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THE USE OF NEWSPAPERS FOR TEACHING LANGUAGE ARTS AND READING

East Tennessee State University Ed.D. 1984

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THE USE OF NEWSPAPERS FOR TEACHING LANGUAGE ARTS AND READING

A Dissertation

Presented to

the Faculty of the Department of Supervision and Administration

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Roy L. Gillis

December, 1984

APPROVAL

This is to certify that the Advanced Graduate Committee of

ROY LEE GILLIS

met on the

28th day of August, 1984.

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

Chairman, Advanced Graduate Committee

Signed on behalf of the Graduate Council

Dean, School of Graduate Studies

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Abstract

THE USE OF NEWSPAPERS FOR TEACHING

LANGUAGE ARTS AND READING

by

Roy L. Gillis

The problem of this study was to determine if achievement scores in reading and language arts could be increased for students who participated in the newspapers in education program.

Ninety-three seventh grade students were selected for the study; seventy-seven students completed the study, sixteen students were lost due to attrition. Two experimental groups and one control group were selected by random assignment from the seventh grade class at one school. The Metropolitan Achievement Test was administered to all students as a pretest. After completion of the experimental treatment in two successive twelve week periods, the Metropolitan Instructional Test for reading and language arts were administered as posttests.

The analysis of covariance was the statistical measure utilized to test seven null hypotheses. The effects of participating in the newspaper in education program were determined by comparing the posttest scores of the experimental groups and control group on the Metropolitan Instructional Test for reading and language arts. The appropriate pretest scores were used as a covariate of the posttest to control for any initial inequalities among the groups. Results at the .05 level of significance were used as criteria for accepting the hypotheses.

Based on the findings of the study, a significant difference ($p < .001$) was found between the experimental groups and the control group on reading comprehension. It can be concluded that participating in the newspaper treatment enabled students to significantly increase the reading comprehension test scores in the study. Although the other subtest scores for reading skills were not significant, the adjusted mean scores of the experimental groups and the control group were approximately equal.

Scores on the language arts subtests indicated significant differences in usage, spelling, and study skills. Contrary to expectations, the control group scored significantly higher than either experimental group. It can be concluded that participation in the basal text instruction was more successful in increasing student scores on the Metropolitan Achievement Test than participation in the NIE program for language arts.

The study also revealed that participation in the NIE program did not produce any significantly different test scores between sexes.

DEDICATION

Dedicated to

Lamar Elementary School

ACKNOWLEDGEMENTS

During my years of study at East Tennessee State University, it has been my privilege to have had professors who took great care to see that learning was interesting and exciting as well as relevant. I am grateful to every member in the college of education for their friendship and for always having time to give more of themselves than was required.

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Chapter 1

INTRODUCTION

Educators continue to seek new teaching methods and materials that provide the necessary skills to the curriculum in reading and language arts. Newspapers can serve as a tool to supplement the elementary reading and language arts programs. The newspaper is a source of material for all grade levels and all subjects.

Most teachers agree that the ideal textbook for the comprehensive classroom would be socially relevant, geared to low-level readers, informative and appealing on a wide range of subjects, and continually updated. J. Rodney Short and Bev Dickerson (1980) indicated that if you are willing to forego the conveniences of compact size and a sturdy cover, you already have such a textbook at hand - the newspaper.

Surveys indicate that newspaper in education programs are sponsored by about a third of the daily newspapers in this country. An estimated $2 million are spent by newspaper businesses participating in educational programs. Many of these businesses provide staff time, teacher training, supplementary materials, and copies of newspapers at a reduced subscription price for schools participation in their educational programs (DeRoche and Skover, 1983).

How to teach reading is a question that will probably never stop being debated. Thus far, researchers have failed to present a single methodology or supplementary material that is an ultimately superior approach to reading instruction. Students' ability to learn through

intelligently assimilating and accomodating information varies. Therefore, teachers recognize the need to have a balanced program of reading and language arts instruction geared to meet the individual needs of the students.

Although newspapers are currently being used as supplementary material in many classrooms, research is needed to determine their effectiveness. This study was prompted by that need.

The Problem

Statement of the Problem

It was the problem of this study to determine if achievement scores in reading and language arts could be increased through the use of newspapers as a source of printed material for teaching.

Limitations

The following limitations were imposed on the study:

1. The initial grade levels in reading and language arts of the control and experimental groups were established by the Metropolitan Achievement Test (Complete Survey Battery).

2. The 1983-84 school year was used as the experimental period.

3. The results were limited to one school and ninety-three seventh grade student participants.

4. The survey of related literature was limited to identifying and examining important studies related to the effects of newspapers concerning reading and language arts programs.

5. The results of the experiment were measured by the Metropolitan Instructional Tests for reading and language arts.

Assumptions

The following assumptions were basic to the development of this study:

1. Reading and language arts programs have become separated areas of instruction in most middle school grades.

2. The newspaper in education program provided an innovative and integrated approach for the reading and language arts program.

3. Members of the experimental group and control group were taught by using the same objectives but with different approaches.

4. The Metropolitan Achievement Test (Complete Survey Battery) and the Metropolitan Instructional Test for reading and language arts were demonstrated to be valid and reliable instruments for measuring reading and language arts abilities.

Hypotheses

The following hypotheses, which were tested in the null form at the .05 level of statistical significance, were formulated for this study:

1. Students in the experimental groups will show a significant difference in reading skills when compared to the control group.

2. Students in the experimental groups will show a significant difference in the vocabulary skills when compared to the control group.

3. Students in the experimental groups will show a significant difference in reading comprehension when compared to the control group.

4. Students in the experimental groups will show a significant difference in language arts skills when compared to the control group

with the following sub-tests: usage, grammar and syntax, spelling, and study skills.

5. There will be a significant difference in the achievement test score of girls in the experimental groups when compared to girls in the control group.

6. There will be a significant difference in the achievement test scores of boys in the experimental groups when compared to the boys in the control group.

7. There will be a significant difference in the achievement test scores of girls when compared to the scores of boys in all groups.

Significance of the Study

The basic premise of this study was that students' gains of achievement in the newspaper in education (NIE) program would be greater than gains of students in the traditional program of reading and language arts.

Most educators agree that reading and language arts programs should be integrated in the school curriculum. Edna Lee Turness (1964) indicated that reading achievement increased when the skills of reading, writing, speaking and listening were interwoven.

According to Edward F. DeRoche and Linda S. Skover (1983), newspaper in education programs are sponsored by a third of the daily newspapers and that one out of five schools are participating in newspaper in education programs. Vast amounts of time, training, and money are spent preparing teachers to use the newspapers in the classroom. As a result, the newspaper in education programs present a method of integrating the reading and language arts instruction.

If newspaper use in the classroom can improve student achievement in reading and language arts, then educators would have a readily accessible instructional source to utilize in student reading and language arts programs. In addition, the newspaper would provide an up-to-date, versatile, and inexpensive medium for education which the student will not outgrow. Barbara Dewell (1980) indicated that lifetime reading habits could be nurtured with the same medium which the adult reader would employ.

Definitions of Terms

The following definitions were used for this study:

Basal Reader

Basal reader is the currently adopted textbook for the teaching of reading.

Language Arts

Language arts are those activities conducted by the classroom teacher that strive to develop the student's skills of listening, speaking, reading, and writing.

Newspaper in Education

Newspaper in education (NIE) refers to an integrated, innovative approach of teaching with the newspaper as the source of printed text and materials. The NIE program served as the source of instruction for the reading and language arts and was the treatment in the study.

Reading

Reading is the act by which a student is able to gain understanding from the printed word whether it be the content of science, social studies, literature or mathematics.

Traditional Language Arts Class

Traditional language arts class refers to a block of time or period in the school curriculum used for teaching all skills involved in the language arts as one class subject, separate from reading.

Traditional Reading Class

Traditional reading class refers to the block of time in which reading is taught as a separate subject. Usually the traditional reading class uses a basal reader approach or some other particular programmed method of instruction.

Procedures of the Study

The procedures of the study consisted of a review of related literature by a manual search and ERIC search in the following areas: integrated blocks for reading and language arts, use of newspapers in the classroom, and current studies of integrated reading and language arts programs.

A quasi-experimental design was used to conduct this study (Hayman, 1968). Two experimental groups and one control group were established by randomization from the seventh grade population. The counterbalanced group design was employed to allow the experimental groups to receive the experimental treatment in segments of twelve week periods. The control group was taught by traditional methods and did not receive the treatment.

All members of the study were tested at the end of each experimental period using the Metropolitan Achievement Test. The test scores were compared by using the analysis of covariance. The results of the study were reported, conclusions were formulated and recommendations were made.

Organization of the Study

Chapter 1 consisted of the introduction, statement of the problem, limitations, assumptions, hypotheses, significance of the study, definitions of terms, procedures, and study organization.

Chapter 2 was a review of related literature.

Chapter 3 was a description of study methods and procedures.

Chapter 4 was a summation of study results and discussions of study data.

Chapter 5 contained the study summary, conclusions, and recommendations.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

The review of related literature revealed a limited number of studies relating to the use of newspaper programs in the classroom. Although the use of newspapers for instruction was prevalent, it was apparent that little research had been conducted on the effects of student achievement in reading and language arts skills through the use of newspapers.

The purpose of the review of literature was that of identifying and examining the most important studies which related to the effects of newspaper in education programs, particularly in student achievement progress. Certain other issues and research, concerning reading and language arts programs, were also examined.

Methods to Improve Competence in Reading and Language Arts

Today's teacher has an array of choices in deciding how to teach reading. Many excellent, innovative reading programs are currently available. Teachers are continually searching for a wide variety of high interest contemporary reading materials. John S. Savage (1970) described some of the more popular approaches to teaching reading as the basal reader approach, individualized reading instruction, language experience approach, linguistics approach, and programmed reading.

The development of all verbal skills, listening, speaking, reading, and writing, are the major responsibilities of a reading and language arts program. A school faculty's acceptance of the fundamental importance of language skills is the first step in developing an effective program for teaching. It becomes increasingly evident that school-wide excellence in reading instruction occurs only when a principal has a very special concern for reading (Hillerich, 1983).

Basal Reader

Basal reading programs have been developed since the early colonial days. This reading approach is predominately in existence in most schools. A basal program consists of a series of reading materials that are carefully graded for continuous progress throughout the total elementary reading program. Additional materials, such as workbooks, charts, and teacher guides are designed to develop and reinforce the skills in conjunction with the basal series. "Basal programs have been developed by experts after years of careful study and experience" (Savage, 1970, p. 159). The basal reading programs provide teachers the structure they need in planning reading instruction.

Prior to 1969, basal programs were developed for readers to fit each grade. Since that time, publishers began to switch from grade to level markers. The level markers began to foster individualized instruction. It was hoped that schools would select readers on the basis of students' reading ability rather than on grade placement. Also, the change to level markings allowed kindergarten programs to teach reading. However, a gradual trend to switch back to grade markings began about 1980 (Durkin, 1983).

Regardless of the markings, the readers in each basal program are made up of content that gradually becomes more difficult. The vocabulary and readability of the readers are designed to increase for the appropriate level of the students.

Individualized Reading

The individualized reading program provides a method of instruction designed for individual needs. Individualized reading does not offer the rigid structure found with the basal reader. Therefore, individualized reading programs require a teacher to organize and manage thirty or more individual programs simultaneously. The individualized approach is often supported by the basal reader, paperbacks, newspapers and many other sources of supplementary materials (Savage, 1970).

Delores Durkin (1983) described individualized instruction as any instruction that (a) deals with what contributes to reading ability; (b) concentrates on something that has not been learned or is not understood by those being instructed; and (c) proceeds at a suitable pace. Conceivably, individualized instruction can be carried on with one student or a group of students. "Obviously, individualized instruction in the setting of a classroom is a tall order. It also is central to the concerns of conscientious teachers" (Durkin, 1983, p.5).

Language Experience Approach

The language experience approach to reading also lacks the rigidity and structure of the basal program. This approach integrates reading experiences and language skills. The language experience approach may be used with beginning readers or with older children with whom more conventional type methods have failed. Children are urged as groups or

individually to dictate stories to the teacher. On the chalkboard or experience charts, the teacher writes the stories in exactly the same words as the children use to tell them. The children see and learn to read their own language in written form. The reading material is important and meaningful to them because it is in their own words. Language patterns are more familiar and natural. Later as the children gain competence in reading their own stories, they can be encouraged to read them to others -- children, principal, and parents.

Gradually the children move from reading their individual stories, to stories written by other classmates, to books. Skills are developed daily as the teacher guides the students through these reading activities. Basic skills and elements of reading that the children need are given attention. All the language arts categories (reading, writing, listening, and speaking) are built upon through the use of the language experience approach.

The language experience program does present some problems. It is very difficult for one teacher to find the time to listen and record each child's stories and to help him/her individually read his/her story. However, careful planning and effective use of any aides can help to eliminate this problem. Educators agree that communication skills can best be developed in an integrated and functional program of teaching reading and language skills. Classroom teachers continue to explore the contributions and advantages of an integrated language approach to reading (Hall, 1970). Other authors indicated that teachers who appreciate the importance of interest and motivation naturally think of language experience materials because they are one of the most effective ways to relate to what is done in students' interest (Durkin, 1983, Harris and Sipay, 1980).

Linguistic Approach

The linguistics approach to reading is the scientific study of language. The student is required to decode the printed language in learning to read by the linguistic method. The linguistic approach emphasized initial knowledge of the alphabet and the phonemes used to represent sounds. "Seeing the syntatical relationships in the arrangement of words in a sentence is the key to comprehension" (Savage, 1970, p.164).

Other code-emphasis programs place initial stress on teaching decoding skills. Phonics programs, teaching by syllables, special alphabets and color programs are code-emphasis approaches to teaching reading (Harris and Sipay, 1980).

Programmed Reading

Programmed reading series are increasingly being used in elementary schools as a supplementary program to reading. Programmed reading provides a way of organizing and presenting material in segments arranged in careful sequence and skills development. The programmed reading instruction allows the student to work independently and move through the program as quickly as his/her learning rate will allow. The programmed materials are self-instructional (Lowry and King, 1974).

Theoretically, programmed reading programs provide a skills management system. The skills management systems promote specific individualized instruction and efficient use of time. However, the additional testing and recordkeeping require teacher aides or computer assistance. Such assistance involves additional expenses to overburdened school systems (Harris and Sipay, 1980).

Selection of Testing Materials

The Metropolitan Achievement Test (MAT) has been developed to provide accurate and dependable data concerning the achievement of pupils in the important skill and content areas of the school curriculum. The aim of the achievement test is to assess what is actually taught in the classroom or expressly formulated in instructional objectives. The theory of the test encompasses measurement of facts, skills, concepts, and applications. The Metropolitan battery of tests has been standardized and is widely accepted in every state.

The Metropolitan Achievement Test has undergone several revisions since it was first constructed in 1932. The 1978 edition of the Metropolitan Achievement Test is a complete evaluative system composed of the survey and instructional components. The survey component allows for global evaluation of the test results. The instructional component permits more extensive curricular interpretations than were possible on previous achievement test batteries.

Although the survey and instructional components generally serve different needs, they are closely coordinated in terms of content development, question development, and statistical relationships, as well as in the scoring services and interpretive aids that are available. The two components were developed simultaneously in that test items selected for the survey tests represent a sampling of items included in the instructional tests. Either component may be used alone since each is a complete assessment instrument in itself. When used in conjunction, the survey and instructional tests provide a comprehensive assessment package which can meet the varied needs of a school system in a unified fashion.

The instructional components are available in separate domains for reading, mathematics, and language, at each level Primer through Advanced 1. Each test is available in two forms, JI and KI. In each of the three domains, the most important instructional objectives at each level were identified. Students' competence on each objective and their performance on each strand are measured. The instructional tests are equated to scores in the same domain obtained from the survey component. The nature and interpretation of the survey and instructional tests can be found in the manuals accompanying each curriculum area.

The instructional components of the test are designed primarily for classroom teachers and curriculum specialists. Four learning strands are included in the content of the Reading Instructional Test: Vocabulary in Context, Rate of Comprehension, Skimming and Scanning, and Reading Comprehension. The Language Instructional Test includes five learning strands: Punctuation, Capitalization and Usage, Grammar and Syntax, Spelling, and Study Skills. Each objective on the instructional tests is assessed with at least three items.

The Metropolitan Achievement Test provides both a criterion-referenced and a norm-referenced interpretation of a student's performance. The criterion-referenced interpretation will point out students' individual strengths and weaknesses. The norm-referenced interpretation will indicate how the student is performing in comparison with others at the same grade level across the country.

Newspapers in the Classroom

The development of newspaper programs in the classroom began early in American education. Two books were published which had a strong

influence on newspapers in the school curriculum. In 1929, Reginald S. Kimball published Current Events Instruction which stressed the importance of teaching current happenings in the school. Then, in 1939, The Newspaper in the Classroom was written by Luvella K. and Alfred Reschke and sponsored by the Milwaukee Journal. This was the first published program of successful teaching practices and student activities using the newspaper for enrichment in the school curriculum. A third book, Current Affairs and Modern Education, edited by Delbert Clark, was published in 1950 under the sponsorship of the New York Times. This book contained a report of a survey made by four New York teachers concerning teaching current events as a part of the curriculum. These, and other educational leaders provided the first impetus to form the newspaper in educational programs (Reschke and Reschke, 1951). Today, the American Newspaper Publishers Association (ANPA) Foundation sponsors Newspaper in Education (NIE) programs and workshops around the country. The ANPA Foundation provides NIE consultants, teaching materials, and student field experiences and activities to interested classroom teachers.

According to Theodore L. Harris, President of International Reading Association, 1971, the newspaper is the most accessible medium of print throughout the world (Cheyney, 1971). It is the most widely and consistently read piece of literature published. In addition to being widely read, the newspaper contains many materials for teaching such as math problems, science information, historical events, entertainment, and a panorama of societal needs and challenges.

Eileen Sargent (1975) viewed the newspaper as valuable both to the able reader and for the less able reader. For instance, the able reader is provided an exciting change of pace in the course of developing advanced

reading abilities. A broader content will allow the student to develop an understanding of world affairs, derive entertainment, and keep posted on personal interests, whether they be current literature, the theater, stamp collecting, or football. For the less able student, the newspaper will provide the advantage of being an adult vehicle allowing the poor reader to choose reading material on his/her level and interest. "The incredible range of styles and subject matter make the newspaper especially valuable as an aid in the development of reading skills. The timeliness and relevancy of the articles make them attractive to students. The multi-disciplinary concepts and vocabulary contained in the articles make them extremely valuable for teaching students to handle readings in all content areas " (Sargent, 1975, p.4).

Reschke and Reschke (1951) also indicated that the use of the newspaper and other publications at every school level and in teaching every school subject is possible. For success, however, the teacher must be up-to-date, a good source of current materials must exist, and plenty of suggestions on methods and devices must be available.

Nancy Whisler (1972) recognized that many excellent innovative reading programs are currently available. However, she viewed the newspaper as the most economical with a wide variety of high interest contemporary reading materials. Newspaper materials are adaptable for individual or group needs providing skills at the lowest level and gradually increasing in complexity by using a wide variety of activities.

Educators need to develop students into readers who can and do read. Obviously, more people read newspapers on a systematic basis than other forms of printed material. A. B. Cheyney (1971) listed some reasons for using the newspapers in the school curriculum as follows: (1) low cost

to students, (2) read on a systematic basis by most people, (3) offers contempory materials with a variety of interest from puzzles to recipes, and (4) the growing interest of newspaper industries to serve public schools.

Most reading authorities agree that critical reading skills should be developed in the preschool reading readiness level and continue through the entire school program. Reading of the newspaper encourages critical reading skills to develop. The use of newspapers requires the students to identify parts of the paper which contain facts about important events as opposed to personal opinion articles. Teachers of reading must demonstrate planning and flexibility to implement any reading program (Cheyney, 1971).

NIE programs can and do make a difference in the newspaper reading habits of those students who are fortunate enough to participate in a program. In reviewing a number of studies made on Newspaper in Education, Dr. Edward F. DeRoche, professor and dean of the School of Education at the University of San Diego, and Linda S. Skover (1983), manager of Educational Services for the American Newspaper Publishers Association Foundation, found among other things, that newspaper use improved the quality of verbal interaction in the classroom, improved reading achievement, especially vocabulary development and comprehension, influenced students' attitudes toward reading and improved their competencies in reading a newspaper. They also found that students who used the newspaper as an educational tool tended to then read the newspaper as adults.

Reading Habits and Attitude Influenced by Newspapers

Zenobia Verner and Louis Murphy (1979) conducted a study to examine the effects of newspapers in the classroom on the attitudes of students. The study was designed to examine the influence of newspaper use on students' attitudes toward subject matter, school, nation, self, and newspapers. A pre-posttest design was used to gather data for the assessment of group means. The results showed slight but consistent increase in positive student attitudes. Newspapers in the classroom had been used for four weeks. Although the study was limited in scope and statistical sophistication, Verner and Murphy concludes that newspapers in the classroom contribute improved attitude towards subject matter, school, nation, self, and newspapers. Other research indicated that education, visual acuity and interest in current events are keys to foster newspaper use habits in older adults (Salisbury, 1981).

The review by DeRoache and Skover (1983) cited several studies concerning the effects of newspaper use on reading habits and attitudes. The most recent study was conducted by the Newspaper Advertising Bureau (1982). The results of these studies confirm previous research that childhood exposure to newspapers fosters adult newspaper reading. DeRoache and Skover recognized that measuring the impact of newspapers in education is difficult because of the inability to control a variety of variables.

A research study was conducted, under the auspices of the Newspaper Readership Project (1982), to assess the impact of specific newspaper in education practices during the 1980-81 school year on children's newspaper readership and attitudes, and on their social and political awareness and interest. Three matched groups of a pretest-posttest design completed the study in Richmond, Va. and San Francisco, Calif. The results of the two

case studies showed that in both cities the students who used newspapers more consistently showed more positive changes in newspaper reading behavior, attitudes toward newspapers, and interests and knowledge of current events.

Newspaper in education programs strive to meet three goals: (1) to improve reading levels, (2) to increase awareness of current events and (3) promoting future readership of newspapers among adults. John Windhauser and Gerald Stone (1981) researched the effects of newspapers in education for adult newspaper use. Briefly, the study included a total of 788 students, from Memphis State University, an urban commuter school, and the University of Mississippi, a rural dormitory campus, who were asked about a wide range of newspaper reading habits and participation in newspaper in education programs. There was evidence that parental interaction with their children about the newspaper created a strong influence on later readership by children. The results of the findings concluded that newspaper in education can substitute for missing parental role modeling with newspapers, but is not a vast indoctrination for adult readership.

A similar study by Geyer found that 68% of 132 students who used newspapers in classrooms reported that they continued to read the newspaper and 82% felt it helped to improve their reading ability (DeRoche and Skover, 1983).

The newspaper Advertising Bureau (1982) interviewed more than 3,000 adults to examine the effects of newspaper use in elementary and secondary classrooms. The results indicated that the influence for the use of newspapers in education was more marked among blacks, especially those who as children did not have newspapers at home.

Barbara Dewell (1980) conducted a study to determine if students who use newspapers in their classroom show a more positive attitude than students who have not used the newspaper. The study involved approximately 3,000 students in six elementary schools, two junior high schools and two senior high schools within a metropolitan public school system. Significant differences were found for the newspaper-use group among lower middle class students in all grades. No significant differences were found among the upper and middle class students. The results indicate that the newspaper is a motivational instructional tool which can create positive attitudes toward reading when used as a supplement to classroom texts.

An assessment of minimum competencies in reading was conducted by Edward DeRoche and Judith Gould (1983). This project, sponsored by the American Newspaper Publishers Association Foundation, had four major purposes: (1) to collect the minimum competency material from each state having such tests; (2) to collate the data to determine item similarities and differences; (3) to determine which items relate to newspaper content; and (4) to provide at least two examples of activities showing how newspaper content can be used to help learners attain the particular competency. After examining the material from 32 states reporting minimum competency assessments, the reading skills were identified and newspaper activities were developed to teach each competency. Several researchers agree that over reliance in commercial reading materials would disappear if teachers were more involved with their reading instruction (Patrick, 1983). The wealth of material available in local newspapers is considerable. L. S. Delgler (1978) indicated that with careful planning, fun and motivating activities based on the newspaper can help students develop

their reading-thinking skills. He views reading comprehension as the ability to think about and mentally process what has been read.

DeRoche and Skover (1983) indicated that one of the major purposes for using newspapers in reading and language arts is to improve students' skills in reading a newspaper. The American Newspaper Publishers Association Foundations's Newspaper Reading Test was designed by the Educational Testing Service. Several studies were conducted using the test to assess student competence in reading newspapers. According to DeRoche and Skover's review of studies, the Newspaper Reading Test suggests that newspapers in the classroom programs seem to improve students' newspaper reading competencies.

One such study by Deidrich (1971) used the test to compare regular classes with classes in which newspapers were used in conjunction with school work. A sample of 13,000 junior and senior high school students were tested by the Newspaper Reading Test. Results of the study revealed that the national average score was exceeded by 13 percent more students using the newspapers (DeRoche and Skover, 1983).

Another study, by Berryman (1972), used the Newspaper Reading Test to examine reading competency of below-grade-level-readers in grades four to seven who used newspapers in reading and language arts classes. Significant gains were made on the Newspaper Reading Test as well as on a standardized reading test. The results showed that reading gains in ten weeks were equal to those ordinarily attained in a full year in that school system (DeRoche and Skover, 1983).

Particia Seely (1980) conducted a study to determine reading comprehension from a combined newspaper/textbook approach to teaching reading. An experimental group taught by the newspaper/textbook approach

for seven months was compared to a control group taught by the textbook only. Reading skills were measured by McGraw-Hill's Comprehensive Test of Basic Skills and the results revealed a significant difference favoring the experimental group for students identified as average and above-average in intelligence. For students of below average intelligence, the mean score favored the control group.

Newspaper readership studies have clearly documented reader interest in feature stories. However, Georgette Wang (1982) provided research data to determine how people perceived a newspaper without news. A Tiawan newspaper, People's Living Daily, provided nothing but feature stories to conduct the study. The absence of news created a conflict of interest among readers. The survey indicated that sports and entertainment were excessively reported. Readers may consider feature stories more readable parts of the paper, but this research indicated the need for news.

Another research study was conducted to determine the effect of newspaper headlines in providing readers with accurate impressions of what news stories are about. The results of the study indicate that the newspaper headline, as it is employed today, is only about 42% efficient in conveying the idea of what the story is all about to readers (Smith and Gilbert, 1982).

Robert Wilson and Marcia Barnes (1981) indicated that newspapers are an excellent source of printed material for teenagers. Newspaper format is appealing, information is topical and often relates to things that students have heard on radio or television. Another possible source, similar to newspapers, is the National Enquirer. According to Carol LaSasso (1983), the National Enquirer provides eye-catching headlines and pictures to entice reluctant readers to interact with the print. The content of

articles in the Enquirer relates closely to documented interests of teenagers (Robinson and Weintraub, 1973). An analysis of 30 randomly selected articles from the Enquirer revealed that the readability ranged from the fourth to the eighth grade with a mean difficulty of the sixth to seventh grade. Some articles in the Enquirer do not appear to be based on fact and may be open to multiple interpretations (LaSasso, 1983). However, this will develop critical reading abilities. Students can locate specific information to support main ideas or confirm predictions. They can judge fact from opinion, analyze credibility of sources, draw conclusions, and make generalizations (Wilson and Barnes, 1981, Stempel, 1981).

Summary

Most educators and researchers indicated a need for identifying innovative programs for teaching reading and language arts. Some of the more popular approaches include the basal reader approach, individualized instruction, language experience approach, linguistic approach and programmed reading.

Some critics agree that literacy in the United States is at an all-time low. Reading has long been considered the most important single subject that students encounter in the curriculum. A historical perspective of post reading scores should deter those who, in a wave of nostalgia, urge a return to the past. "This is not to say that we can rest on our laurels. On the contrary, knowledge of practices that have not worked should spur educators to find methods that do" (Wolfthal, 1981, p.663).

A survey of the literature in the area of newspaper usage revealed many such programs which contribute to the educational process. Dr. James Sawyer, International Reading Association Director, 1984, indicated that the newspaper in education program was the most successful, rewarding and challenging program with which IRA has been involved. Thousands of teachers were enabled to explore new ways of enhancing readership as well as developing more knowledgable and enlightened students (Skover, 1984).

The Newspaper as an Effective Teaching Tool published by the ANPA Foundation (1983) provides a brief introduction to the newspaper in education concept. The report concludes that newspaper in education program makes its first and most important contribution toward development of informed and concerned citizens. Lynn Richardson (1984) reported that participation in NIE programs expands the education of students and gives them a personal interest in the newspaper.

Linda Skover (1984) reported the results of a survey asking daily newspapers what they did locally during NIE week. "The results were overwhelming for a first year project. More than 1 1/2 million students used the newspaper over the five days; over one million newspapers were sold to schools, and 135 mayors and 34 governors issued proclamations observing Newspaper in Education Week" (Skover, 1984). Skover suggested that the newspaper is a great tool in combating illiteracy and creating an informed citizenry. Regardless of size, a newspaper can have an effective NIE program within its school system. The newspaper in education program provides an educational curriculum which has no boundary.

Studies reviewed on the effects of newspaper use on reading habits, attitudes, and achievement have produced some interesting results.

"Research on the teaching and learning of reading skills, habits and attitudes using newspaper content is such that proponents will find much to support their viewpoint, while critics will reject conclusions as less than convincing" (DeRoche and Skover, 1983).

This review of literature agrees with the following general conclusions provided by DeRoche and Skover (1983) about using newspapers for the teaching and learning of reading:

(1) Daily newspapers are a valuable, useful instruction tool.

(2) Daily newspapers are a useful aid in helping young and adult learners master the skills of reading.

(3) Using newspapers on a regular basis in classrooms improves the reading interests and habits of learners.

(4) Newspaper use seems to influence classroom verbal interactions, student motivation, school attendance and student behavior.

(5) Using newspapers for the teaching and learning of reading has residual effect; that is, while students are mastering the skills of reading, they are also increasing their interest and knowledge of world affairs (p.29).

Chapter 3

METHODS AND PROCEDURES

Introduction

This study was proposed in order to determine if achievement scores in reading and language arts could be increased through the use of newspapers as a source of printed material for teaching. The methods and procedures involve the selection of subjects, the study design, treatment, testing of students, and procedures.

Methods

Selection of School

Lamar Elementary School was selected for the experimental newspaper in education program. Lamar was a rurally populated school with 700 students, grades K-8, located in the southwestern part of Washington County. The writer was also the principal of the school during the time of this study.

The Lamar School district included a large portion of the county. It bordered on the Cherokee National Forest on the east and stretched from Carter County almost twenty miles to the southwest. The southwestern portion of the district extended down the fertile Nolichucky River bottoms to a point where the river flowed near the Cherokee National Forest.

The original building of Lamar School was constructed on a thirty-two acre site in 1932 and remained the oldest and largest section of the current

building. Additions were completed in 1939 and 1950. Portable buildings were added in 1966 and 1980.

Treatment

Lesson plans for the study were designed for use in the seventh grade reading and language arts classes. Reading, writing, spelling, and grammar skills were taught using the newspaper as the primary text. The activities used in these lessons were collected from various sources, such as newspaper in education workshops, and some were developed as needs arose in the classroom. Placement on reading levels was not attempted for these lessons. Spelling lists were included and practice was given with such terms as homophone, homograph, synonym, and anonym. The language activities were designed to be changed to accomodate any point in the yearly plan of study. In writing, complete sentence structure was emphasized as well as punctuation, capitalization, proper usage, and paragraph unity and clarity. Student objectives were stated with each lesson plan. In addition to the pretest and posttest, evaluation was made through teacher observation of student behavior, participation in classroom activities, and scores on teacher prepared activities.

Each student in the two experimental groups and the control group was administered the pretest. Experimental group 1 participated in the newspaper in education (NIE) activities during the reading and language arts for the first twelve week period. Group 2 and group 3 received traditional instruction from the basal texts during this time. At the end of the first twelve weeks all groups were administered the Metropolitan Instructional Test (Form JI) in reading and language arts as the posttest (T2). During the second twelve weeks, group 2 participated in the

experimental treatment while group 1 and group 3 received basal text instruction. Posttest (T3) was administered to all groups at the end of the second twelve week period. Posttests (T2) and (T3) were identical, but different from the Metropolitan Achievement Test (Complete Survey Battery, Form JS) (pretest).

Subjects

The population of the study consisted of all seventh grade students at Lamar Elementary School. A random assignment was made of the ninety-three seventh grade students to determine the two experimental groups and one control group. The randomization was accomplished simply by listing ninety-three names on slips of paper. Thirty-one students were assigned to each group. A teacher in the school drew the names and assigned the students to three groups. The same randomization process was used to designate groups 1 and 2 as experimental and group 3 control.

Design

The population for the study consisted of all seventh grade students at the school. The procedure involved the application of the counterbalanced group design. The randomization process was used to establish the groups. Experimental group 1 received the treatment during the first twelve weeks of the study. At the end of this period, experimental group 2 received the treatment for twelve weeks. Group 3 served as the control group and did not receive any experimental treatment during this study. Group 3 was taught language arts by the same teacher as the experimental group but reading was taught by a different teacher.

According to S. Issac and N. B. Micheal (1978), if properly administered, the following threats to internal validity were automatically

controlled by the counterbalanced design: history, maturation, testing, instrumentation, regression, selection, and mortality. In terms of external validity, the design allowed for considerable control of interaction of testing and treatment. Another consideration in external validity, the interaction of selection and treatment, was partially controlled by the fact that neither group knew the project was an experiment. Reactive arrangements were controlled by the use of two different tests during the study (Best, 1981).

The study design is illustrated in the following figure:

Study Design

Group	Pretest	Treatment	First Posttest	Treatment	Second Posttest
Experimental 1	T1	X	T2		T3
Experimental 2	T1		T2	X	T3
Control 3	T1		T2		T3

Note. X: Newspaper Treatment.

Testing of Students

The teacher of the newspaper in education program and the experimenter worked closely together to arrange scheduling, administering the pretest and posttest, and development of the program materials.

All members of the two experimental groups and the control group were tested three times. The Metropolitan Achievement Test (Complete Survey Battery, Form JS) was administered as a pretest at the beginning of the

study. Then the students in experimental group 1 were taught reading and language arts using the methods and materials from the newspaper in education program (treatment). A daily log of student activities was kept by the teacher for a period of twelve weeks. Then the crossover occurred for group 2 to receive twelve weeks of the same treatment. The Metropolitan Instructional Test (Form JI) for reading and language arts was administered to both experimental groups and the control group for the first posttest (T2) at the end of the twelve week period. The same test was administered to each group at the end of the study as the second posttest (T3). The classroom teacher was the proctor each time the test was administered. A different form (Form JI) for pretest provided for reactive rearrangement of testing to increase external validity.

Procedures

The following procedures were employed to conduct the study. First, permission to conduct the study was given by appropriate officials of the school system.

Then a review of related literature was accomplished in the following areas: integrated blocks for reading and language arts, use of newspapers in the classroom, and current research studies of integrated reading and language arts programs. A manual search included books, periodicals and government documents at East Tennessee State University. An ERIC search for related literature was accomplished at ETSU using the following descriptors: (1) reading and language arts, and curriculum, (2) basal reading and language experience approach and comparative analysis, and (3) newspapers and reading or language arts instruction.

The independent variable of the study was the newspaper in education program in reading and language arts. The dependent variable for the study was the scores from the Metropolitan Achievement Test (Complete Survey Battery, Form JS) (pretest) and the Metropolitan Instructional Test (Form JI) for reading and language arts (posttest).

The experimenter interviewed and recommended Lorraine Dillon for the teacher of the newspaper in education program. She currently was the language arts teacher for the seventh and eighth grades at Lamar Elementary School. Mrs. Dillon held a B.S. degree in elementary education from East Tennessee State University and was working toward a masters degree in reading. She had had seven years of teaching experience in Washington County, Tennessee.

The experimenter, teacher and two NIE consultants worked closely in planning and developing the program materials for the treatment. Ann Bacon, Kingsport Times-News, and Lynn Richardson, Johnson City Press-Chronicle, served as consultants for the program.

The NIE consultants provided inservice education for the teacher and experimenter. The teacher had received some prior inservice training for the use of newspapers in education in addition to that provided by the consultants. The inservice training conducted by the consultants provided ideas and materials to be used during the experiment. The NIE consultants were available throughout the year for information and advice concerning the program and actual teaching of the materials. Also, both participated in the program by serving as resource persons to the classroom and providing field experiences to students at their respective newspaper facilities.

The analysis of variance and the analysis of covariance were selected to analyze the data and test hypotheses. Results at .05 level of confidence were used as criteria for accepting hypotheses (Tuckman, 1978).

Summary

The methods and procedures for conducting the study included selection of students, the study design, the testing of students administering the treatment, and the measure used to analyze the data.

The population consisted of 77 seventh grade students who were randomly assigned to two experimental groups and one control group. The counterbalanced design was used as the procedure for conducting the study. Students were administered the Metropolitan Achievement Test for collecting data for the pretest and the posttests. All groups were tested at the end of each twelve week period.

The treatment for the study was the newspaper in education (NIE) program. The experimental groups were taught reading and language arts using the newspapers as the source of printed material. Learning modules and activities were developed to teach reading and language arts skills for the NIE treatment. The control group received instruction in reading and language arts from the basal textbooks adopted by the school system.

The analysis of variance and analysis of covariance were the statistical measures used to test the hypotheses. The hypotheses were tested at the .05 level of confidence.

Chapter 4

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS

Introduction

The primary purpose of this study was to determine if achievement scores in reading and language arts could be increased as the result of participation in an experimental instructional program using newspapers as a source of printed material for teaching. Data were gathered and treated to test the hypotheses set forth in Chapter 1. These hypotheses were tested to determine possible differences between the experimental groups and the control group after the experimental groups had experienced the designated treatment.

Chapter 4 includes the null hypotheses, the report of the results, and the analyses of the findings relative to the hypotheses.

The data gathered on the seven hypotheses of the study were tabulated. Results were based on two experimental groups and one control group. Ninety-three seventh grade students were selected for the study; seventy-seven students completed the study. Ten students from the experimental groups and six students of the control group were not included in the analyses due to attrition. Students of the two experimental groups were those who participated in the newspaper in education program during the study. The control group students were those who did not receive the newspaper in education treatment. All students were randomly assigned from the seventh grade class.

Statistical Analysis of Data

The raw scores from the Metropolitan Achievement Tests for each subject involved in this study were tabulated and key-punched on computer cards. Each student's data-set indicated sex, pretest and posttest raw scores, and group within the research design.

The analysis of variance was used to determine if the two experimental groups and the control group were equal on the pretest for reading and language arts. A significant difference at the .05 level was shown to exist between the groups on the pretest analysis of variance. Then, the analysis of covariance test for interaction was accomplished at the .05 level of significance. The results of this test showed that interaction did not occur among the groups at the .05 level of significance. A nonothogonal design was used in this study because of unequal (n) cell distribution, as suggested by Winer (1971).

Test of Hypotheses

The analysis of covariance was the statistical measure utilized to test each of the seven hypotheses. The pretest was used as a covariate of the posttest. A test for interaction among the groups was accomplished by the analysis of covariance at the .05 level of significance. If interaction did not occur, the hypothesis was tested in null with the analysis of covariance at the .05 level of significance to determine the differences between the groups of students. Pedhazur's (1982) test for adjusted means was used as a post hoc comparison for those hypotheses which were significantly different at the .05 level of significance.

Hypothesis 1

Students in the experimental groups will show no significant difference in reading skills when compared to the control group.

The first hypothesis was tested by the analysis of covariance using the pretest scores of the reading achievement test as the covariate of the posttest scores. The test scores of the two experimental groups were compared with the scores of the control group. Comparisons were made separately on posttest (T2) and posttest (T3) scores. Table 1 was prepared to show the results of the analysis of covariance of the reading test scores for (T2) and (T3).

Table 1

Analysis of Covariance of Experimental Groups With Control Group on Reading (T2) and (T3) Scores

	SS	df	MS	F	P
Reading (T2)					
Pretest	26203.71062	1	26203.71062	167.25991	.000
Group	544.69988	2	272.34994	1.73843	.183
Within Cells	11436.51727	73	156.66462		
Reading (T3)					
Pretest	25173.28063	1	25173.28063	137.37346	.000
Group	238.41872	2	119.20936	.65054	.525
Within Cells	13377.03469	73	183.24705		

The results of the analysis of covariance indicated an F-ratio of 1.73843 with a difference of .183 for the reading posttest (T2) and an F-ratio of .65054 with a difference of .525 for reading posttest (T3). The difference was not significant at the .05 level of confidence on the reading skills test. The test for interaction was not significant at

the .05 level. The null hypothesis that students in the experimental groups would show no significant difference in reading skills when compared to the control group was not rejected.

Hypothesis 2

Students in the experimental group will show no significant difference in vocabulary skills when compared to the control group.

An analysis of covariance was used to test the second hypothesis. The scores of two subtests (vocabulary, and skim and scan) were used to test this hypothesis. Comparisons of (T2) and (T3) were made separately on the vocabulary subtest and the skim and scan subtest using the pretest scores as the covariate of the posttest scores on each test. Table 2 shows the results of the analysis of covariance of the vocabulary, and skim and scan scores for (T2) and (T3).

Results of the analysis of covariance indicated an F-ratio of .24327 with a difference of .785 level of significance for vocabulary (T2), and F-ratio of 1.21302 at the .303 level for vocabulary (T3), an F-ratio of 1.17557 with a difference at the .314 level and an F-ratio of .72819 at the .486 level of significance was obtained for skim and scan (T2) and (T3). The difference was not significant at the .05 level of confidence on the tests of vocabulary and skimming and scanning. The analysis of covariance test for interaction was not significant. The null hypothesis that students in the experimental group will show no significant difference in vocabulary skills when compared to the control group was not rejected.

Table 2

Analysis of Covariance of Experimental Groups With Control Group on Vocabulary and Skim and Scan (T2) and (T3) Scores

Vocabulary (T2)					
Pretest	920.63231	1	920.63231	57.95280	.000
Group	7.72922	2	3.86461	.24327	.785
Within Cells	1159.67065	73	15.88590		
Vocabulary (T3)					
Pretest	777.12971	1	777.12971	48.66613	.000
Group	38.74041	2	19.37021	1.21302	.303
Within Cells	1165.70735	73	15.96859		
Skim and Scan (T2)					
Pretest	515.26763	1	515.26763	47.17141	.000
Group	25.68212	2	12.84106	1.17557	.314
Within Cells	797.40115	73	10.92330		
Skim and Scan (T3)					
Pretest	357.98503	1	357.98503	41.65365	.000
Group	12.51658	2	6.25829	.72819	.486
Within Cells	627.38577	73	8.59433		

Hypothesis 3

Students in the experimental groups will show no significant difference in reading comprehension when compared to the control group.

Hypothesis 3 was tested by the analysis of covariance using the pretest scores as the covariate of the reading comprehension and the rate of comprehension posttest scores. Comparisons of each subtest were made separately with posttest (T2) and (T3) scores. Table 3 was prepared to show the results of the analysis of covariance of the reading comprehension and rate of comprehension scores for (T2) and (T3).

Table 3

Analysis of Covariance of Experimental Groups With Control Group on Reading Comprehension and Rate of Comprehension (T2) and (T3) Scores

	SS	df	MS	F	P
Reading Comprehension (T2)					
Pretest	887.18736	1	887.18736	39.40367	.000
Group	93.21895	2	46.60948	2.07012	.134
Within Cells	1643.62055	73	22.51536		
Reading Comprehension (T3)					
Pretest	1654.03317	1	1654.03317	92.15944	.000
Group	286.78058	2	143.39029	7.98942	.001*
Within Cells	1310.16881	73	17.94752		
Rate of Comprehension (T2)					
Pretest	6248.66236	1	6248.66236	133.27298	.000
Group	94.32788	2	47.16394	1.00592	.371
Within Cells	3422.69188	73	46.88619		
Rate of Comprehension (T3)					
Pretest	5068.52200	1	5068.52200	90.49067	.000
Group	48.70180	2	24.35090	.43475	.649
Within Cells	4088.84244	73	56.01154		

*Significantly different at .05 level

The results of the analysis of covariance indicated an F-ratio of 2.07012 with a .134 level of significance for the reading comprehension (T2) scores and an F-ratio of 7.98942 at the .001 level for reading comprehension (T3) scores. The rate of comprehension (T2) scores obtained an F-ratio of 1.00592 at the .371 level of significance and an F-ratio of .43475 at the .649 level of significance for the rate of comprehension (T3) scores. The results indicated a significant difference at the .05 level of confidence between the reading comprehension (T3) scores of the groups. There was not a significant difference at the .05 level for the reading comprehension (T2) scores and the rate of comprehension (T2) and (T3)

scores. Therefore the null hypothesis was not rejected for these tests. The null hypothesis that students in the experimental groups will show no significant differences in reading comprehension when compared to the control group was rejected when tested by reading comprehension (T3) scores.

Pedhazur's (1982) formula (See Appendix B) for adjusted means was used to test the groups to show which mean differences were significant at the .05 level. Table 4 was prepared to show the results of the test for adjusted means of reading comprehension (T3) scores.

Table 4

Test for Adjusted Means of Experimental Groups and Control Group on Reading Comprehension (T3) Scores

Group	N	Adjusted Means	Group Comparisons	F	
Ex 1	29	22.58604	1 v. 2	1.4989605	NS
Ex 2	23	20.73169	1 v. 3	16.600241	*
Control 3	25	17.72703	2 v. 3	5.6635903	*

Critical Value of F=3.98 for the .05 level of significance
*Significant at .05 level

The Pedhazur formula for multiple comparison tests is appropriate for models with unequal (N) cell sizes.

An F-ratio of 1.498605 was obtained from the adjusted mean comparison of experimental group 1 to experimental group 2 and an F-ratio of 3.98 was needed for the acceptable .05 level. Comparisons of experimental group 1 versus control group 3 yielded an F-ratio of 16.600241 and experimental group 2 versus control group 3 yielded an F-ratio of 5.6635903. The comparisons of both experimental groups obtained an F-value greater than

the F-ratio of 3.98 and were significant beyone the .05 level when compared to the control group adjusted means of the reading comprehension (T3) scores.

Hypothesis 4

Students in the experimental group will show no significant differences in language arts skills when compared to the control group with the following subtests: usage, grammar, spelling, and study skills.

The analysis of covariance was used to compare the experimental groups with the control group with the language arts pretest scores as the covariate of the posttest scores in language arts. First, an analysis of covariance was utilized to test each of the language arts subtests for (T2) and (T3). Then, the subtest scores were combined and the total language arts scores were compared with the analysis of covariance. The results of the analysis of covariance of the experimental groups with the control group on the language arts (T2) scores are shown in Table 5 and language arts (T3) scores are in Table 7.

The results of the analysis of covariance of the total language arts scores (T2) indicated an F-ratio of 1.0906 with a significance at the .341 level for total language arts (T2) scores, an F-ratio of 1.40020 with a significance level of .253 for usage (T2) scores, an F-ratio of 1.17917 yielded .313 level of significance for grammar (T2), an F-ratio of 3.75250 at the .028 level for spelling (T2), and an F-ratio of 6.15353 at the .003 level of significance for study skills (T2). The scores were not significantly different at the .05 level of confidence for total language arts, usage, and grammar. The null hypothesis was not rejected.

Table 5

Analysis of Covariance of Experimental Groups With Control Group on Total Language Arts and Subtest (T2) Scores

	SS	df	MS	F	P
Language (T2)					
Pretest	57557.64478	1	57557.64478	206.87965	.000
Group	606.94031	2	303.47015	1.09076	.341
Within Cells					
Usage (T2)					
Pretest	8661.08676	1	8661.08676	108.05667	.000
Group	224.46033	2	112.23016	1.40020	.253
Within Cells	5851.18311	73	80.15319		
Grammar (T2)					
Pretest	3309.07982	1	3309.07982	108.30505	.000
Group	72.05490	2	36.02745	1.17917	.313
Within Cells	2230.39293	73	30.55333		
Spelling (T2)					
Pretest	1500.96589	1	1500.96589	88.28179	.000
Group	127.59990	2	63.79995	3.75250	.028*
Within Cells	1241.14506	73	17.00199		
Study Skills					
Pretest	2558.32436	1	2558.32436	115.66559	.000
Group	272.21125	2	136.10563	6.15353	.003*
Within Cells	1614.63468	73	22.11828		

*Significant difference at the .05 level

The analysis of covariance for spelling and study skills scores did indicate a significant difference at the .05 level of significance. The null hypothesis that students in the experimental group will show no significant differences in language arts skills was rejected when tested by spelling and study skills subtest (T2) scores.

The test for adjusted means was used on the two subtests which were significantly different at the .05 level. The Pedhazur formula

(See Appendix B) for adjusted means was used to test the group means at the .05 level of significance. Table 6 shows the results of the test for adjusted means of spelling (T2) and study skills (T2) scores.

Table 6

Test for Adjusted Means of Experimental Groups and Control Group on Spelling (T2) and Study Skills (T2) Scores

Group	N	Adjusted Means	Group Comparison	F	
Spelling (T2)					
Ex 1	29	25.76	1 v. 2	2.89	NS
Ex 2	23	27.76	1 v. 3	7.46	*
Control 3	25	28.90	2 v. 3	.089	NS
Study Skills (T2)					
Ex 1	29	20.42	1 v. 2	.267	NS
Ex 2	23	19.73	1 v. 3	8.46	*
Control 3	25	24.24	2 v. 3	10.56	*

Critical value of F=3.98 for the .05 level of significance
*Groups are significantly different at .05 level

A critical F-value of 3.98 was needed to be significant at the .05 level on the test for adjusted means. An F-ratio of 2.8910182 was obtained from the adjusted mean comparison of group 1 to group 2, an F-ratio of 7.4564814 for group 1 comparison with group 3, and an F-ratio of .08875147 for group 2 comparison with group 3 using the spelling (T2) adjusted mean scores. A significant difference at the .05 level with a greater F-ratio than 3.98 was yielded between group 1 and group 3 and group 2 and group 3. The comparison of group 1 and group 2 did not indicate a significant difference when compared with the spelling (T2) scores.

The adjusted means comparison of the study skills (T2) scores yielded an F-ratio of 2.686101 for group 1 versus group 2, an F-ratio of 8.455303

for group 1 versus group 3, and an F-ratio of 10.546427 for group 2 versus group 3. The critical value of F=3.98 was significant at the .05 level for groups 1 and 3 comparison and group 2 and 3 comparisons of study skills (T2) scores.

Table 7

Analysis of Covariance of Experimental Groups With Control Groups on Total Language Arts and Subtest (T3) Scores

	SS	df	MS	F	P
Language (T3)					
Pretest	59475.96892	1	59475.96892	145.40529	.000
Group	2073.51973	2	1036.75986	2.53464	.086
Within Cells	29859.61237	73	409.03579		
Usage (T3)					
Pretest	8958.06851	1	8958.06851	84.29312	.000
Group	783.55423	2	391.77712	3.68652	.030*
Within Cells	7757.91661	73	106.27283		
Grammar (T3)					
Pretest	3690.25200	1	3690.25200	104.15270	.000
Group	4.23517	2	2.11758	.05977	.942
Within Cells	2586.47531	73	35.43117		
Spelling (T3)					
Pretest	1936.93899	1	1936.93899	82.48996	.000
Group	29.73487	2	14.86743	.63317	.534
Within Cells	1714.10617	73	23.48091		
Study Skills (T3)					
Pretest	1977.73811	1	1977.73811	65.37436	.000
Group	284.83698	2	142.41849	4.70766	.012*
Within Cells	2208.43268	73	30.25250		

*Significant difference at the .05 level

The analysis of covariance results shown in Table 7 indicated an F-ratio of 2.53464 at the .086 level of significance for total language arts (T3), an F-ratio of 3.68652 with a significance at the .030 level was

yielded for usage (T3), an F-ratio of .05977 at the .942 level was obtained for grammar (T3), an F-ratio of .63317 at the .534 level of significance was obtained for spelling (T3), and an F-ratio of 4.70766 at the .012 level of significance was yielded for study skills (T3). Language arts, grammar, and spelling (T3) scores were not significantly different at the .05 level. The null hypothesis was not rejected for these subtests. The test for usage and study skills (T3) scores did reveal a significant difference at the .05 level. The null hypothesis that students in the experimental group will show no significant difference in language arts when compared to the control group was rejected on the basis of the usage and study skills subtests.

The test for adjusted means was used to determine which groups were significantly different on the usage (T3) and spelling (T3) scores. Table 8 shows the results of the test for adjusted means of spelling (T3) and study skills (T3) scores.

Table 8

Test for Adjusted Means of Experimental Groups and Control Group on Usage (T3) and Study Skills (T3)

Group	N	Adjusted Means	Group Comparison	F	
Usage (T3)					
1	29	41.87	1 v. 2	4.87	*
2	23	43.38	1 v. 3	5.86	*
3	25	48.8	2 v. 3	.02	NS
Study Skills (T3)					
1	25	20.26	1 v. 2	.15	NS
2	23	20.09	1 v. 3	7.49	*
3	25	24.46	2 v. 3	7.23	*

Critical Value of F=3.98 for the .05 level of significance
*Groups are significantly different at .05 level

The usage (T3) adjusted means test revealed a significant difference between groups 1 and 2 with an F-ratio of 4.87, and a significant difference between group 1 and 3 with an F-ratio of 5.86. The critical value of F at the .05 level was 3.98. The comparison of group 2 to 3 of usage (T3) scores yielded an F-ratio of .02 and did not meet the critical value F=3.98 at the .05 level of significance.

The adjusted means test for study skills (T3) scores obtained an F-ratio of .15 between group 1 and 2 and a value of 3.98 was needed to be significant at the .05 level. A significant difference was obtained between groups 1 and 3 with an F-ratio of 7.49, and between groups 2 and 3 with an F-ratio of 7.23 for the adjusted means for study skills (T3). Contrary to expectations, the control group scored significantly higher than either experimental group.

Hypothesis 5

There will be no significant difference in the achievement test scores of girls in the experimental groups when compared to girls in the control group.

Hypothesis 5 was tested by using the analysis of covariance. The reading and language arts (T3) scores for the girls in the experimental groups were compared with the girls in the control group. Table 9 was prepared to show the results of the analysis of covariance of girls in the experimental groups compared to girls in the control group for reading and language arts achievment test scores.

The results of the analysis of covariance of the reading achievement test scores for girls of the experimental group compared to girls of the control group yielded an F-ratio of 3.20049 at the .054 level of significance.

The results for the language arts comparison indicated an F-ratio of .52767 at the .595 level of significance. The scores were not significantly different at the .05 level of confidence. The null hypothesis that there would be no significant difference in the achievement test scores of girls in the experimental group when compared to girls in the control group was not rejected.

Table 9

Analysis of Covariance of Girls in the Experimental Groups With Girls of Control Group on Reading and Language Arts Posttest (T3) Scores

	SS	df	MS	F	P
Reading (T3)					
Pretest	12333.43054	1	12333.43054	98.24223	.000
Group	803.58666	2	401.79333	3.20049	.054
Within Cells	4142.85377	33	125.54102		
Language Arts (T3)					
Pretest	29829.13732	1	29829.1732	164.06267	.000
Group	191.87751	2	95.93876	.52767	.595
Within Cells	5999.91170	33	181.81551		

Hypothesis 6

There will be no significant difference in the achievement test scores of boys in the experimental groups when compared to boys in the control group.

The analysis of covariance was used to test hypothesis 6. The reading test and language arts (T3) scores for boys in the experimental groups were compared to the scores of the control group. Table 10 was prepared to show the results of the analysis of covariance of boys in the

experimental groups compared to boys in the control group for reading and language arts achievement test scores.

Table 10

Analysis of Covariance of Boys in the Experimental Groups With Boys of Control Group on Reading and Language Arts Posttest (T3) Scores

	SS	df	MS	F	P
Reading (T3)					
Pretest	9947.16086	1	9947.16086	14.70240	.000
Group	38.91137	2	19.45569	.08121	.922
Within Cells	8624.36222	36	239.56562		
Language Arts (T3)					
Pretest	13651.92653	1	13651.92653	29.11198	.000
Group	5755.39108	2	2877.69554	6.13653	.005*
Within Cells	16882.03245	36	468.94535		

*Significant at the .05 level

The results of the analysis of covariance of the reading achievement test scores for boys of the experimental group to boys of the control group yielded an F-ratio of .08121 at the .922 level of significance. The language arts comparison indicated an F-ratio of 6.13653 at the .005 level of significance. The null hypothesis that there would be no significant difference in the achievement test scores of boys in the experimental groups when compared to the control group was not rejected for reading test scores. The language arts scores were significantly different at the .05 level of confidence. The null hypothesis was rejected for the language arts scores, but not for the reading scores.

The Pedhazur formula for adjusted means was utilized to determine which group of boys was significantly different for the analysis of

covariance test for language arts (T3) scores. Table 11 was prepared to show the results of the test for adjusted means for the boys using language arts (T3) scores.

Table 11

Test for Adjusted Means of Boys Using Language Arts (T3) Scores

Group	N	Adjusted Means	Group Comparison	F	
1	29	85.16	1 v. 2	16.400731	*
2	23	110.22	1 v. 3	25.81669	*
3	25	115.89	2 v. 3	.07833	NS

*Critical value of F=3.98 at .05 level of significance

The test for adjusted means between group 1 and group 2 yielded an F-ratio of 16.400731, group 1 and 3 obtained an F-ratio of 25.8166 and group 2 and 3 comparison yielded an F-ratio of .07833. A critical value of 3.98 was needed to be significant at the .05 level. The results indicated that the boys in experimental group 2 and control group 3 scored significantly higher than group 1 at the .05 level of confidence.

Hypothesis 7

There will be no significant difference in the achievement test scores of girls when compared to the test scores of boys in all groups.

The analysis of covariance was used to test hypothesis 7 with the pretest scores serving as a covariate of the posttest of the total reading (T3) scores of boys and girls of each group. A separate analysis of covariance was accomplished with each group and provided an adjusted

mean score for boys and girls of each group. Table 12 was prepared to show the results of the analysis of covariance of achievement test scores of boys when compared to girls.

Table 12

Analysis of Covariance of Reading Achievement Test Scores of Girls Compared to the Scores of Boys

	SS	df	MS	F	P
Group 1					
Pretest	4266.22321	1	4266.2231	21.72568	.000
Sex	276.38437	1	276.38438	1.40748	.246
Within Cells	5105.56111	26	196.36773		
Group 2					
Pretest	9095.74017	1	9095.74017	36.90934	.000
Sex	270.71790	1	270.71790	1.09854	.307
Within Cells	4928.69316	20	246.43466		
Group 3					
Pretest	8948.09549	1	8948.09549	72.81617	.000
Sex	48.08159	1	48.08159	.39127	.538
Within Cells	2703.49425	22	122.88610		

The results of the analysis of covariance indicated an F-ratio of 1.40748 at the .246 level of significance for group 1, an F-ratio of 1.09854 at the .307 level of significance for group 2, and an F-ratio of .39127 at the .538 level of significance for group 3. The adjusted mean scores for boys and girls revealed no significant difference at the .05 level. The null hypothesis that there would be no significant difference in the achievement test scores of girls when compared to the test scores of boys in all groups was not rejected.

Summary

The seven hypotheses were tested by the analysis of covariance. The first four hypotheses were formulated and tested to determine differences between the two experimental groups and the control group. Test scores in the areas of reading and language arts were compared for seventy-seven student participants of the study. Three other hypotheses were tested to determine the significant differences between the test scores of boys and girls.

The analysis of covariance was utilized to test the scores of the two experimental groups and the control group in the reading areas for the first three hypotheses. The statistical procedure was applied separately to each subtest of the reading posttest (T2) and posttest (T3) scores. The results indicated a significant difference at the .05 level for reading comprehension achievement test (T3) scores in the reading areas. No significant differences were indicated on the test for the remaining reading skills. The null hypotheses 1 and 2 were not rejected. The null hypothesis 3 was rejected for the reading comprehension test (T3) and not for the comprehension (T2) scores.

The language arts scores in each subtest were compared by the analysis of covariance to test hypothesis 4. Significant differences were found on the subtests of usage, spelling, and study skills. However, the test for adjusted means indicated that the control group scored higher than the experimental groups in the language arts areas. The null hypothesis 4 was not rejected for usage (T2), grammar (T2) and (T3). It was rejected for the subtests of usage (T3), spelling (T2), and study skills (T2) and (T3) with a significance at the .05 level.

The last three hypotheses were tested to see if the sex of the students revealed any significant differences in the achievement test scores. Hypothesis 5 indicated no significant difference in the girls' scores of experimental groups when compared to the girls in the control group. Hypothesis 6 indicated no significant difference in the comparison of the boys using the reading scores. There was a significant difference when the boys of the experimental groups were compared to the boys of the control group using the language arts achievement test scores. Hypothesis 6 was not rejected for the reading scores, but was rejected for the language arts scores. Hypothesis 7 was tested for any significant difference in the test scores of boys when compared to the test scores of girls in reading. The results indicated no significant differences between the sexes on the reading achievement test scores.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose

The primary purpose of this study was to determine if achievement scores in reading and language arts could be increased through the use of newspapers as a source of printed material for teaching.

Treatment

The newspaper in education (NIE) program, designed and developed by NIE consultants, the teacher and the writer, was used as the treatment for this study. The NIE program consisted of many newspaper activities developed into learning modules to teach reading and language arts. The students were exposed to a twelve week period of the treatment while being taught reading and language arts skills. The program was designed for the middle school grades but is adaptable to fit any grade level.

The NIE program was designed to provide the course work in reading and language arts for the seventh grade students. The objectives of the program were to teach reading and language arts skills through motivating and stimulating techniques. The goals of the program were to increase the students' achievement level in reading and language arts, to foster reading interest, and to coordinate reading and language arts skills through enriching the students' learning processes.

Measure

Scores on the Metropolitan Achievement Test were used as the dependent variable to measure the study. The aim of the achievement test was to assess what was actually taught in the classroom based on the formulated instructional objectives. Two components of the Metropolitan Achievement Test in the reading and language arts were used to gather data for the study. The Reading Instructional Test measures four learning strands, which include vocabulary, rate of comprehension, skimming and scanning, and reading comprehension. The learning strands of the Language Arts Instructional Test include usage, grammar and syntax, spelling and study skills.

Special features of the instructional test made it suitable for this study. Each objective was assessed with three or more items to provide the information needed to test the students' competence and compare their performance on each strand.

Design

The counterbalanced group design was used in the study. The newspaper in education program provided the treatment. The repeated measures were tested using the Metropolitan Achievement Test.

Procedure

The population of the study was 77 seventh grade students at Lamar Elementary School. One control group and two experimental groups were established by random assignment. Experimental group 1 was taught reading and language arts with the newspaper in education treatment for twelve weeks, while experimental group 2 and control group 3 were taught using the conventional basal texts. During the second twelve weeks,

experimental group 2 received the treatment and group 1 and 3 were taught by the conventional methods.

The instruments used to collect data for the study were the Metropolitan Achievement Test for reading and language arts. A pretest using the Metropolitan Achievement Test (Complete Survey Test) was administered at the beginning of the year to all subjects in the experimental and control groups. The newspaper in education treatment was administered to the experimental groups in successive twelve week periods. Two posttests using the Metropolitan Instructional Test for reading and language arts were administered to all groups at the end of each treatment.

Conclusions

Analysis and Results

The hypotheses for the study were tested in the null format. The analysis of covariance was utilized to determine the differences in the posttest scores at the .05 level of significance. The scores for posttest (T2) and posttest (T3) for reading and language arts were tested separately for each hypotheses.

The following results were derived from the analysis of the statistical data:

Null Hypothesis 1 was not rejected.

Null Hypothesis 2 was not rejected.

Null Hypothesis 3 was rejected for the reading comprehension (T3) scores. It was not rejected for reading comprehension (T2) and rate of comprehension (T2) and (T3) scores.

Null Hypothesis 4 was rejected for spelling and study skills (T2) scores and usage and study skills (T3) scores. It was not rejected for the remaining subtest scores.

Null Hypothesis 5 was not rejected.

Null Hypothesis 6 was rejected for the language arts scores. It was not rejected for the reading scores.

Null Hypothesis 7 was rejected.

Based on the findings of this study, the following conclusions were derived:

(1) A significant difference ($p < .001$) was found between the experimental groups and the control group on the reading comprehension posttest (T3). It can be concluded that the NIE program enabled students to significantly increase the reading comprehension achievement test scores in the study. Although the other subtest scores for reading skills were not significant, the adjusted mean scores of the experimental groups and the control group were approximately equal.

(2) Scores on the language arts subtests indicated significant differences in usage, spelling, and study skills. The test for adjusted means indicated that the control group scored significantly higher in these areas than the experimental groups. It can be concluded that participation in the basal text instruction was more successful in increasing student scores on the Metropolitan Achievement Test than participation in the NIE program for language arts.

(3) It may be concluded from the results of this study that participation in the NIE program did not produce any significantly different scores between sexes.

(4) It may be concluded from the results of this study that the sex of the students was not a factor in the success of the program.

Recommendations

Based upon the findings of this study, some recommendations may be made for further study and research:

(1) The findings of this study did not support the use of newspapers for teaching language arts solely using the newspaper as the source of printed material. More research may be needed with a longer period of newspaper use and a supplement to the textbook for language arts.

(2) Although this study was limited to increasing the achievement in reading and language arts, further research may be needed to evaluate the motivation and attitude changes resulting from the use of newspapers.

(3) Further studies should be conducted in an effort to determine the effectiveness of newspapers at other grade levels.

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APPENDICES

APPENDIX A

LETTER OF PERMISSION FROM SCHOOL SYSTEM

BOARD OF DIRECTORS
John Conley
W.B. Dunbar
Charles Humpston
Herold K. Johnson
Sandra Perry
Bill Squibb
Mary Ann Stout
Ernest J. Ward
Sherry F. Wolfe

Washington County
Department of Education
NATHAN S. HALE, *SUPERINTENDENT*
405 W. COLLEGE STREET
JONESBORO, TENNESSEE 37659
(615) 753-2131

August 16, 1983

Mr. Roy L. Gillis
Route 2
Limestone, TN 37681

Dear Mr. Gillis,

This letter is in response to your request to conduct a study entitled:

The Use of Newspapers in Teaching Language Arts and Reading.

Your request to conduct the research project at Lamar Elementary School has been approved. The study will be interesting and beneficial to our school system. We are looking forward to seeing the results of your findings.

Sincerely,

Nathan S. Hale

APPENDIX B

TABLES

Table 13

Pedhazur's Formula for Adjusted Means

$$F = \frac{\left[\bar{X}_1(adj) - \bar{X}_2(adj) \right]^2}{MSR \left(\frac{1}{n_1} + \frac{1}{n_2} \right) \left[1 + \frac{ss_{reg(X)}}{k ss_{res(X)}} \right]}$$

X_1 = adjusted means for group 1

X_2 = adjusted means for group 2

MSR = mean square residual

n_1 = size of group 1

n_2 = size of group 2

$ss_{reg(X)}$ = regression sums of squares of covariate when regressed on treatments

$ss_{res(X)}$ = residual sums of squares of covariate when regressed on treatments

k = number of groups - 1(or degrees of freedom)

Table 14

Adjusted Mean Scores for Reading (T2) and (T3)

Test	Group	Adjusted Means (T2)	Adjusted Means (T3)
Reading	1	75.82	85.76
	2	74.46	81.42
	3	80.90	82.89
Reading Comprehension	1	16.90	22.59*
	2	16.61	20.73*
	3	20.12	17.73
Vocabulary	1	16.31	18.57
	2	16.75	17.13
	3	17.11	18.78
Skim and Scan	1	10.24	12.15
	2	10.20	12.30
	3	11.50	13.11
Rate of Comprehension	1	30.89	32.46
	2	31.32	31.26
	3	33.52	33.27

*Groups significantly different at .05 level

Table 15

Adjusted Mean Score for Language Arts (T2) and (T3)

Test	Group	Adjusted Means (T2)	Adjusted Means (T3)
Language	1	114.58	111.68
	2	120.04	119.18
	3	120.93	124.49
Usage	1	45.10	41.87
	2	49.27	48.38*
	3	46.64	48.84*
Grammar	1	23.31	22.79
	2	23.29	22.58
	3	21.14	23.18
Spelling	1	25.76*	26.76
	2	27.76	28.13
	3	28.90	28.00
Study Skills	1	20.42	20.26
	2	19.73*	20.09*
	3	24.24*	24.46*

*Groups significantly different at .05 level

APPENDIX C

SAMPLE LESSON PLANS AND ACTIVITIES OF TREATMENT

LESSON II. LOCAL, NATIONAL, INTERNATIONAL NEWS STORIES

Objectives: The student will

1. Find examples of local, national, international news stories.
2. Identify the lead of the stories.
3. Find the hard news facts or 5 W's within the stories.
4. Identify any qualifying statements in the stories.
5. Write a local news story about an event at home or school and include qualifying statements.

Activities:

1. Students find and cut from a newspaper one example each of a local, national, and international story from the front page of the paper.*
2. Students list the type of story, headline, and answer the 5 W's from the story lead.
3. Students list any qualifying statements found in each story. Discuss how these statements are different from hard news facts.
4. Students write a local news story with a lead and qualifying statements.

Materials: 1. Front page of a local newspaper for each student

2. Scissors

* These stories may be mounted on a bulletin board under the heading "facts" after other activities are completed.

LESSON III. EDITORIAL PAGE

Objectives: The students will

1. Identify editorial pages of the paper.
2. Identify editorials by newspaper editor, the readers, and featured editorial columnists.
3. Demonstrate knowledge of the difference in meaning of the words fact and opinion.
4. Express their opinions on a local issue in a letter to the newspaper editor.

Activities:

1. Each student locates the editorial page by using newspaper index.
2. Each student cuts from the newspaper examples of editorials written by the newspaper editor, readers, and featured editorial columnists.*
3. Discuss the meaning of the word opinion.
4. Underline expressions of opinion in each article.
5. Write a letter to the editor of the newspaper using standard editorial form of question, proof, conclusion, and suggestions for action.

Materials:

1. A newspaper for each student
2. Scissors

* These stories may be mounted on bulletin board under heading "opinion".

LESSON IV. EDITORIAL CARTOONS

Objectives: The student will

1. Identify editorial cartoons in the newspaper.
2. Interpret an editorial cartoon.
3. Draw an editorial cartoon expressing an opinion about a school situation.

Activities:

1. Each student finds and cuts from a newspaper an example of an editorial cartoon.
2. View filmstrip "Understanding Editorial Cartoons".
3. Each student draws an editorial cartoon expressing an opinion about a school situation using satire, stereotyping, biases, or qualifying statements.

Materials:

1. Newspaper for each student
2. Filmstrip and teacher's guide "Understanding Editorial Cartoons" *
3. Scissors

*Available locally through Johnson City Press Chronicle

LESSON V. SPORTS SECTION

Objectives: The student will

1. Use index to locate sports section of the paper.
2. Identify each type of sport being reported.
3. Discuss seasonal reporting appropriate for seasons of the year.
4. Define examples of common words with sports meanings.
5. Identify synonyms for words "won" and "lost".
6. Explain connotation or subtle differences in synonym meaning.

Activities:

1. Using newspaper index, students locate sports section.
2. Students clip from newspaper one story on each type of sport reported.
3. Class discussion of seasonal sports and how this affects reporting
4. Underline or list common words with unconventional sports meanings. Examples: run, hit, safety
5. Students copy list of fifteen such words as listed in #4 for definitions-spelling score.
6. Students underline in sports headlines synonyms for words "won" and "lost". Discuss connotation.

Materials:

1. Newspaper for each student
2. Scissors
3. List of words with unconventional sports meanings

ADDITIONAL ACTIVITIES

These activities may be used as needed for review as time permits. They are listed according to subject.

I. READING

1. Charts and graphs are frequently printed in various sections of the newspaper. Give the students the page number and title of the chart they are to read. While they are reading, write questions on the board that will check their comprehension of the chart or graph.

2. Main Idea - Cut stories from the newspaper and remove the headlines. Have students choose a story and after reading the story, write a headline for the story. Orally read the stories and discuss choice of headline.

3. Skimming-summarizing - Use the following procedure to summarize a front page article: Read headline, look at pictures or graphs and charts that may accompany article, read first and last sentences of paragraphs, read last paragraph. Students' summaries may be written or given orally.

4. Oral reading - Read aloud to students or let them read aloud articles that appeal to them from throughout the newspaper.

5. Setting-characters - Prepare questions that will require students to read for details about setting and characters of a news story.

6. Vocabulary development - List new words from newspaper story. Divide the words into syllables and refer to the dictionary for meaning and pronunciation. These words could be used as spelling lists for weekly spelling quiz.

7. Comprehension of facts - Read a selected news story and answer the 5 W's: who, what, why, when, and where.

8. Prediction - Read a selected news story and tell what might have happened if one of the 5 W's mentioned in #7 were changed.

9. Comprehension - (skimming the newspaper) - As students silently read through the newspaper, write several questions on the board concerning its contents. Examples: What is the local weather forecast for today? What movies are showing at Real to Reel? What is the price of a 3 lb. can of Crisco at Giant?

10. Comprehension - details - As students silently read the comics, silently write several questions on the board about the activities of the comic characters.

II. Spelling

1. Roots-Prefixes - Review several known root words. Present 5 or 6 prefixes. Have students underline or circle all words they can find in an assigned news article having five given roots. List these words and any new words formed by adding given prefixes. Ask for a definition of the new word.

2. Homophones-homograph - Ask students to see how many words they can find that sound the same but differ in meaning (here, hear). Ask them also to locate words that look the same but have different meanings (tear, tear).

3. Compound words - Ask students to locate and list as many compound words as they can in 10 minutes. Have some written on the board and see if compound words can always be divided into the smaller words which make them up.

III. Grammar

1. Parts of speech - Have students clip from the headlines in a newspaper several nouns, verbs, adjectives, pronouns, and conjunctions. Use these words to compose a paragraph by pasting them to a sheet of paper. Display the best paragraphs.

2. Adjectives-nouns - Have students scan the newspaper for words that are used in one instance as a noun, and in another, as an adjective.

3. Pronouns - Assign certain articles for a pronoun hunt. Have students list the pronouns and their antecedents.

4. Parts of speech - Begin a word collection by having students clip parts of speech and put into appropriately labeled envelopes (nouns, verbs, adjectives, adverbs, and conjunctions). These words can be used in extra time to compose sentences.

5. Common-proper nouns - From an assigned news story, have students list each common and proper noun. Discuss why each proper noun is proper.

6. Parts of a sentence - Cut sentences from a selected article. Cut them apart and paste on paper under the headings: subject, predicate, complement, modifiers.

7. Types of sentences - Have students locate and circle five examples of three types of sentences: declarative (statement), imperative (command), and interrogative (question). The comics are a good source for these.

IV. CREATIVE WRITING

1. Remove the caption from news pictures. Ask students to write a paragraph or caption for the picture.

2. Collect newspaper headlines until there is one for each student. Have students draw a headline from a bag and write a story about the headline.

3. Show students a picture and ask them to think about what might go with the picture but is not part of it. Discuss and compose a poem or story about the headline.

4. Select several news stories for the students to read. Have them underline the topic sentence of each paragraph.

5. Have students select a comic strip and rewrite the drawings in prose form. Insist on sequence in the story with a conclusion. Check punctuation and comprehension of the main idea. Attach comic strip to the story.

6. Select news photos with two or more people in conversation. Have students imagine what they might be saying and write dialogue based on their ideas.

VITA

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