

A PROTOTYPE OF WHOLE LANGUAGE
READING SKILLS EVALUATION
FOR GRADES ONE AND TWO,

MASTER'S PROJECT

Submitted to the School of Education,
University of Dayton, in Partial
Fulfillment of the Requirements
for the Degree Master of Science in Education

by

Joan M. Edmondson
Beth A. Wilkes

School of Education
UNIVERSITY OF DAYTON

Dayton, Ohio

April, 1992

NOT TO LEAVE
ROESCH LIBRARY
UNIVERSITY OF DAYTON

Approved By:

DEDICATION

To our husbands, Ed and Dave,
for their support and encouragement.

To Maya for sharing your mom
so that we could complete this project.

TABLE OF CONTENTS

DEDICATION..... iii

CHAPTER

I. INTRODUCTION..... 1

 Justification of Problem..... 1

 Problem Statement..... 2

 Justification..... 3

II. REVIEW OF LITERATURE..... 5

 Introduction to Whole Language..... 5

 Whole Language Classrooms..... 6

 Evaluation in Whole Language..... 8

 Using Literature as an Evaluation Tool.. 12

III. SAMPLES OF WHOLE LANGUAGE EVALUATION TOOL... 15

 Whole Language..... 15

 Color Words..... 17

 Number Words..... 20

 Rhyming..... 23

 Expressing a Personal Opinion..... 27

 Drawing Conclusions..... 30

 Appreciating Fairy Tales..... 33

 Main Idea..... 35

 Sequencing..... 38

 Context Clues..... 40

IV. EXAMPLES OF STUDENT WORK..... 43

 Whole Language Evaluation Report Sheet.. 76

V. CONCLUSIONS AND RECOMMENDATIONS..... 78

 Conclusions..... 78

 Recommendations..... 79

BIBLIOGRAPHY..... 81

CHAPTER I

INTRODUCTION

JUSTIFICATION OF PROBLEM

Whole language has developed as a grass-roots movement among teachers, motivated by a positive view of teaching and learning and as an attempt by teachers to use new knowledge about language development and learning to build better, more effective, and more satisfying experiences for their pupils and themselves (Goodman, XI).

This educational philosophy is based upon research which suggests that language is acquired through usage. Oral and written language develops naturally when it is whole, not fragmented. Acquired language must also be relevant and meaningful.

Whole language teaching is process oriented, not product oriented. This type of teaching encourages the natural development of reading, writing, listening, and speaking. This philosophy stimulates the creative minds of children and arouses their imaginations. A language-rich, success-oriented whole language classroom can produce a confident, life-long learner.

Whole language classrooms are child-centered. They are led by teachers who act as facilitators. A whole language teacher is knowledgeable about the nature of literacy and the language development of children. A classroom based on the whole language approach integrates oral and written language with learning which stretches across the curriculum (TAWL, 1984).

Problem Statement

The purpose of the endeavor was to provide an instrument that whole language teachers could use to evaluate the strengths of individual children in some selected areas of language instruction. In so doing, it is easier to ascertain the things children can do or nearly do and then help them to experience complete success. By using evaluation instruments such as these, a whole language teacher can plan activities that will enhance the opportunity for students to continue to work towards mastery.

Whole language evaluation instruments have grown out of the need to develop approaches to evaluation that are in harmony with what we currently know about language learning and teaching (Cutting, 1990).

Whole language evaluation instruments should include some of the techniques and materials used by teachers to inspire children to want to learn. If children learn to read and write by reading and writing, it seems only logical that an

evaluation method should be done in like fashion; that is, by giving children the opportunity to read and write.

Whole language teachers believe that children learn best by doing and that whole language learning includes children being involved in classrooms where good literature abounds. This should then lead to a contention that children should be evaluated using literature that contains reading and writing skills. It is widely acknowledged that children learn at their own pace. However, it is also believed that all children can succeed in these meaningful endeavors. For this reason this instrument evaluates the children three times on each reading skill. If the children are not successful the first time, they have two more times to be successful. This allows the teacher time to reteach or simply review the necessary skills.

Justification

Children are language learners by virtue of being born into human society. The role of the school can never be to teach language since children learn language naturally through their interaction with others. The role of the school must be to provide an environment in which children will expand their use of language in a variety of settings and situations and for a variety of purposes.

In the last few years, it has been discovered that even preschool children are learning to read the print in their environment, responding to signs in the streets and

and commercials on television. In addition, children invent their own spellings to match their generalizations about the English sound system (Goodman, Yetta, p. 41).

The whole language classroom provides an environment in which children use language in a variety of settings. The whole language classroom provides many opportunities for speaking, listening, reading, and writing. Therefore, this evaluation instrument incorporates individual and/or group observation and assessment in each of the above mentioned areas.

Chapter II of this project includes a review of literature on whole language evaluation as based on conceptions of whole language.

Chapter III contains the samples of a literature-based selected reading skill evaluation.

Chapter IV consists of student responses to some of the selected literature-based reading skill evaluations.

Chapter V is a summary and recommendation presentation based on the ranges of student responses and behaviors related to using literature-based passages to evaluate the students' reading skills.

CHAPTER II
REVIEW OF LITERATURE
WHOLE LANGUAGE

Introduction

In 1987, the United States ranked 49th in literacy out of 159 countries in the United Nations. New Zealand ranked first. After many studies, it was found that educators in New Zealand teach by integrating literature, storywriting, and the arts. Their aim is to increase students' ability to understand and use language effectively, extend students' imagination, and extend their awareness of ideas through language (Goodman, p. 59).

The whole language movement started as a grass-roots movement among teachers. The term "whole language" was borrowed from Canada where whole language teaching is used extensively. Over the last half century, while our U.S. schools were dominated by tests and textbooks, New Zealand educators put their energy and resources into supporting teachers in an evolutionary process of using the best available knowledge to develop methods, materials, and school structures that produce maximum growth in all learners

(Goodman, 1991, p. 2). Canada and England have been working toward active literacy, using children's literature as an instructional base.

Now, many teachers in the United States are using the whole language philosophy. They are using "real" literature in the classroom and working to make changes at state department of education level. Their students are successful because the teachers are knowledgeable about language and child development. Their students feel that school is relevant because school experiences are functional and authentic since their culture, language, heritage, and experiences are valued by their teachers (Goodman, 1991, p. 2). Whole language teachers believe that the more learning in school can be like learning out of school, the more effective and enjoyable that learning will be (Harp, 1991, p. 9).

Whole Language Classrooms

Whole language classrooms are not easy to define. It is much easier to describe what you see, as well as feel, in the whole language classroom because the differences are so visible. It is not just the environment that is special, but it is what is happening between the children and the teacher. Each whole language classroom is different and unique. However, some qualities remain the same. All whole language teachers incorporate literature into the curriculum. They all involve process writing through journals, creative writing, and list making; all using inventive spelling. They

incorporate the oral component of language arts through drama, poetry, and choral reading. Children are constantly involved in oral language activities. Most importantly, whole language teaching suggests that language is learned most easily if it is whole, functional, and meaningful.

Many whole language teachers have slowly moved towards integrating children's books and process writing into their language arts program. Some basals are used as a resource by some whole language teachers and some whole language teachers will never use basals.

Believing that all children can be learners, whole language teachers provide rich experiences in the classroom to help children expand their language. The whole language environment is one in which the teacher has many opportunities to observe children using language in different settings, with various themes, and through interaction with people of different backgrounds.

Reading is more than using the standard basal, workbooks, and dittos. A variety of print media must be available to supplement the reading needs of the children. Reading and writing must complement more than language arts, i.e., cross all areas of curriculum instruction. These are the goals of whole language teaching.

Throughout this process, whole language teachers are regular "kid watchers," using direct and informal observations of children in various situations in the classroom. The best

alternatives to testing come from direct informal observation of the child in various situations by the classroom teacher. Since the process itself is somewhat informal, perhaps the term "kid watching" is preferable to the more formal "observation" pseudonyms. Either way, the process is still the same (Goodman, p. 41-45).

The basic assumption in kid watching is that development of language is a natural process in all human beings. Two important questions explored through kid watching are:

1) What evidence is there that language development is taking place? and 2) When a child produces something unexpected, what does it tell the teacher about the child's knowledge of language (Goodman, p. 41-45)? Current knowledge about language provides a whole language teacher with information about each child, their language, and their strengths and weaknesses.

Evaluation in Whole Language

Whole language classrooms are structured around "real" literary activities brought about by the teacher and the students. These classrooms integrate language in all of the content areas. A whole language teacher provides opportunities in which language learning becomes interesting, fun, and easy. These classrooms provide opportunities in which the students take ownership of their educational growth and participate more actively and enthusiastically in their own learning. Children learn by "doing" in a whole language

classroom. Therefore, evaluation should be based on the responses children make to the many varied and purposeful activities provided in the classroom. Evaluation can provide evidence of the way in which a child processes. It can also provide insight into a child's interests, likes, and dislikes, strengths and weaknesses and academic growth as well as providing the teacher with information on which to base other learning activities.

The whole language classroom is concerned with process rather than product. Thus, a whole language evaluation should also center on process rather than product. Evaluation should be ongoing and open to change. Thereby, children will have opportunities to improve and grow as learners.

In their curriculum planning, whole language teachers create opportunities for pupils to use language in authentic, richly contextualized, functional ways. The language is kept "whole" so that all the necessary data for language learning will be present. Whole language teachers believe that evaluation can be useful only if it takes place in these whole and richly contextualized learning experiences. Traditional evaluation is inappropriate and tends strongly to underestimate growth in functional use of language. Evaluation should fit the principles and requirements of whole language (Goodman, 1989, p. XI).

Ken Goodman said that these points should be kept in mind about whole language evaluation.

1. In whole language, evaluation is ongoing; it happens in the course of the teaching/learning. It is therefore an integral part of the curriculum and not something separate.

2. Self-evaluation is the most significant kind of evaluation; pupils and teachers need to have a sense of "why they are doing what they are doing" so that they may have some sense of their own success and growth. Reporting progress to parents is an important, but secondary purpose of evaluation. It is most successful when it makes it possible for parents to evaluate growth themselves. Pupils should know why they get the grades they do. Grades should represent growth, not external absolutes or points on bell-shaped curves.

3. Whole language is not simply concerned with measuring changes in behavior. It uses the students' behaviors as indications of developing knowledge and underlying competence in language.

4. Informal and even formal evaluation measures may be used in whole language classrooms. When the evaluation measures are used, it is because they add to the available information about student skills. There is always a learning function as well as an evaluative function; readers may discuss their own miscues; peer-editing conferences may offer constructive criticism; a test stemming from unit-based concepts may refocus discussion and stimulate reflective

thinking; a group project may instill knowledge gained from reading and discussion.

5. In evaluation, whole language teachers use interaction, observation, and analysis. These relate to incidental, informal, and formal procedures, with interaction tending to be more incidental and analysis more formal. But there can be formal observation, informal analysis, and so on.

6. When whole language teachers reject traditional evaluation techniques such as standardized or multiple-choice tests based on basals, it is because the content, nature, and uses of such devices are in direct conflict with the whole language teacher's view of teaching, learning, and curriculum. That is why whole language evaluation cannot be reduced to precise right or wrong scores.

7. The contrast between objective and subjective evaluations is inappropriate for whole language classrooms. Whole language teachers are professionals who accept all pupils, their language, and their culture. They are careful not to let personal feelings or prejudice get in the way of their judgement, but they are not detached or impersonal when they teach and when they evaluate. They view all evaluative information, whether incidental, informal, or formal, in the context of the personal and social goals of the learners and the school. Whole language teachers trust their professional judgement, but they are constantly open to new insights.

8. The curriculum in a whole language classroom is an integrated dual curriculum. Language and thought are developed through use. They are used to build knowledge, so whole language teachers are always evaluating linguistic and cognitive growth in knowledge and ideas.

Using Literature as an Evaluation Tool

Accountability, the ability to demonstrate that learning has taken place, has become a popular concept in schools (Costa, 1989). Teachers who use literature-based reading programs rather than basal reading series are especially concerned with accountability as they seek to convince parents and administrators that children in their classrooms are learning to read and comprehend (Goodman, 1989).

Many whole language teachers are concerned with ways in which reading ability, comprehension, and growth in the area of language arts can successfully be measured. It is felt that these areas cannot truly be measured using only standardized tests. It is our belief that using "real" literature, shared with children for "real" purposes, one can produce valuable information about what children know about language and reading skills.

Together with other evaluation tools used in classrooms, real literature such as journals, writing folders, "kidwatching," and daily activities, certain reading skills were focused upon. These skills were valuable and helped

young readers to develop as they journey down the road to becoming life-long learners and readers.

Literature was chosen and ideas suggested to aid teachers in evaluating certain areas. The areas chosen to evaluate in this study were identified as a result of a close inspection of the first grade course of study for the district. There are certain processes children must use to become successful readers. One phonics skill, two perceptual skills, and several other skills were chosen to evaluate in reading comprehension.

Rhyming words as a phonics skill were chosen because children need to be able to listen and understand as well as appreciate the sounds that words make. Most first grade children come to school knowing their colors and numerals to ten. It makes sense then to begin the year with a context that is already familiar to them. Using what is already familiar to children will give them a feeling of success, and will alleviate the fear of failure that so many young children express. There are many wonderful books that address these skills, color words, number words, and rhyming skills. Comprehension separates a reader from a nonreader. It is in this area where most of the efforts in developing an evaluation tool for whole language instruction were concentrated. We chose to evaluate appreciation of fairy tales, using context clues, expressing a personal opinion, main idea, drawing conclusions, and sequencing as subsets of

reading comprehension. As we evaluate each child using literature we will also have a chance to determine how each child reads with expression and fluency.

Yetta and Ken Goodman (1989, p. 5) have said, "Once teachers begin to take account of what they know about learning, language and conceptual development...their reflective thinking grows and takes on new dimensions." If each teacher, student, and parent shares the responsibility for learning and participation in evaluation, there may be greater growth and development in our children's language skills and facility.

CHAPTER III

SAMPLES OF WHOLE LANGUAGE EVALUATION TOOL

WHOLE LANGUAGE

As we begin to develop an instrument using literature to evaluate certain reading skills learned in a whole language classroom, it is important to ascertain exactly what whole language is. In What's Whole in Whole Language, Ken Goodman (1986) says that the concept of whole language is a philosophy rather than merely an approach. Mr. Goodman further defines whole language in this manner.

- Whole language learning builds around whole learners learning whole language in whole situations.

- Whole language learning assumes respect for language, for the learner, and for the teacher.

- The focus is on the meaning and not on the language itself, in authentic speech and literacy events.

- Learners are encouraged to take risks and invited to use language, in all its varieties, for their own purposes.

- In a whole language classroom, all the varied functions of oral and written language are appropriate and encouraged (p. 40).

Whole language is a belief system about the essence of learning and how educators can facilitate learning in the classroom and throughout the schools. Whole language allows children the opportunity to be totally immersed in all facets of literacy. Children are afforded the opportunities to actively participate in reading, writing, creative dramatics, music, and art. In so doing, children are empowered to choose what they will learn and then are given opportunities to share what they have learned.

In the Reading Teacher, Marilyn Toliver (1990) says that creating a print-rich environment in which children must use reading and writing in a meaningful manner is an important educational goal. This child-centered and language rich classroom is filled with exciting activities in which children are given opportunities to take risks and actively participate in their own learning.

Color Words

Children have their imaginations stimulated by color each day of their lives. Color brings a sense of order and the enchantment of their sense of sight. Color is all around us. Children bring to school the knowledge of color. Thus, the reading of color words is a perfect place to start recognition of words. This beginning allows children the opportunity to be comfortable with learning in an area in which they are already familiar.

Freight Train

Donald Crews

Scholastic, 1978

Freight Train is a story in which each car is described not only by the type of car, but also by the color of the car. As these colorful cars move through tunnels and cities, the reader is spirited along.

Suggested Evaluation Technique: Read the story orally to class. Use pages eight and nine to evaluate the children individually. Using color word cards, (printed in black), the child will match the color word with the appropriate train.

*A brown, rectangular train may be added since it is not included in the story.

Colors
John J. Reiss
Bradbury Press N.Y., N.Y. 1969

Colors is an appealing story with oversized pictures and words. The children have plenty of opportunities to identify the pictures associated with each color. This book will stimulate the imagination when the children are asked to name zebras, licorice sticks, penguins, and blackberries for the color black.

Suggested Evaluation Technique: There is one color word per page. To evaluate the children, the color word would be covered up on each page. The child would match a pre-printed color word (in black) to the correct color on each page.

The color words that could be evaluated are: red, orange, yellow, blue, green, purple, black, and brown.

1 2 3 Colors
Jean Warren
Warren Publishing House, Inc. 1988
P.O. Box 2255
Everett, Washington 98203

1 2 3 Colors is a book of ideas contributed to the Totline series by teachers from around the country. This book contains many ideas for art, games, language, rhymes, songs, and cooking. It has many activities that can be used to make color days not only fun, but educational as well.

Suggested Evaluation Technique: This book contains numerous color songs and rhymes for all eight colors. The songs and rhymes may be written on chart paper or typed for student use. After learning the rhyme or song, the student will be asked to locate and name the color word associated with that song or rhyme.

Number Words

Literature and mathematics are frequently combined. Just as mathematics brings order to our world, so too does literature. Mathematics and literature frequently look at relationships and patterns. Because so much of our children's literature is concerned with the above mentioned functions, number words are frequently found in literature. The learning of number words not only helps to bridge reading and math concepts, but also enriches and extends a child's reading vocabulary.

Ten In A Bed

Mary Rees

Little, Brown, and Company

Boston Toronto 1988

Ten In A Bed is a familiar counting rhyme in which ten friends were all in the same bed. One by one each friend falls out until only the little girl, guilty of pushing the friends out, is left in the bed, just so that she may have the bed all to herself. The little girl soon finds out that the nine friends return to pull her out of the bed as well.

Suggested Evaluation Technique: Read the story orally to the entire class. Select one page at a time, out of sequence, and ask the student to match the teacher-made pre-printed numeral to the number word in the book. This book will evaluate the number words one through ten.

Who's Counting
Nancy Tafuri
Greenwillow Books
N.Y., N.Y. 1986

Who's Counting is a beautifully illustrated counting book. The pictures and print are oversized to add clarity and definition. This book has one numeral and one word per page.

Suggested Evaluation Technique: The children will be evaluated individually without pre-reading the story. Because this book has one numeral and word per page, the number words should be evaluated in random order. A pre-printed number word card will be matched to the correct numeral on each page. The number words to be evaluated are one through ten.

Ten, Nine, Eight
Molly Bang
Greenwillow Books
N.Y., N.Y. 1983

Ten, Nine, Eight is a predictable lullaby which takes place in the bedroom of a little girl who is going to bed. This lullaby is counting backwards from ten to one while objects in the room such as toes, stuffed animals, window panes, shoes, seashells, buttons, eyes, kisses, and the little girl are all lovingly counted as the girl prepares to drift off into dreamland.

Suggested Evaluation Technique: Read the story orally to the entire class. The evaluation should be done individually by allowing the student to match the correct number word to the numeral. The pages should be evaluated in random order as it is a predictable book. The number words to be evaluated are one through ten.

Mouse Count

Ellen Stoll Walsh

Harcourt Brace Jovanovich, Publishers 1991

Mouse Count is an exciting story about a hungry snake who finds ten little mice. As the snake counts them into a jar, he saves them for his dinner. When the snake slips off to find more mice, the clever little mice "uncount" themselves and run away home.

Suggested Evaluation Technique: Read the story orally to the entire class. The student will match a pre-printed numeral card to the correct number word. A variation to this technique would be to evaluate the pages out of sequence. The number words to be evaluated are one through ten.

Rhyming

Children enjoy listening to rhyming stories, poems, and fingerplays. When stories and poems are familiar, children will often fill in the last words of a particular line. Rhyming words encourage the expansion of vocabulary and knowledge of word meanings.

When children demonstrate an ability to hear and identify rhyming words, they frequently demonstrate the ability to distinguish between like or similar sounds. Thus, children are often ready to hear initial consonant sounds and rhyming patterns much more quickly when they have been exposed to words that rhyme.

Rhyming

Roar

Karla Kuskin
Harper and Row Publishers
N.Y., N.Y. 1990

Roar is a humorous book with poems and pictures portraying many different animals and the sounds that they make. Children can easily be involved in the creative dramatics associated with acting out the behaviors and noises of these animals; such as the ROAR of the lion, the HOOOOOOONK of the elephant, and the SSNNAARRLLLL of the tiger, just to name a few.

The rhyming words presented in this text are:

door	black	thin	new	small	troubles
roar	back	skin	you	fall	bubbles
dream	park	stones	hours	fuzz	halls
cream	bark	bones	flowers	buzz	walls
nose	croon	flowers	true	funny	jump
hose	tune	powers	two	money	thrump
			kangaroo		wump
fish	cat	howl	riot	pleases	
wish	mat	growl	quiet	cheeses	

Suggested Evaluation Technique: The Cloze procedure will be used when evaluating rhyming words. This procedure involves the deletion of words from a particular selection. The children will fill in the appropriate word or a word that makes sense and rhymes. The completion of the cloze word procedure means that the children will add the word from the poem or an appropriate rhyming word that makes sense. An example of this technique would be:

The cat sat on a _____. (hat, bat, mat, rat)

Down By The Bay

Raffi

Crown Publishers, Co.

N.Y., N.Y. 1987

Down By The Bay is a whimsical rhyme about two characters trying to outdo each other in telling a tale. The rhyming words presented in this text are:

goose	whale	fly	bear	llamas
moose	tail	tie	hair	pajamas

apple time
 "bapple" rhyme

The evaluation technique to be used is the Cloze procedure.

It is explained above.

The Adventures of Taxi Dog

Debra and Sal Barracca

Trumpet Club

N.Y., N.Y. 1990

Taxi Dog is a fun, rhyming story about a homeless dog who is taken in by a taxi driver. "Maxi" travels around New York City in a taxi with his new owner. While it is an outstanding book to teach rhyming words, it also shows a touching relationship between Maxi and his owner.

The rhyming words presented in this text are:

Maxi	day	Jim	city	around	dark
taxi	way	him	gritty	pound	park
stopped	said	see	boy	Jim	seat
popped	head	me	joy	him	eat
ate	red	true	home	sights	town
plate	head	anew	roam	lights	down
see	places	everywhere	lady	song	
tree	faces	fare	Sadie	along	
show	quick	due	light	slow	stand
pro	sick	flew	might	go	land
fare	wide	Murry	eight	tips	know
share	inside	hurry	late	trips	show
treat	day	Lou	spot	dream	still
backseat	pay	do	a lot	team	thrill
side					
ride					

stopped	said	see	boy	Jim	seat	ate
popped	head	me	joy	him	eat	plate
red	Maxi	sights	town	see	places	
head	taxi	lights	down	tree	faces	

The rhyming Cloze procedure can be used with this selection. However, it is not necessary to evaluate the student using the whole book. Therefore, a section can be chosen and read using this procedure. For example, pages 10-17 might be used.

Expressing a Personal Opinion

An important aspect of sharing literature with children is the question and discussion time. Literal questions might be asked, but certainly the inferential questions should be emphasized. Children should always be encouraged to focus ahead by making predictions about the title and the reading. At the conclusion of the story, the children should be encouraged to actively participate in discussions by making thoughtful responses and offering their personal opinions based on prior knowledge, illustrations, and the main idea of the story. By encouraging a discussion of one's personal opinion using these ideas, comprehension and critical thinking are fostered.

Leo The Late Bloomer
Robert Kraus
Scholastic, 1971

Leo The Late Bloomer is a colorful story with large print. This story takes us through Leo's trials and tribulations of watching his friends being successful when Leo is not successful at anything he tries. As time passes on and "in his own good time", Leo blooms and now can do all of the things he could not do before.

Suggested Evaluation Technique: Before reading the story, discuss the title with the entire class. Then ask the children to draw a picture of what they think the story will

be about. After reading the story, the children could be asked individually if this is the title they would have chosen. If not, give the children the opportunity to give their personal opinion as to what the title should be and why they would choose a different title.

Where The Wild Things Are
Maurice Sendak
Harper and Row Publishers
1963

Where The Wild Things Are is a classic story about Max; a boy who is sent to his room for making mischief. In his dreams, he ventures to a land where he is the king of all things, including The Wild Things. An important point of the story is certainly when the parent forgives and loves the child even after he misbehaves.

Suggested Evaluation Technique: After reading the story to the whole class, begin a class discussion encouraging children to listen to each other. Some questions that might be asked are:

1. How could Max have handled this differently?
2. Do you agree with _____'s comment?
3. Why or why not?

Titch
Pat Hutchins
Puffin
1971

Titch is a story of a little boy who is the youngest child in his family. Because he is the youngest, he feels he always gets the leftovers. One day, he plants a seed that makes him stand tall.

Suggested Evaluation Technique: Before reading the story, discuss the title with the entire class. Through discussion the children can predict what they think the story may be about. After reading the story, some questions that may be asked are:

1. What was the major problem that Titch had?
2. Why was that a problem for Titch?
3. If you were Titch, how would you have handled the problem?

These are personal opinion questions for discussion; there are no correct/incorrect answers.

Drawing Conclusions

Reading is much more involved than just being able to decode words. If children do not understand what they are reading, they cannot be considered successful readers. Critical thinking and understanding are related to the experiences of all children. By providing children with good questions and guiding them to thoughtful responses, they should be able to recall what a given story or passage is about and draw conclusions from the information they have received based upon what they have read. These conclusions might refer to the title, what they think the story might be about, what they think might happen next, who might be involved, what the problem might be, etc.

The Doorbell Rang
Pat Hutchins
Mulberry Books
1986

The Doorbell Rang is a cute story about a day when "Ma" baked some cookies for her two children. Each time they are about to start eating, the doorbell rings and some friends arrive. The children soon discover that there is just one cookie left per person when the doorbell rings. It is Grandma with another huge batch of cookies. Then, the doorbell rings again!

Suggested Evaluation Technique: Read the story to the whole class, except for the ending. When the doorbell rings for the

next to last time, stop. Ask the children to draw a picture of who they think is at the door. At the conclusion of this activity, continue reading. When the doorbell rings for the last time, have the children draw what they think will happen next.

Once There Where Giants

Martin Waddell and Penny Dale
Bantam Doubleday Dell Publishing Group, Inc.
N.Y., N.Y. 1989

Once There Were Giants is the darling story of a little girl we follow through infancy and childhood all the way to adulthood. As the little girl grows up, it seems that all of the "giants" in her life get smaller.

Suggested Evaluation Technique: This book should be read to the whole class; however, no discussion should be held. Teacher will ask each student individually why the title, Once There Were Giants, was chosen.

If You Give a Mouse a Cookie

Laura Joffe Numeroff
Harper and Row Publishers
N.Y., N.Y. 1985

If You Give a Mouse a Cookie is a fun story of a trip through a little boy's day. The little boy offers a mouse a cookie and then tells the reader of all the requests a mouse is likely to make.

Suggested Evaluation Technique: Read the story to the class, except for the last three pages. The children will come up with their own endings to the story by illustrating and writing a sentence for their illustrations.

I.e., And chances are if he asks for a glass of milk,

Any logical conclusion that is made is acceptable.

Appreciating Fairy Tales

Fairy tales are cumulative stories that tend to fascinate children. Children appreciate their repetitive qualities. These tales are typically written or oral and have been handed down through the years. They often are a reflection of their countries of origin. It is important that children be exposed to the beautiful language of fairy tales as well as the delightful way in which a story is told and important themes presented.

Goldilocks and the Three Bears

Retold and illustrated by James Marshall
Dial Books For Young Readers
N.Y., N.Y. 1988

Goldilocks and the Three Bears is a classic fairy tale that has been spiced up with darling illustrations and up-to-date language that children can relate to.

Suggested Evaluation Technique: After reading the story to the entire class, the children will draw a picture of their favorite part of the story or illustrate their favorite story character.

Little Red Riding Hood

Retold and illustrated by James Marshall
Dial Books For Young Readers
N.Y., N.Y. 1987

Little Red Riding Hood is a charming, modern day version of the classic fairy tale. Children will delight in Little Red Riding Hood's hilarious journey to grandma's house.

Suggested Evaluation Technique: After reading the story to the entire class, the children will draw a picture of their favorite part of the story or illustrate their favorite story character.

The Gingerbread Boy

Paul Galdone
Clarion Books
N.Y., N.Y. 1975

The Gingerbread Boy is another version of a familiar fairy tale. This cumulative story of the gingerbread boy who escapes, includes that "oh so tricky fox," a character many children already know.

Suggested Evaluation Technique: After reading the story to the entire class, the children will draw a picture of their favorite part of the story or illustrate their favorite story character.

Main Idea

Reading is the process by which one extracts meaning. It is typically influenced by many factors such as prior-knowledge, experiences, and background. Meaning is not automatic. It is constructed from the story by the reader. Therefore, it is important that a good reader use their own knowledge integrated with the ideas of the author to determine exactly what the whole story is about or what the author is trying to convey.

The Wild Christmas Reindeer

Jan Brett
Scholastic, 1990

The Wild Christmas Reindeer is a beautifully illustrated story about a little girl named Teeka who is responsible in helping Santa get the reindeer ready to fly on Christmas Eve. Teeka learns a valuable lesson on the way.

Suggested Evaluation Technique: Read the story to the whole class. Individually or in small groups, ask the children to respond orally to the following questions:

1. What important idea is the author trying to convey?
2. What lesson would the author like the reader to learn?
3. What would the theme of this story be?

The Big Orange Splot
Daniel Manus Pinkwater
Scholastic, 1977

The Big Orange Splot is a story about a man, Mr. Plumbean, who lives on a street where all of the houses are exactly alike. A flying seagull just happens to drop a can of bright orange paint on Mr. Plumbean's house. He decides that he likes his house being different and does some major redecorating. The neighbors are appalled at first, however, they come to understand the importance of being different and having your own identity.

Suggested Evaluation Technique: Read the story to the whole class. Individually or in small groups, ask the children to respond orally to the following questions.

1. What important idea is the author really trying to tell us?
2. What lesson would the author like the reader to learn?
3. What would the theme of this story be?

The New Kid on the Block
Jack Prelutsky
Greenwillow Books, 1984
"When Tillie Ate The Chili" (page 88)

"When Tillie Ate The Chili" is a funny poem about a woman named Tillie who ate a HOT bowl of chili. This poem contains many descriptive words to help the reader visualize just how hot the chili really is.

Suggested Evaluation Technique: Read only the first stanza with the children. Then ask, what do you think the author was trying to tell us? What words did he use to help us to understand? After this discussion, read the second stanza. Then ask the children if they would like to change their original idea.

Sequencing

Developing an understanding of sequence, of how one idea follows another in a story will aid children in remembering and understanding. It is important for children to think about the sequence of events in a story or poem in order to enhance this comprehension skill and their memories. Many children have prior knowledge of nursery rhymes. Because they are short and easily memorized, it is very easy to encourage children to retell these stories or poems. The importance of both language and memory skills as well as the enjoyment of this form of literature cannot be emphasized enough.

Goldilocks and the Three Bears

Retold and illustrated by James Marshall
Dial Books For Young Children
N.Y., N.Y. 1988

Goldilocks and the Three Bears is a classic fairy tale that has been spiced up with darling illustrations and up-to-date language that children can relate to.

Suggested Evaluation Technique: Using commercially purchased or reproduced cards that have been laminated, the student will put the story in the correct order.

Little Red Riding Hood

Retold and illustrated by James Marshall
Dial Books For Young Children
N.Y., N.Y. 1987

Little Red Riding Hood is a charming modern day version of the classic fairy tale. Children will delight in Little Red Riding Hood's hilarious journey to grandma's house.

Suggested Evaluation Technique: Using commercially purchased or reproduced cards that have been laminated, the student will put the story in the correct order.

The Gingerbread Boy
Paul Galdone
Clairon Books
1975

The Gingerbread Boy is another version of a familiar fairy tale. This cumulative story of the gingerbread boy who escapes, includes that "oh so tricky fox," a character many children already know.

Context Clues

Children's literature often contains a rich body of language. Very often the text is so expressive that children have many opportunities to derive meaning from not only the print, but the illustrations as well. By using the storyline, meaning, phonic cues, and illustrations, the children are encouraged to predict the meaning of unknown words they may encounter in their reading. The use of context clues to "unearth" the meaning of unknown words tends to support the importance of reading for meaning.

Leo The Late Bloomer

Robert Kraus
Scholastic
1971

Leo The Late Bloomer is a colorful story with large print. This story takes us through Leo's trials and tribulations of watching his friends being successful when Leo was not successful at anything he tried. As time passes on and "in his own good time," Leo bloomed and now can do all of the things that he could not do before.

Suggested Evaluation Technique: Read the story orally to the whole class. Afterwards, the children could read the book individually and by using phonic and illustration clues can decipher unknown words. An example of this is the page which says, "He couldn't _____." There are pictures of

animals reading on this page. It would be easy for the children to conclude that the unknown word is read.

Silly Old Possum

Joy Cowley
Shortland Publications, Ltd.
New Zealand
1983

Silly Old Possum is a story of a possum who enters a family's home through the chimney. The possum has many adventures as the family tries to rid their home of the possum.

Suggested Evaluation Technique: Read the story to the whole class. Afterwards, the children could read the book individually and by using phonic and illustration clues can decipher unknown words. An example of this is a page which says, "Possum on the _____." Remembering the sound that "ch" makes and seeing the possum sitting on the chair would make it easy for the children to conclude that the missing word is chair.

Knock, Knock, Who's There?

Sally Grindley
Alfred A. Knopf
1985

In this book scary creatures knock on the door and ask to be let in to the little girl's bedroom. But, the door only opens for Daddy who comes bearing a cup of hot chocolate and prepared to tell a story.

Suggested Evaluation Technique: Read the story to the whole class. Afterwards, the children could read the book individually and by using phonic and illustration clues can decipher unknown words. An example of this is a page which says, "I'm a great big _____ with fat furry arms and huge white teeth." Remembering the sound that "g" makes, and/or noticing the word "go" it is easy for the children to conclude that the missing word is gorilla.

CHAPTER IV

EXAMPLES OF STUDENT WORK

The skill being evaluated is expressing a personal opinion. The children are encouraged to offer their personal opinion based on prior knowledge, illustrations, and the main idea of the story.

Leo The Late Bloomer is about a little tiger who becomes successful at many of the things that he tries. In his own good time, Leo blooms, and does all of the things he could not do before.

Suggested Evaluation Technique: Before reading the story, discuss the title with the entire class. Then ask the children to draw a picture of what they think the story will be about. After reading the story, the children could be asked individually if this is the title they would have chosen. If not, give the children the opportunity to give their personal opinion as to what the title should be and why they would choose a different title.

The skill to be evaluated is expressing a personal opinion. The children are encouraged to offer their personal opinion based on prior knowledge, illustrations, and the main idea of the story.

Titch is about a little boy who is the youngest in his family. Being the youngest, he feels he always gets the leftovers until one day he plants a seed tht makes him stand tall.

Suggested Evaluation Technique: Before reading the story, discuss the title with the entire class. Through discussion the children can predict what they think the story may be about. After reading the story, some questions that may be asked are:

1. What were the major problems that Titch had?
2. Why was that a problem for Titch?
3. How would you have resolved them?

The skill being evaluated is drawing conclusions. The children are encouraged to listen to the story and give thoughtful responses to the story or pre-determined passages and draw conclusions based upon what they have heard or read.

The Doorbell Rang is a cute story about a day when "Ma" baked some cookies for her two children. Each time they are about to start eating, the doorbell rings and some friends arrive. The children soon discover that there is just one cookie left per person when the doorbell rings. It is Grandma

with another huge batch of cookies. Then, the doorbell rings again!

Suggested Evaluation Technique: Read the story to the whole class, except for the ending. When the doorbell rings for the next to last time, stop. Ask the children to draw a picture of who they think is at the door. At the conclusion of this activity, continue reading. When the doorbell rings for the last time, have the children draw what they think will happen next.

The skill being evaluated is drawing conclusions. The children are encouraged to listen to the story and give thoughtful responses to the story or pre-determined passages and draw conclusions based upon what they have heard or read.

Once There Were Giants is the darling story of a little girl we follow through infancy and childhood all the way to adulthood. As the little girl grows up, it seems that all of the "giants" in her life get smaller.

Suggested Evaluation Technique: This book should be read to the whole class, however, no discussion should be held. Teacher will ask each student individually why the title, Once There Were Giants, was chosen.

The skill being evaluated is drawing conclusions. The children are encouraged to listen to the story and give thoughtful responses to the story or pre-determined passages and draw conclusions based upon what they have heard or read.

If You Give a Mouse a Cookie is a fun story of a trip through a little boy's day. The little boy offers a mouse a cookie and then tells the reader of all the requests a mouse is likely to make.

Suggested Evaluation Technique: Read the story to the class, except for the very last page. The children will come up with their own endings to the story by illustrating and writing a sentence for their illustrations.

I.e., And chances are if he asks for a glass of milk,

Any logical conclusion that is made is acceptable.

The skill being evaluated is appreciating fairy tales. The children are encouraged to recall and draw their favorite story character or illustrate their favorite part of the story.

All responses are acceptable providing they are consistent with the fairy tale.

Goldilocks and the Three Bears is a classic fairy tale that has been spiced up with darling illustrations and up-to-date language that children can relate to.

Suggested Evaluation Technique: After reading the story to the entire class, the children will draw a picture of their favorite part of the story or illustrate their favorite story character.

The skill being evaluated is appreciating fairy tales. The children are encouraged to recall and draw their favorite

story character or illustrate their favorite part of the story.

All responses are acceptable providing they are consistent with the fairy tale.

Goldilocks and the Three Bears is a classic fairy tale that has been spiced up with darling illustrations and up-to-date language that children can relate to.

Suggested Evaluation Technique: After reading the story to the entire class, the children will draw a picture of their favorite part of the story or illustrate their favorite story character.

The skill being evaluated is main idea. The children are to use their own knowledge integrated with the ideas that the author is trying to convey to determine exactly what the story is about.

The Big Orange Splot is a story about a man, Mr. Plumbean, who lives on a street where all of the houses are exactly alike. A flying seagull just happens to drop a can of bright orange paint on Mr. Plumbean's house. He decides that he likes his house being different and does some major redecorating. The neighbors are appalled at first, however, they come to understand the importance of being different and having your own identity.

Suggested Evaluation Technique: Read the story to the whole class. Individually or in small groups, ask the children to respond orally to the following questions:

1. What important idea is the author really trying to tell us?

2. What lesson would the author like the reader to learn?

Second Grade Examples

Example 1: This was an acceptable response because the story was about animals which the child perceived from the cover of the story. The child's responses made sense in relation to the content of the story.

Leo The Good Blooper
Robert Kraus

What do you think the story will be about?

I think it will be about animals.

Illustrate a picture of what you think the story will be about.



Is this the title you could have chosen for this story? Yes

Why? Because he bloomed at the end.

Can you think of another good title for this story?

LEO THE GOOD BLOOPER

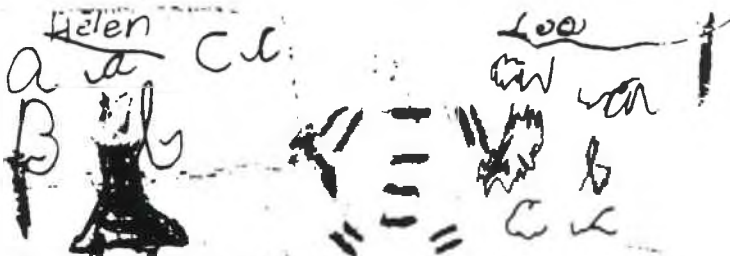
Example 2: This was an acceptable response because the child appeared to have some background of the story. The child's responses showed some mature reasoning in relation to the story.

Leo The Late Student
Robert Kraus

What do you think the story will be about?

I think Leo is catching up in school.

Illustrate a picture of what you think this story will be about.



In this title, you would have chosen for this story?

Yes I would have chosen it.

Because... Leo was late a late blamer.

Can you think of another good title for this story?

LEO'S CATCHING UP
IN SCHOOL

Example 3: This was an acceptable response because the story was about a tiger. There were also flowers blooming on the cover. The title that the child chose makes sense. It also reflects the child's connection between blooming flowers and the spring.

Leo Bloomed in the Spring
Robert Kraus

What do you think the story will be about?

This story will be about a tiger and a Blooming flower.

Illustrate a picture of what you think this story will be about.



Is this the title you would have chosen for this story?

yes Because

Why?

this is the title I would of picked.

Can you think of another good title for this story?

Leo Bloomed in the Spring.

Example 4: This was an unacceptable response because the child's opinion of what the story would be about did not reflect any of what was seen on the cover. Further responses did not reflect an understanding of the content.

Leo The Late Slinger
Robert Kraus

What do you think the story will be about?

I think this story is about .win Loe Will
fine a Spass Shutel and he' will come
back home at night.

Illustrate a picture of what the story will be about.



Is this the title you would have chosen for this story?

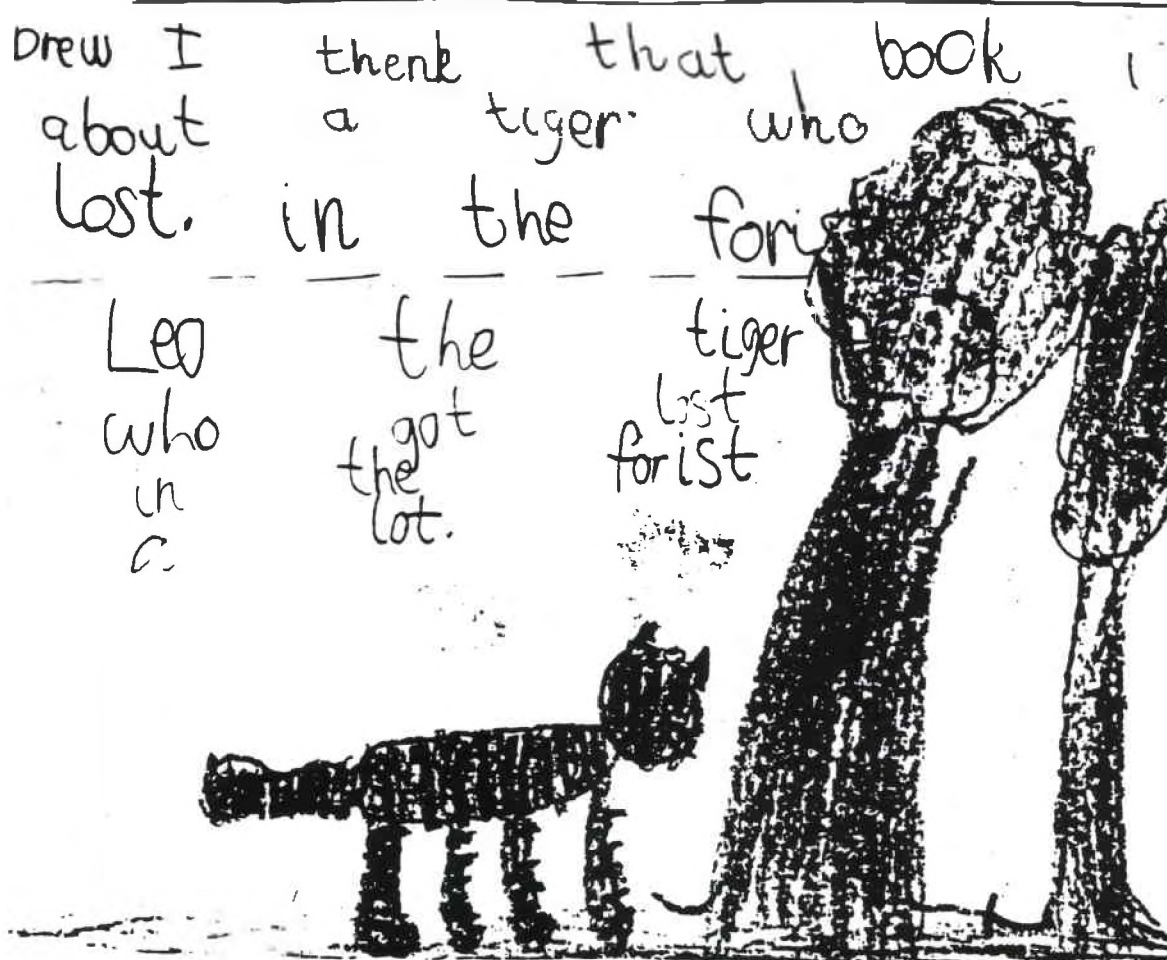
No this is not a good
title Becus, Loe did not
see a Spass Shutel, with he's friend.

Can you think of another good title for this story?

Loe And His Friends.

First Grade Examples

Example 5: This was an unacceptable response because the story was about a tiger and the flowers could indicate that the tiger was in a forest. The child's responses made sense in relation to the context of the story.



Example 6: This was an acceptable response because the child related the animal on the cover of the story to the blooming of flowers. The child's responses made sense in relation to the content of the story.

^M
He forgot to wake up to watch the flowers boom.

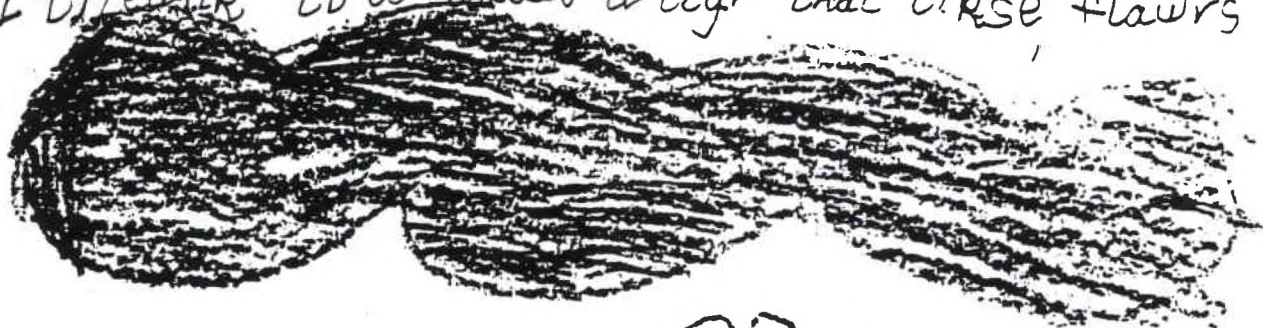


The Tiger story



Example 7: This was an acceptable response because her opinion reflected what was seen on the cover of the story. The child's responses made sense in relation to the content of the story.

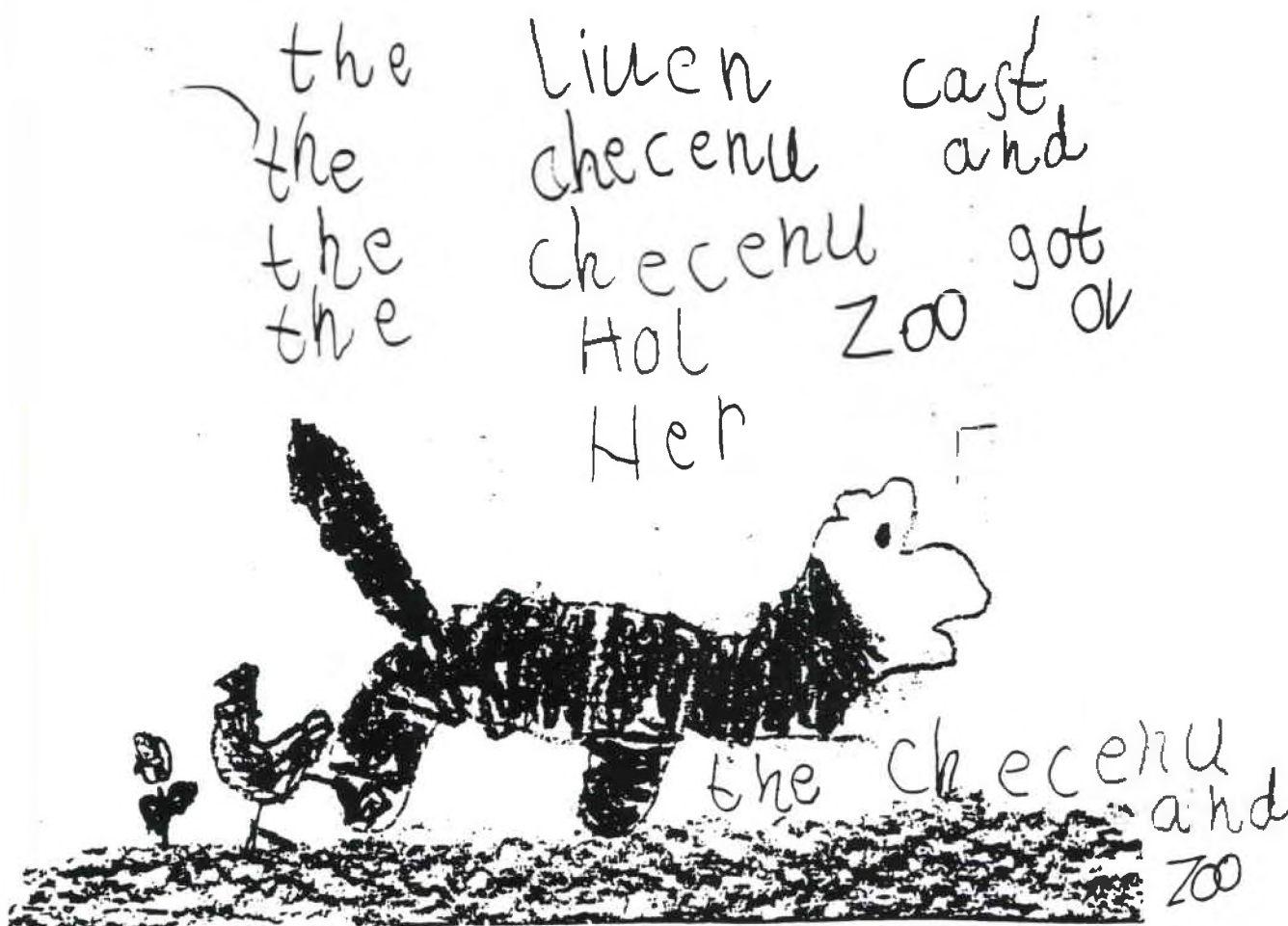
I think it is about a tiger that like flowers



the tigre who likte flours



Example 8: This was an unacceptable response because the child's opinion did not accurately reflect the illustration on the cover. Further responses did not reflect an understanding of the content.



First Grade Examples

Example 9: Before reading the story, some of the predictions made about the context of the story were:

1. I think it's about a little girl.
2. I think it's about a little boy and his wagon.
3. I think it's about a little girl who doesn't have anyone to play with.

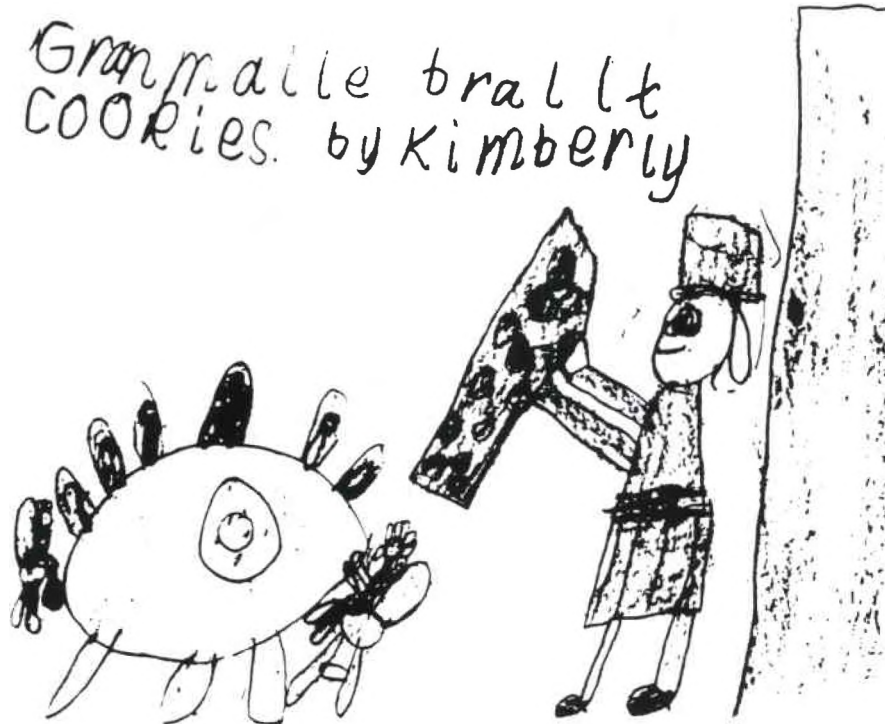
After reading the story, the children responded to what the major problems were that Titch had, why they were problems, and how they would have resolved them. The responses made by the children were:

1. He wasn't as good as everyone else.
2. He was too small to do anything good.
3. He was the littlest so he always had the little things. His brother and sister had the big things.
4. He always felt that he was last in everything. He always felt that he was too little.
5. If that were me, I would tell my brother or sister that I should be treated the same.
6. I would tell my brother and sister that you aren't my boss.
7. I would get my other brother to handle it since he was the biggest.

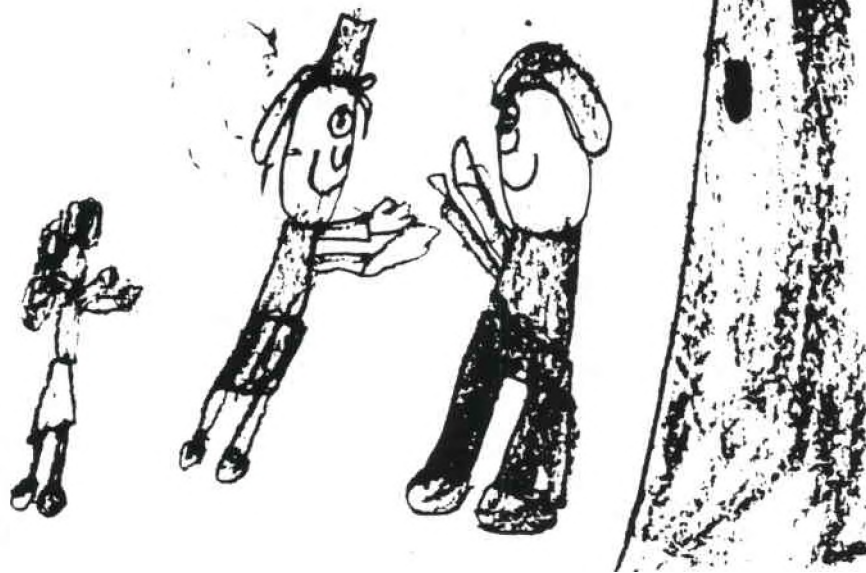
All of these personal opinions were acceptable responses in relation to the content of the story.

Examples 11, 12, 13, 14, 15: These were acceptable conclusions because examples 10, 12, and 14 related to information received from the story. Examples 11, 13, and 15 were logical, yet different conclusions as to what might happen next.

Though no problems arose with the evaluation of this skill, we did find that all of the children concluded that the person at the door was either grandma or other friends. Therefore, all responses were acceptable



It was DAD by Kimberly





IES Gremo #1





IT'S GROMPO

Draw #2

Second Grade Examples

Examples 16, 17, and 18: These examples were acceptable because they each eluded to the idea that from a baby's perspective, all of the adults in their world were so much bigger; thus, they were giants.

Once Their Were Giants
 Martin Meddell and Penny Dale

Why was the title Once Their Were Giants chosen ?

The other chose this tid to
 when the littlet kid was a baby
 because every body was big.



Illustrate a picture of what you think you will look like when you grow up.



Once Their Were Giants
 Martin Maddell and Penny Dale

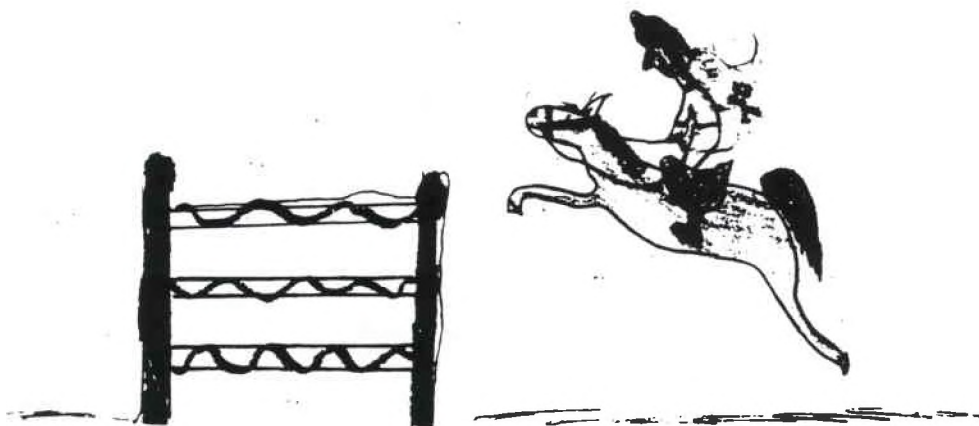
Why was the title Once Their Were Giants chosen ?

This title was chosen becas
 the babys parents looked like
 get to her.

Illustrate a picture of what you looked like as a baby.



Illustrate a picture of what you think you will look like when you grow up.



Once Their Were Giants
Marcia Meddell and Penny Dale

Why was the title Once Their Were Giants chosen ?

This title was chosen because when she was a baby
The dad and mom were way bigger then her
SO they called this story wants their were giants
Illustrate a picture of what you looked like as a baby.



Illustrate a picture of what you think you will look like when you grow up.



Example 19: This was an unacceptable response because the child did not clearly comprehend the main idea of the story and was, therefore, unable to draw an acceptable conclusion.

Once There Were Giants
Martin Waddell and Penny Dale

Why was the title Once There Were Giants chosen?

The author chose this title because the author made Giants in the story.

Illustrate a picture of what you looked like as a baby.



Illustrate a picture of what you think you will look like when you grow up.



Example 20: This was an acceptable response because the child drew conclusions from the events of the story as well as information received from the illustrations.

I think that the boy is
 a sleep be! 'cos I think
 he was tired by Drew

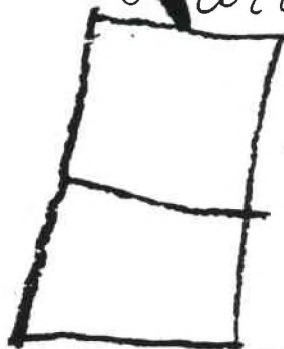


Examples 21 and 22: These are acceptable responses because they were logical and made sense with respect to the story.

hes going to ask for milk and a cookie



will ask for two cookies and a
lass of milk with a
straw



Ang. la
fisher



Example 23: This example was unacceptable because the conclusion that the child drew had no connection with events or the illustrations in the story.



Second Grade Examples

Examples 24, 25, and 26: These examples are all acceptable responses because they were consistent with this particular version of Goldilocks and the Three Bears.

When this skill was evaluated, no unacceptable responses were received.

Goldilocks and the Three Bears
James Marshall

Who was your favorite character in this story?
Baby Bear was my favorite.

Why did you like this character the best?
Baby Bear was my favorite because he

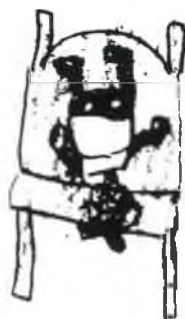
was ^{so} friendly.
Draw a picture of your favorite character.



What was your favorite part of the story?
When Goldilocks was testing the chairs -

Why was it your favorite part?
Goldilocks all most got stuck in mother's chair.

Draw a picture of your favorite part of the story!



Goldilocks and the Three Bears
James Marshall

Who was your favorite character in this story?

My favorite character was baby bear.

Why did you like this character the best?

I liked baby bear because he talks
cute and quit.

Draw a picture of your favorite character.



What was your favorite part of the story?

My favorite part was when Goldy Locks
jumps out the window.

Why was it your favorite part?

It was my favorite part because Goldy Locks
looked funny.

Draw a picture of your favorite part of the story.



Who was your favorite character in this story?
Who was your favorite character in this story?
My best character was papa bear,

Why did you like this character the best?
I like the Papa bear because he has a deep deep voice.

Draw a picture of your favorite character.



What was your favorite part of the story?
My favorite part of the story was when papa, and mama
And baby bear found goldilocks,

Why was it your favorite part?
It was my favorite part because when goldilocks saw the
She ran out the window.

Draw a picture of your favorite part of the story?



Examples 27, 28, and 29: These examples were consistent with the ideas of respect for individual differences as they relate to people, property, and all things.

The Big Orange Spot
Daniel Maus Pinkwater

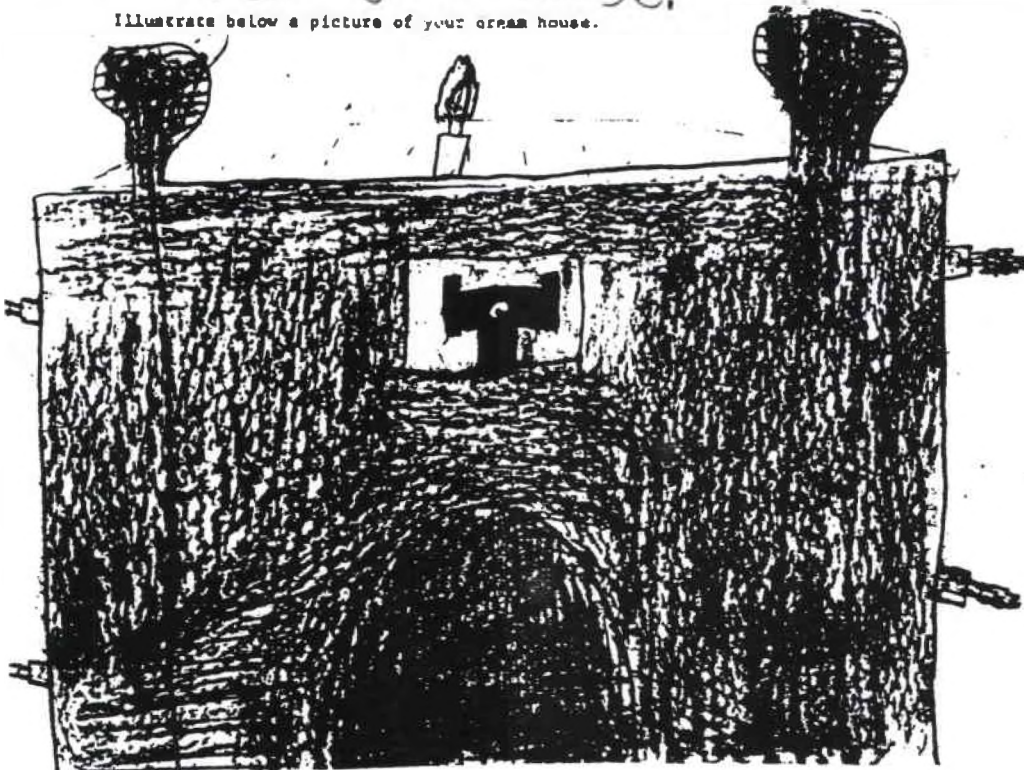
What do you think the story will be about?

I think the story will be about this guy who walks outside looks at his roof and sees a big orange spot.

What do you think the author is trying to teach us?

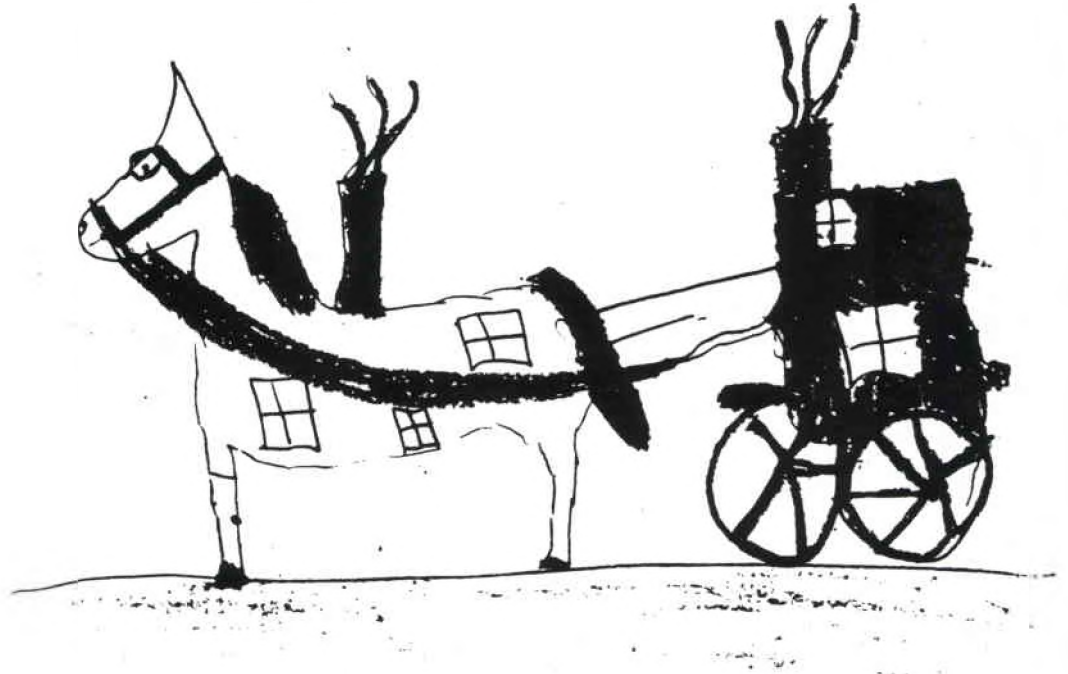
I think he's trying to say your house is your house and nobody can change your house.

Illustrate below a picture of your dream house.



What do you think the story will be about?
I think the big orange
splot is about the orange
splot that grew out the
sky onto the house.
What do you think the author is trying to teach us?
No to things, sod
be alike.

Illustrate below a picture of your dream house.



What do you think the story will be about?

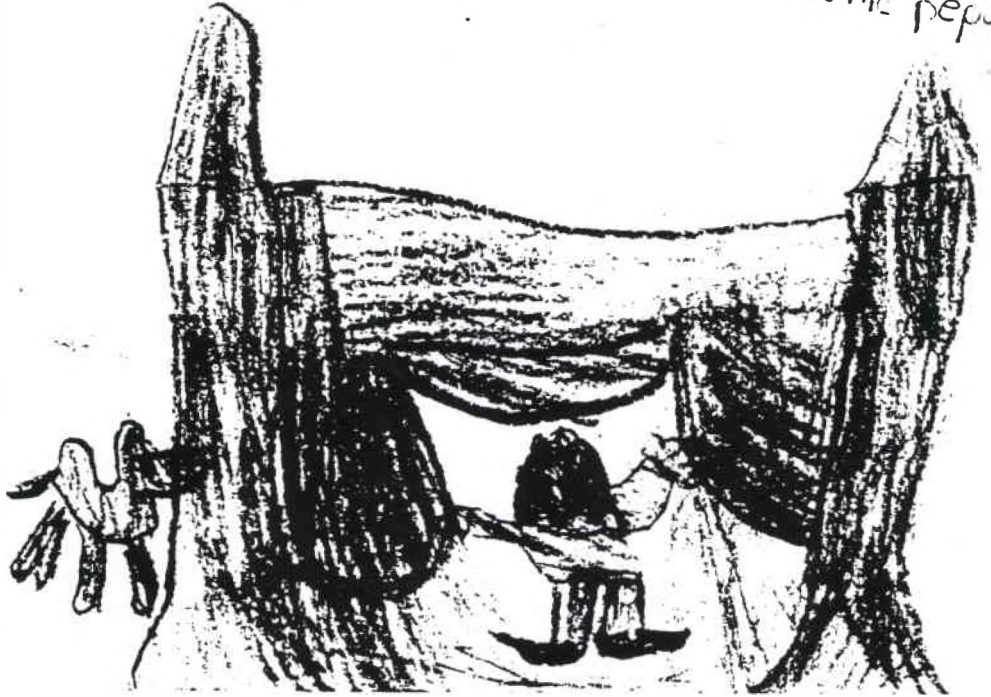
74

I think this story will be about a spot
on the roof.

What do you think the author is trying to teach us?

The author is trying to teach us
that it doesn't matter that some people
are different.

Illustrate below a picture of your dream house.



Example 30: This was not acceptable because the child missed the main idea of respect for all things. The idea received related to the author rather than the story.

The Big Orange Splot
Daniel Manus Pinkwater

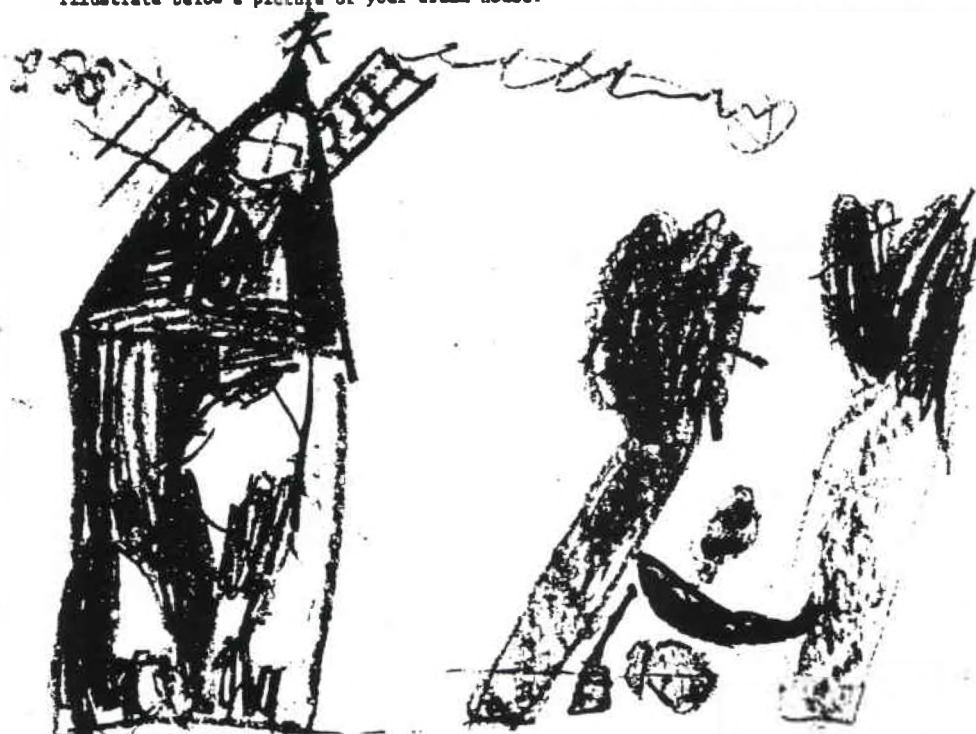
What do you think the story will be about?

I think the story will be about a big orange splot on the roof.

What do you think the author is trying to teach us?

The author is trying to teach us to be a funny book writer.

Illustrate below a picture of your dream house.



ORLE LANGUAGE EVALUATION REPORT

NAME			
Phonics			
Perception			
Comprehension			
SEPTEMBER	*RHYMING WORDS	**COLOR WORDS	**NUMBER WORDS
OCTOBER			
NOVEMBER			
DECEMBER			
JANUARY			
FEBRUARY			
MARCH			
APRIL			
MAY			

AE	EXPRESS'G	DRAWING	APPRECIAT'G			
Phonics	PERSONAL	CON-	FAIRY	MAIN		CONTEXT
Perception	OPINION ***	CLUSIONS***	TALES ***	IDEA ***	SEQUNC'G***	CLUES ***
SEPTEMBER						
TOBER						
EMBER						
EMBER						
JUARY						
BRUARY						
RCH						
RIL						
Y						

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As was stated originally, whole language started as a grass-roots movement among teachers. This educational philosophy is one in which the natural language of children is used to stimulate the development of reading, writing, listening, and speaking. This language-rich success-oriented philosophy can produce confident, life-long learners. This grass-roots effort is an attempt to increase active literacy in response to research conducted in the 1980's.

Research as of 1987, ranked the United States 49th in literacy out of 159 countries in the United Nations. New Zealand ranked number one. The research in whole language suggested that the literary progress in New Zealand is attributed to the integration of literature, storywriting, and the arts into all concept areas of the curriculum. The purpose of this project was to provide examples of whole evaluation approaches to use in whole language instruments.

The lack of such an instrument has inhibited teachers in their efforts to evaluate students using the same process-oriented areas of language instruction. As stated by (Goodman, 1989), traditional evaluation is inappropriate in whole language and tends to underestimate growth in the functional use of language.

The suggested literature and recommended evaluation techniques in this handbook are to provide teachers a framework from which to begin. This is not to suggest that these literature pieces are the only ones that can be used; nor that these skills are the only skills that can be evaluated using these methods.

Chapter III gave samples of literature-based evaluations. Overall, the students reacted positively. The results were encouraging.

Recommendations

This handbook would be useful for any first or second grade teacher as a tool to evaluate the progress of children. The language skills we chose to evaluate are divided into three areas: perceptual skills, phonics skills, and comprehension skills. It is possible that other reading skills can be evaluated using these methods. The evaluation techniques suggested in this handbook will provide teachers with useful information about how the children are understanding and using language. Further studies are needed

to determine whether an instrument such as this could be used at other grade levels.

BIBLIOGRAPHY

- Baskwill, Jane and Paulette Whitman. Whole Language Sourcebook, 1986.
- Cockrum, Ward A. and Maggie Castillo. (1991). Assessment and Evaluation in Whole Language Programs. (edited by Bill Harp), Gordon Publishers, Inc., 73-76.
- Cullinan, Bernice E. (1987). Children's Literature in the Reading Program. Newark, Del.: International Reading Association.
- Cutting, Brian. Getting Started in Whole Language. The Wright Group.
- Goodman, Ken. (1985). What's Whole in Whole Language? Toronto: Scholastic.
- Goodman, Y.M. (1978). Kid-watching: An alternative to testing. National Elementary School Principal, 57(4): 41-45.
- Harp, Bill. (1991). Assessment and Evaluation in Whole Language Program. Christopher-Gordon Publishers, Inc., pgs 1-9.

- Huck, Charlotte S., Helper, Susan, Hickman, Janet.
(1979). *Children's Literature in the Elementary School*. Orlando, Fla.: Holt, Rinehart and Winston, Inc.
- Johnston, P. (1987). Teachers as evaluation experts, The Reading Teacher, 40, pp. 744-748.
- Paradis, E.E., Chatton, B., Boswell, A., Smith, M., Yovich, Sharon. (1991). Accountability: Assessing comprehension during literature discussion, 45 (1): 8-9.
- Routman, Regie. (1991). Invitations, Changing As Teachers and Learners K-12. Portsmouth, N.H., Heinemann, pp. 9-21.
- Routman, Regie. (1988). Transitions. Rigby and Heinemann Educational Books, Inc.
- Toliver, Marilyn. (1990). Whole Language. The Reading Teacher, pp. 348-349.
- Weaver, Constance. (1990). Understanding Whole Language, From Principles to Practice. Portsmouth, N.H.: Heinemann, pp. 1-40.
- Winograd, Peter, Paris, Scott, Bridge, Connie. (1991). Improving the assessment of literacy, 45 (2): 108-109.