see if such an increase exists.

Subjects

The subjects studied were from two fourth grade classes. The experimental group consisted of seventeen students from one fourth grade class. The control group consisted seventeen students from the other fourth grade class from that same school. This school was located in a small, suburban southern New Jersey school district. The students in this district were from a middle-class to a lower-middle class, racially integrated neighborhood (See appendix A).

Students were categorized as either high, average, or low ability readers. There were five students categorized as high ability readers because they

scored at or above eighty percent on the school's reading program unit tests. Seven students were categorized as low ability readers because they scored below sixty percent on the reading test. These remaining five students were in the average ability group.

Procedure

Both the control and the experimental groups completed the Elementary Reading Attitude Survey (ERAS) in February. The survey was scored and recorded.

Reading test scores were obtained for students. These scores were employed to ensure that students were in heterogeneous groups.

The seventeen fourth grade students in the experimental group were given an opportunity to select their own books based on a brief description of each book. There was a wide range in the number of pages of the books selected by the class -- this was necessary because of the wide range of abilities in the classroom. However, students with the highest ability did not select the most difficult book in all cases, and, likewise, students in the lowest ability category did not always select the easiest book. The students' book choices determined their groups. Two groups choose books that had had fewer than fifty pages, while the remaining three groups had books with several chapters for a total of five literature circles.

After the groups were established students were told that they would have certain roles to perform in their literature circles. The descriptions of each role were discussed, and the groups were given an opportunity to pick their roles.

After the roles were selected, students had to decide on a pace to complete the reading. The groups met for forty minutes three times a week for ten weeks. Because the books ranged in size, some groups finished their entire book, while others were still had much of their books left to read. The two groups who selected the books with less than fifty pages finished early. They shared their books with the class, and then selected another book and began the process again. The groups with the chapter books shared their books chapter by chapter.

After the literary circles had been in place for the ten weeks, both the control and the experimental groups again completed the Elementary Reading Attitude Survey (ERAS) to examine the effects of literature circles on reading attitude. For consistency, the second survey was given at the beginning of the day, as was the first survey.

Instrument

Information on validity and reliability of the Elementary Reading Attitude Survey (ERAS) was provided by the authors of the survey (see appendix C). In addition, the authors have also extended the copy right of the survey until 1999 (see appendix D). Construct validity for the recreational subscale was assessed by asking students in the national norming group about their use of a library. Cardholders had significantly higher recreational reading scores ($p < .001$). For the academic subset, teachers rated students as low, average, or high ability readers. The scores of high ability readers were significantly higher than low ability readers ($p < .001$).

ability readers. The scores of high ability readers were significantly higher than low ability readers ($p < .001$).

Cronbach's alpha was calculated to test reliability. The full scale Cronbach's alpha ranged from .87 to .89. Cronbach's alpha was .80 or higher for all grade levels on both subsets with the exception of first and second grade recreational reading.

Chapter 4

Analysis of the Data

Introduction

Reading attitudes have been associated with reading success such that students with difficulty reading often have poor reading attitudes. (McKenna & Kear, 1995) Research has found that literature circles allow students of all levels to participate in discussions about the books they had read (Goatley et al, 1995). However, literature circles have not been proven to increase reading attitudes. This study looked at the impact that literature circles had on the reading attitudes of fourth graders. These students' reading attitudes were measured before and after the implementation of literature circles in order to see if such an increase exists.

Analysis

Prior to the beginning of the study, data on the students' pre-experimental reading attitudes as well as their scholastic achievement in reading was collected for students in both the control and the experimental groups. Students completed the reading attitude survey to obtain their reading attitude. As table 1 shows, the mean score for the experimental group on the pretest for reading attitude was 57.3529, and the mean score on the reading attitude pretest for the control groups was 55.4706.

Scores from the most current reading unit test were also collected. While the unit test scores were not under any type of empirical scrutiny, they were an integral facet of this study in that they ensured the literature circles were composed of diverse ability students. The experimental group's mean score on the reading unit test was 70.5880, while the control's mean score was 76.4706 for that same test. The range on scores on the unit test for the experimental group was greater than the control which seems to indicate that the experimental group was more diverse with respect to ability (see table 1).

table 1

Experimental and Control Group Reading Scores and ERAS

Experiemental Group				Control Group			
Subject Number	Unit Test Scores	ERAS Pretest	ERAS Post test	Subject Number	Unit Test Scores	ERAS Pretest	ERAS Post test
1	68	58	44	1	82	63	61
2	96	43	58	2	87	37	41
3	79	77	77	3	63	50	48
4	23	61	53	4	75	59	52
5	47	70	75	5	91	54	55
6	64	43	34	6	84	61	74
7	65	52	41	7	61	57	44
8	91	55	60	8	77	44	43
9	71	41	67	9	80	54	53
10	86	69	72	10	56	65	69
11	55	38	50	11	71	61	72
12	76	59	74	12	74	41	73
13	82	62	69	13	87	60	60
14	78	53	72	14	72	71	69
15	89	64	66	15	94	51	57
16	78	67	68	16	68	58	55
17	52	63	62	17	78	57	43
Mean Score	70.5880	57.3529	61.2941	Mean Score	76.4706	55.4706	57.0000
SD	18.4900	11.1688	12.8684	SD	10.6426	8.7687	11.2639
Range	74	40	44	Range	34	35	26

Because there was very little difference between experimental group and control groups mean score on the ERAS pretest, a t test for independent groups was calculated. Table 2 displays the information necessary to compute the t test, as well as the t test results. According to the t test, there was no significant difference between the experimental and control groups at the .05 probability level. Therefore, the difference between the experimental group and the control group could not be attributed to literature circles.

table 2

T test for independent groups at .05 probability level

Mean for the experimental group	61.29
Mean for the control group	57.00
Sum of Scores in the experimental group	1042.00
Sum of Scores in the control group	969.00
Sum of Squared Scores in the exp group	1085764.00
Sum of Squared Scores in the control group	57263.00
Number of subject in the experimental group	17.00
Number of subject in the control group	17.00
SS for the experimental group	2649.50
SS for the control group	2030.00
Degrees of Freedom	32.00
t=	1.04

Although the differences between the two groups was not significant, the mean score for the experimental group on the ERAS post test had actually increased by 3.9412. To determine if this was a significant change in reading attitudes a second t test was performed. Table 3 shows the information used to compute a t test for non independent groups.

table 3

T test for non independent groups at the .05 probability level

No. of pairs of scores	17.00
Sum of "D"	67.00
Mean of "D"	3.94
Sum of D ²	2207.00
Degrees of Freedom	16.00
t=	0.49

As figure 3 shows, t is equal to .4859 which is less than the minimum significant t score at the .05 probability level. According to this data, the difference between the pre test and post test was not significant. Therefore, literature circles did not have a significant impact on reading attitudes in this study.

Chapter 5

Summary, Conclusion and Recommendations

Introduction

Reading attitudes have been associated with reading success such that students with difficulty reading often have poor reading attitudes. Research has found that literature circles allow students of all levels to participate in discussions about the books they had read. This study measured reading attitudes before and after the implementation of literature circles. According to the data from this study, literature circles do not have a significant impact on reading attitudes.

Summary of the Problem

Since reading attitudes may play an important role in reading success, some pertinent questions arise. Such as: What factors influence reading attitudes? What can be done to improve reading attitudes of poor readers? Do certain methods of teaching reading increase reading attitudes? Central to this study is the question Will the use of literature circles increase reading attitudes?

Summary of the Hypothesis

The hypothesis of this study was that literature circles have a positive impact on the reading attitudes of fourth grade students compared to fourth grade students who did not participate in literature circles.

Summary of the Procedure

Thirty four fourth grade students from a southern New Jersey elementary school participated in this study. All 34 students completed the ERAS prior to the study. Seventeen of the 34 students were in the experimental group, while the remaining 17 students were in the control group. Those students in the experimental group employed literature circles during an independent activity time three times a week for approximately ten weeks. At the end of that period, both groups of students again completed the ERAS.

Summary of the Results

According to the independent groups t test, there was no significant difference between the group who participated in literature circles and the control group as measured by the ERAS. Likewise, the non independent groups t test showed that there was no significant change on the ERAS score of the experimental group.

Conclusion

According to the data in this study, literature circles do not significantly increase the reading attitudes of fourth graders as measured by the ERAS. Therefore, the hypothesis of this study, that literature circles will increase reading attitudes, can not be supported by the data from this study. According to the data, though the mean reading attitude score for the experimental group did increase, so did the mean reading attitude score for the control group. Hence, there was no significant increase in reading attitudes for experimental group.

Therefore, according to this study, literature circles do not cause a significant increase in reading attitudes.

Recommendations

Although the increase in reading attitude in the experimental group was not significant, there was an overall increase in the group's mean score on the post test. This seems to suggest that literature circles may cause an modest increase in reading attitudes, but because of small samples sizes, this could not be proven in this study. Therefore, a similar study with larger sample sizes is needed in order to determine if the difference was caused by literature circles or occurred by chance.

In addition to increasing the sample size, a more pronounced effect on reading attitudes may be measured by an instrument which is more sensitive. Many of the students reported extremely high reading attitudes on the pretest. Because the ERAS is limited in how high a student can score, students who reported high reading attitudes on the initial survey had little room for growth. A measure of reading attitude which could supply a greater range of attitudes might have produced different results. Perhaps even coding students reaction during the literature circles may have yielded different results. Many students voiced that they enjoyed partaking in literature circles, but whether their enthusiasm was do to enjoying reading or social motives remains to be seen.

Because literature circles do not have a significant effect on reading attitudes does not mean that they should not be used in the classroom. As the review of literature point out, literature circles can be used to pair students with

difficulty in reading with those who are fluent readers and allow each student to contribute their insights about what they read. These needs may not be met a in a teacher centered classroom setting.

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APPENDIX A

1990 US Census Data
Database: C90STF1A
Summary Level: State--Place

Woodbury city:

PERSONS

Universe: Persons
Total.....10904

FAMILIES

Universe: Families
Total.....2736

HOUSEHOLDS

Universe: Households
Total.....4155

URBAN AND RURAL

Universe: Persons
Urban:
 Inside urbanized area.....0
 Outside urbanized area.....0
Rural.....0
Not defined for this file.....10904

SEX

Universe: Persons
Male.....5038
Female.....5866

RACE

Universe: Persons
White.....8542
Black.....2195
American Indian, Eskimo, or Aleut.....21
Asian or Pacific Islander.....74
Other race.....72

AGE

Universe: Persons
Under 1 year.....145
1 and 2 years.....375
3 and 4 years.....332
5 years.....167
6 years.....208
7 to 9 years.....447
10 and 11 years.....314
12 and 13 years.....276
14 years.....133
15 years.....117
16 years.....104
17 years.....108
18 years.....113
19 years.....121
20 years.....140
21 years.....120
22 to 24 years.....475
25 to 29 years.....979
30 to 34 years.....1038
35 to 39 years.....835

1990 Census Lookup

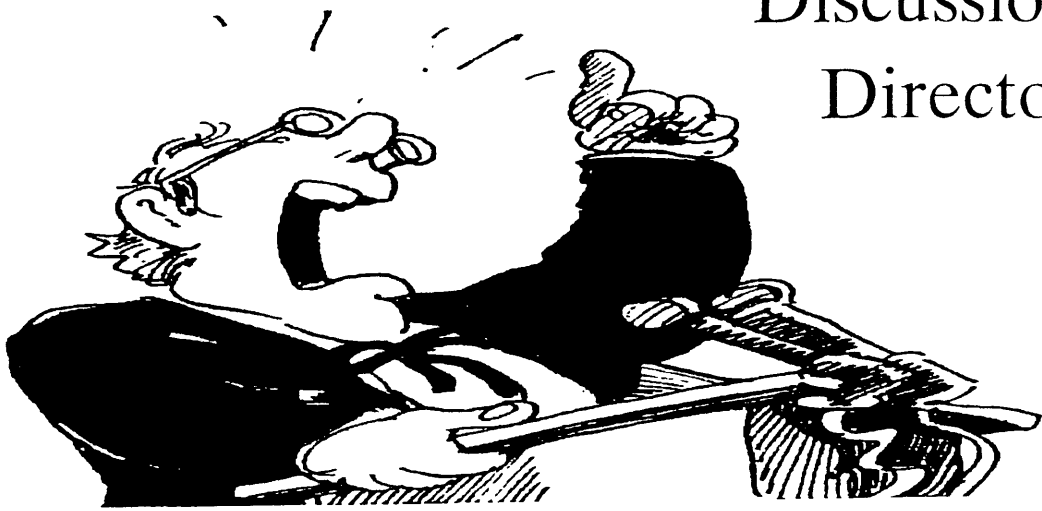
40 to 44 years.....	617
45 to 49 years.....	503
50 to 54 years.....	423
55 to 59 years.....	417
60 and 61 years.....	205
62 to 64 years.....	313
65 to 69 years.....	547
70 to 74 years.....	482
75 to 79 years.....	362
80 to 84 years.....	259
85 years and over.....	229
HOUSEHOLD TYPE AND RELATIONSHIP	
<i>Universe: Persons</i>	
In family households:	
Householder.....	2736
Spouse.....	1903
Child:	
Natural-born or adopted.....	3278
Step.....	133
Grandchild.....	196
Other relatives.....	312
Nonrelatives.....	180
In nonfamily households:	
Householder living alone.....	1249
Householder not living alone.....	170
Nonrelatives.....	238
In group quarters:	
Institutionalized persons.....	465
Other persons in group quarters.....	44
Filler.....	
PERSONS IN FAMILIES	
<i>Universe: Persons in families</i>	
Total.....	8558
AGE OF HOUSEHOLD MEMBERS BY HOUSEHOLD TYPE	
<i>Universe: Households</i>	
Households with 1 or more persons under 18 years	
Family households:	
Married-couple family.....	884
Other family:	
Male householder, no wife present.....	76
Female householder, no husband present.....	481
Nonfamily households:	
Male householder.....	13
Female householder.....	3
Households with no persons under 18 years	
Family households:	
Married-couple family.....	1019
Other family:	
Male householder, no wife present.....	81
Female householder, no husband present.....	195
Nonfamily households:	
Male householder.....	449
Female householder.....	954
HOUSEHOLD TYPE	
<i>Universe: Households</i>	
Households with 1 or more nonrelatives.....	314
Households with no nonrelatives.....	3841
HOUSING UNITS	
<i>Universe: Housing units</i>	
Total.....	4335
TENURE	

1990 Census Lookup

<i>Universe: Occupied housing units</i>	
Owner occupied.....	2514
Renter occupied.....	1641
MEDIAN VALUE	
<i>Universe: Specified owner-occupied housing units</i>	
Median value.....	90600
MEDIAN CONTRACT RENT	
<i>Universe: Specified renter-occupied housing units paying cash rent</i>	
Median contract rent.....	346

APPENDIX B

Discussion Director

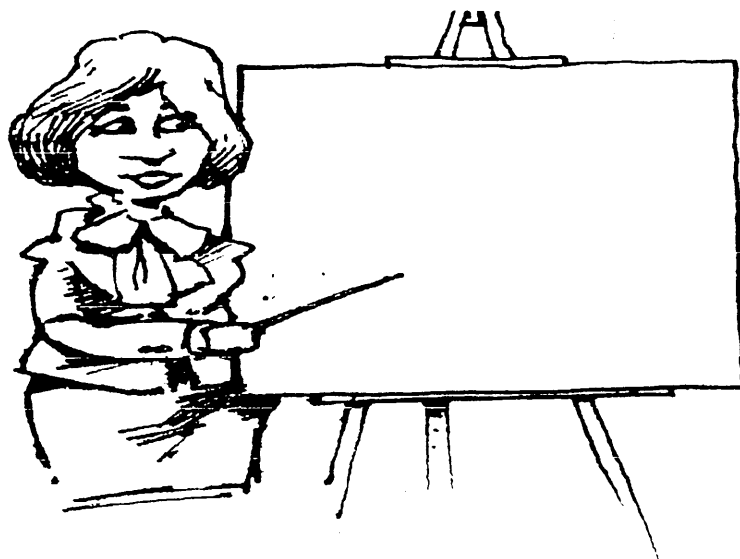


Job Description: To develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details. Talk over the big ideas in the reading and share their reactions. The best discussion questions come from your own thoughts, feelings and concerns as you read.

Sample questions:

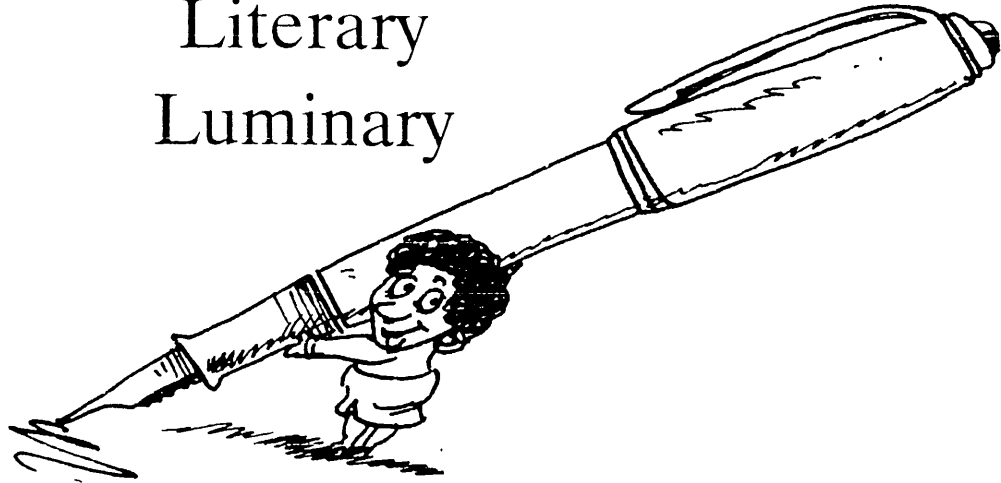
1. What was going through your mind while you read?
2. How did you feel while reading?
3. What questions did you have when you finished reading?
4. Were you surprised by anything you read?
5. What were the most important ideas in this book?

Connector



Job Description: To find connections between the book your group is reading and the world. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writings on the same topic, or by the same author. There are no right answers here--whatever, the reading connects you with is worth sharing.

Literary Luminary



Job Description: To locate a few special sections of the text that your group would like to hear and read out loud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You decide which passages or paragraphs are worth hearing, and then you jot plans for how they should be shared.

Possible reasons for picking a passage to be shared:

Important	Informative
Surprising	Controversial
Funny	Well written
Confusing	Though-provoking
Other:	

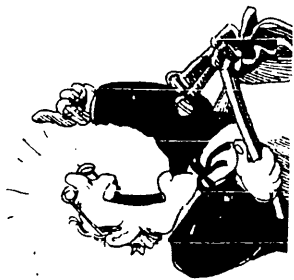
Illustrator



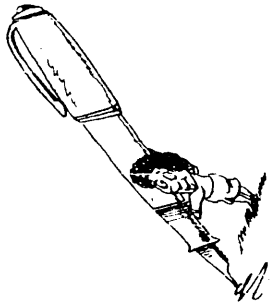
Job Description: To draw some kind of picture related to the reading. It can be a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay—you can even label the things with words if that helps.

Possible illustrations:

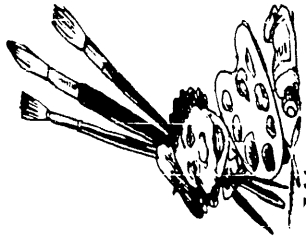
a sketch	a cartoon
a diagram	a flow chart
a stick figure scene	



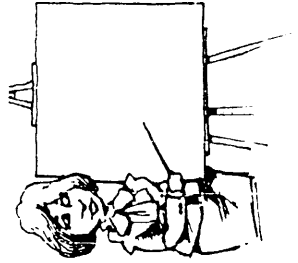
Discussion
Director



Literary
Luminary



Illustrator



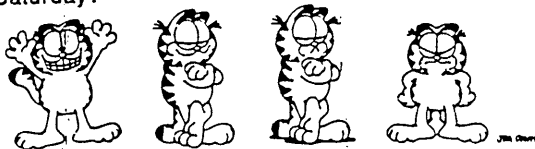
Connector

APPENDIX C

ELEMENTARY READING ATTITUDE SURVEY

School _____ Grade _____ Name _____

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



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



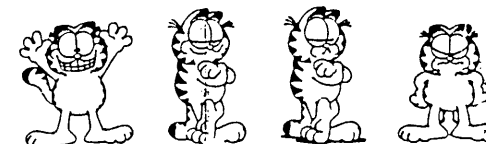
3. How do you feel about reading for fun at home?



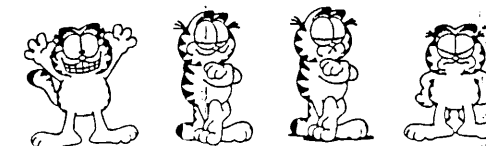
4. How do you feel about getting a book for a present?



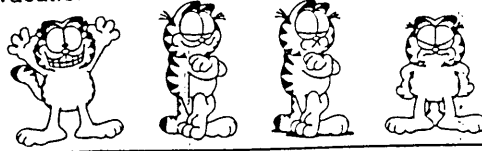
5. How do you feel about spending free time reading?



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



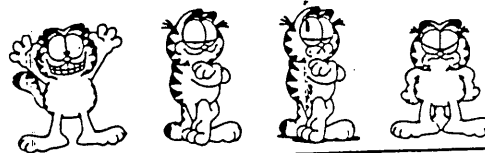
7. How do you feel about reading during summer vacation?



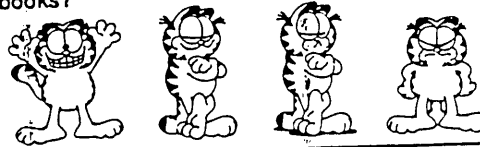
8. How do you feel about reading instead of playing?



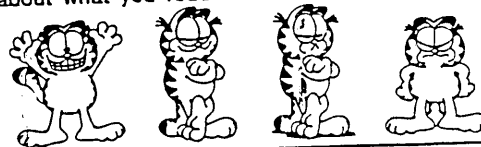
9. How do you feel about going to a bookstore?



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



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



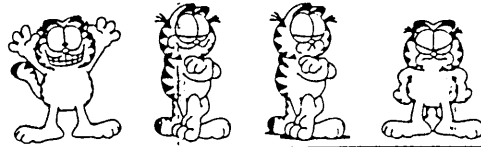
12. How do you feel about doing reading workbook pages and worksheets?



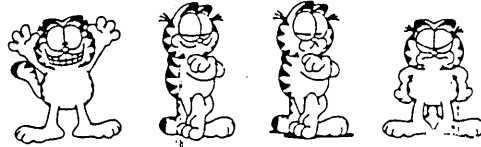
13. How do you feel about reading in school?



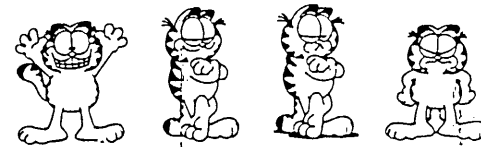
14. How do you feel about reading your school books?



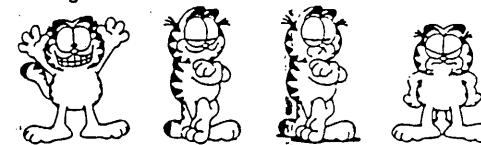
15. How do you feel about learning from a book?



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



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



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



19. How do you feel about using a dictionary?



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



APPENDIX D

Dear Ms. Roche,

Yes, the date has been extended to the end of 1999. A notice of this appeared in RT, though it was not in the table of contents, so it's hard to find. It was a one-page notice that also contained some research citations based on the ERAS. You might find these useful. Here's the cite:

McKenna, M.C., & Kear, D.J. (1995-96). Garfield revisited: Continued permission to use the ERAS. *The Reading Teacher*, 49, 332.

Good luck with your study—and with student teaching! Welcome to the profession.

Mike McKenna

VITA

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