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Aspects of Cultural Literacy in Elementary Reading/Literature Textbooks

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Abstract

In his 1987 book, *Cultural Literacy: What Every American Needs to know* E. D. Hirsch, Jr. contended that current elementary textbooks contain very little of the traditional literature which students need to know. For this research, nine elementary reading/literature textbook series were analyzed for their use of seven types of traditional literature: fable, fairy tale, folktale, legend, myth, nursery rhyme, and tall tale. It was found that less than ten percent of the reading selections in the selected textbook series would fit the criteria to be considered traditional literature entries. Furthermore, it was found that, in the selected series, textbooks for students in grades four through six have fewer or equal traditional literature selections than do textbooks for students in grades one through three.

Aspects of Cultural Literacy
in
Elementary Reading/Literature Textbooks

A Graduate Research Project
Submitted to the
Division of Library Science
Department of Curriculum and Instruction
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

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In his 1987 book, Cultural Literacy: What Every American Needs to Know, E. D. Hirsch, Jr. contended that current elementary textbooks contain very little of the traditional literature which students need to know. For this research, nine elementary reading/literature textbook series were analyzed for their use of seven types of traditional literature: fable, fairy tale, folktale, legend, myth, nursery rhyme, and tall tale. It was found that less than ten percent of the reading selections in the selected textbook series would fit the criteria to be considered traditional literature entries. Furthermore, it was found that, in the selected series, textbooks for students in grades four through six have fewer or equal traditional literature selections than do textbooks for students in grades one through three.

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Chapter 1

Introduction

In 1987, three books were published which expressed different, yet related, concerns about problems in the American educational system. These books, The Closing of the American Mind by Allan Bloom, What Do Our 17-Year-Olds Know? by Diane T. Ravitch and Chester E. Finn, and Cultural Literacy: What Every American Needs to Know by E. D. Hirsch, Jr. caused a great deal of commentary and controversy about the current status of American education.

E. D. Hirsch, Jr. (1987), in particular, pinpointed what he considered to be a major problem: the current lack of a shared background of knowledge, which he called 'cultural literacy.' The major premise of his book is that reading is more than a system of decoding words. Reading is also applying commonly known background information to the content of written and spoken materials in order to understand them. Without this shared background knowledge, which he believes is known by all literate members of the culture, Hirsch suggests that students will be less likely to succeed in both school and career. Without it, he believes, it is nearly impossible for the poor and illiterate to break the cycle of poverty and illiteracy.

Hirsch further suggests that our current fragmented public school curriculum precludes the teaching of the general background information, the traditional culture,

which he feels is necessary. It is his view that this information should be given to children at an early age. "Preschool is not too early for starting earnest instruction in literate national culture. Fifth grade is almost too late. Tenth grade usually is too late" (p.26-27).

Hirsch believes that reforming the curriculum to include the basics of cultural literacy will require radical changes in textbooks and in other educational materials. In the elementary school, he would change the current basal readers and literature textbooks, which he feels do not include enough of this core information.

Among the [basal] readers I've seen, some are better than others in that regard. Most of them are based on the assumption of reading as a transferable skill and therefore they haven't been paying much attention to culture-related materials—certainly not in a systematic way. I have examined some of those programs, and they are much more likely to include what every average American doesn't need to know. Some programs do happen to incorporate useful cultural information, but not because there has been any conscious attention to this problem. (in Cox, 1987, p.20)

He specifically recommends including a "...much stronger base in factual information and traditional lore..." (Hirsch, 1987, p.140), including "...traditional nursery rhymes, legends, fairy tales and folk tales..." (in Cox, 1987, p.17).

The purpose of this study is to examine Hirsch's contention that current elementary textbooks include only a small amount of the traditional lore which he considers to be an important part of the background in cultural

literacy which students need.

Are current elementary students being exposed to cultural literacy terms and reading selections that might be included on cultural literacy lists? Are elementary students exposed to traditional literature through elementary basal readers and literature textbooks?

Hypotheses

This researcher predicts that less than ten percent of the material in a majority of selected elementary reading and literature textbook series will contain content which is considered to be traditional literature on a cultural literacy list.

This researcher also predicts that a higher percentage of content which may be considered as traditional literature on a cultural literacy list will be included in the reading and literature textbooks for students in grades four through six than in textbooks for students in grades one through three.

Definitions

For this research, Hirsch's (1987) definition of cultural literacy was used. He defines cultural literacy as "...the network of information that all competent readers possess" (p.2). It is "...a broad array of specific information--the same broad array of specific information that other literate people in the culture have" (in Cox, 1987, p.17), including "...the elements of our traditional literate culture..." (Hirsch, 1987-1988, p.66).

Traditional literature, in this research, is defined as fables, fairy tales, folktales, legends, myths, nursery rhymes, and tall tales.

Limitations

One limitation of this study was that reading and literature textbooks are only part of the literature materials used in an elementary classroom. Literature taught in any other way was not included in this study.

Tradebooks and other materials used for the whole language approach to literature also were not included. While these materials may be used to supplement or replace textbooks, the titles selected for use vary by district, building or teacher. There is no universal list of whole language materials currently in use which could be compared to a textbook in classroom use.

This study was also limited to the editions of the nine textbook series which were selected for the study. Some elementary schools may use other textbooks series or they may use other editions of the selected texts. Those other series and other editions were not included in this study.

In addition, this study was limited to actual reading/literature textbooks. No supplementary materials, such as individual storybooks, posters, kits, models, etc., were included in the study.

Assumptions

For the purposes of this study, it was assumed that teachers in elementary classrooms use textbooks to teach

reading and literature. The whole language movement has had some effect on the use of textbooks in classrooms. Some teachers have replaced textbooks with tradebooks; many others use tradebooks to supplement the texts. Because of the impact of the whole language movement on education, some textbook companies have adapted their textbooks to the whole language approach, creating textbooks which are marketed as "whole language basal readers" or "literature-based readers."

Chapter 2

Review of the Literature

Both prior to the publication of Cultural Literacy: What Every American Needs to Know and after its publication, E. D. Hirsch, Jr. wrote articles and papers which explained his ideas. One result of these publications was widespread discussion among educators and others about the concept of cultural literacy. The combined impact of these articles has been to define the term 'cultural literacy,' explain the viewpoint of Hirsch, as well as the viewpoints of his critics and supporters, and to test the concept with studies and experimental curriculum.

Definitions of 'Cultural Literacy'

What is 'cultural literacy?' The definitions vary. According to Hirsch (1987), it is

the network of information that all competent readers possess. It is the background information, stored in their minds, that enables them to take up a newspaper and read it with an adequate level of comprehension, getting the point, grasping the implications, relating what they read to the unstated context which alone gives meaning to what they read. (p.2)

Hirsch (1984) also describes the specific types of information included in his definition by stating "This knowledge would include not only political, and proverbial, and historical, but also scientific information as part of the general background knowledge that I am calling 'cultural literacy'" (p. 6).

Hirsch is not the only educator who feels strongly

about the cultural aspects of literacy. The 1983 National Commission on Excellence in Education recommended that the high school graduate should be able to

... (a) comprehend, interpret, evaluate, and use what they read; (b) write well-organized, effective papers; (c) listen effectively and discuss ideas intelligently; and (d) know our literary heritage and how it enhances imagination and ethical understanding, and how it relates to the customs, ideas, and values of today's life and culture. (in Edwards, 1984, p.71)

In his definitions of 'cultural literacy,' Purves (1988) places even more emphasis on the importance of being knowledgeable about one's own culture.

To be a member of a culture, one must possess a fair amount of knowledge, some of it tacit, concerning the culture: its rules, its rituals, its mores, its heroes, gods, and demigods. This knowledge lies at the heart of cultural literacy, and such knowledge is brought into play when we read and write as social beings within a particular community. The lack of such knowledge keeps us outside, as witness the problems of visitors to a national or disciplinary culture who often suffer trifling embarrassments or serious misunderstandings. (p.3)

Riecken and Court (1992) agree with Hirsch's definition but believe that it should be expanded to allow people to understand and evaluate the messages of the popular culture, especially those related to television.

Cultural literacy, as we have defined it, requires two things. A basic requirement, and here we agree with Hirsch, is that one be literate in the usual sense, that is, able to read and write and possessed of broad general knowledge of the arts, sciences, and humanities. Second, since culture must be seen to include the pervasive messages of the popular culture, one must be able to apply critical thinking to the analyses of media messages.

We believe that there is a third component of cultural literacy: a strong value base from

which students can do their critical analyses.
(p. 161)

Those who disagree with Hirsch's basic definition of cultural literacy believe that his definition is too restrictive, that it does not allow for an awareness of the multicultural nature of current American society. Their definitions of cultural literacy reflect that multicultural aspect. P. Allen states that "Cultural literacy is defined as recognition or awareness of one's own culture or ethnicity and the development and utilization of skills and techniques to more adequately function in cross-cultural situations" (in Melenchuk, 1987, p.18)

In an earlier study, Wilson (1973) also defined cultural literacy as a multicultural awareness.

Cultural literacy is defined as insight into one's own culture which includes some understanding of one's own frustration and tolerance levels and the ability to work effectively with people who are culturally different and to demonstrate the skills this requires. Cultural literacy is being aware of your ethnicity and utilizing crosscultural communication skills. (p.1)

After studying various aspects of cultural literacy and various definitions, Melenchuk (1987) suggests this definition of cultural literacy.

Cultural literacy is the recognition or awareness of one's own culture or ethnicity and cultural continuities and discontinuities that exist between cultures. It is the development of a clarified cultural self-identity, positive attitudes toward self and other cultural, ethnic and racial groups, and personal self-actualization. The culturally literate individual has the ability to function, at least at a minimal level, within several cultural environments and is able to understand, appreciate and share the values, symbols, and institutions of several cultures. It is the development of

multicultural perspectives and feelings which enables the individual to live a more enriched and fulfilled life and involves the ability to formulate creative and novel solutions to personal and social problems. (p.85)

Cultural Literacy: The Views of E. D. Hirsch, Jr.

E. D. Hirsch, Jr. (1987) begins his book Cultural Literacy: What Every American Needs to Know by explaining why he believes that cultural literacy, as he defines it, is crucial to overall literacy. It is his view that literacy is more than the ability to decode words. "We know instinctively that to understand what somebody is saying, we must understand more than the surface meanings of words; we have to understand the context as well." (p.3) He states that the necessary context in this shared communication is a specific shared background knowledge of information. "Books and newspapers assume a 'common reader,' that is, a person who knows the things known by other literate persons in the culture" (p.13).

The responsibility of the American public school system, Hirsch believes, is to provide all students with this shared background of knowledge which he calls cultural literacy. "The acculturative responsibility of the schools is primary and fundamental" (1987, p.18). It is particularly important, Hirsch states, for students from disadvantaged backgrounds.

Young children from the middle class sometimes receive necessary literate information outside the school, but disadvantaged children rarely have access to literate background information outside the school. Therefore, to change the cycle of illiteracy that debarms disadvantaged children from high literacy, we need to impart enough literate information from preschool

through third grade to ensure continued progress in literacy on the part of all our children. (1987-1988, p. 63)

Hirsch (1987) identifies several things which he perceives to be problems in current American education. A primary problem, he states, is the belief by educators in 'educational formalism,' "...the theory that any suitable content will inculcate reading, writing and thinking skills..." (p.21). This belief has led educators to provide a content neutral curriculum rather than traditional literate materials (p.21). "The skills orientation to education has assumed that the particular contents of the curriculum can be arbitrary" (1985, p.11-12). However, Hirsch believes that learning skills independently of specific content is wrong (p.11) and detrimental to overall literacy.

This is particularly true, Hirsch believes, in regard to teaching reading. "Reading is a general skill only with regard to its rather elementary aspects, those involving phonics, parsing strategies, guessing strategies, eye habits, and so on" (1985, p.10). Once these elementary skills have been attained, success in reading and in literacy is dependent on the background knowledge that students bring to their reading. Hirsch's view, he states, is supported by reading experts. "The top reading researchers in this country, Richard Anderson, Director of the Reading Center at Illinois [University of], and Jeanne Chall, Director of the Reading Laboratory at Harvard, strongly support my arguments" (in Cox, 1987,

p.19).

Hirsch's solution to the problem he perceives in American education is a curriculum reform "...consisting of two complementary parts, which might be called the extensive curriculum and the intensive curriculum" (Hirsch, 1987, p.127). The extensive curriculum would consist of the traditional core of knowledge necessary for high school graduates to be culturally literate, the information that "...has to be known by every child and must be common to all the schools of the nation" (p.128). This information is "...sometimes quite superficial but of great cultural importance..." (in Cox, 1987, p.20). The other equal part of Hirsch's proposed curriculum would be the intensive curriculum. "The intensive curriculum is what you study in depth in each subject area-whatever the school district believes should be part of the core curriculum...." of that school district (p.20). Hirsch believes that the combination of his extensive and intensive curriculums would allow for well-educated and literate high school graduates.

To achieve the goal of literate high school graduates, Hirsch (1987-1988) believes that the extensive curriculum, the traditional core of information that every student needs to know, should be taught throughout the curriculum, beginning with the youngest students (p.66). "What I would do at the very earliest grades would simply be to include some of the traditional literate information in readers for very young children" (in Cox, 1987, p.17).

Included in Cultural Literacy: What Every American Needs to Know (1987) is a list of items which "...is intended to illustrate the character and range of the knowledge literate Americans tend to share" (p.146). The list contains approximately 4500 items from literature, history, geography, art, music, and science. It was intended "...to establish guideposts that can be of practical use to teachers, students, and all others who need to know our literate culture" (p.146). Particularly, Hirsch states, it should "...indicate the kinds of materials that ought to be going into our children's textbooks, particularly the language arts textbooks and history textbooks" (in Cox, 1987, p.18).

Cultural Literacy: The Critics

The concept of cultural literacy as described by E. D. Hirsch, Jr. in his writings has received a great deal of criticism. Educators and others specifically criticize his ideas for being restrictive and elitist, for indicating the need for a core curriculum, for favoring information content over the acquisition of skills, and for the inclusion of the list of approximately 4500 items that he feels culturally literate people should know.

One major criticism of the concept of cultural literacy is that it is restrictive and elitist. Browne and Neal (1991) state that Hirsch presents a biased definition of whose culture should be taught. They feel Hirsch is promoting the white, male, Eurocentric, middle-class values and failing to recognize the cultural

pluralism in America (p.160). Kohl (1992), Furves (1988), and Berthold (1989) concur with that viewpoint.

Christenbury (1989) is concerned that by enforcing Hirsch's elitism, a message is being sent.

And certainly, if it is clear that the dominant culture--white, middle-class--is the culture which we should be teaching, transmitting, then the literacy of that culture, while certainly informing diverse members of society, also gives them the powerful message that one culture is better, more valued, than others. (p.15)

Browne and Neal (1991) express concern about the effects of supporting Hirsch's views.

To endorse the specific values recommended by Hirsch... would have the effect of shifting attention away from the emerging concerns of women, ethnic minorities and other excluded and underprivileged groups in our society, and in sweeping these issues under the rug to deny justice in our society and to invite corrective explosions in the immediate future. (p.161-162)

Edwards (1984) states that Hirsch's reforms may not work, that "...a rigid, tradition-based book list may be too elitist, too exclusionary to have a widespread effect in improving our national literacy" (p.71-72).

Critics of Hirsch's concept of cultural literacy are also concerned that this movement may lead to a prescribed core curriculum, perhaps on a national level. "What one 'needs' to know becomes a matter of prescription and, if one considers the movement toward a national curriculum, even legislation" (Kohl, 1992, p.10). Christenbury (1989) states that "A core curriculum based on the Hirsch list is dangerously shortsighted..." (p.16). She suggests an alternative put forth by Gray (1988).

Every discipline, every state, every school system, every department ought to create its own list. That may not be the way to Hirsch's national literate culture, but he has not made a persuasive case for either his idea of the national culture or for its embodiment in his list. One of the benefits of deciding for ourselves what every American needs to know may be that we will discover how much we already know in common. (p.38).

Hirsch's attack on educational formalism has also received wide-spread criticism. "Cultural literacy ignores the importance of skills in favor of name recognition of content" (Christenbury, 1989, p.16). In an open letter to Hirsch, Booth (1988) states a risk of emphasizing content.

More important, if students are led to see learning as something others give them, they will become permanently passive-indifferent, like too many of their parents and, no doubt too many of their teachers-to any further learning; curiosity will die. (p.17).

Booth concludes by saying "...For you, the goal seems to be a nation of knowers who can talk with each other about what they know. For me, it is a nation of learners..." (p.21).

Critics also believe cultural literacy is a superficial idea of knowledge. "One of the underlying premises of Hirsch's Cultural Literacy: What Every American Needs to Know (1987), is the idea that to be culturally literate, one must evince recognition of a term, not necessarily information about it (Christenbury, 1989, p.14). This viewpoint is also held by Scholes (1988) who states that "Hirsch wants to save us through information. He thinks that knowing about things is more

important than knowing things" (p.323). Scholes says that cultural literacy is "...a quick, cheap fix to massive educational problems..." (p.331). In Hirsch's proposed educational reform, he has "...too little to say about 'intensive' education--the actual reading of books, the actual writing of papers, the actual conversations or lectures in the classroom..." (Booth, 1988, p.15).

Hirsch's list of approximately 4500 items which culturally literate adults should know has also been extensively criticized. Many of the previous criticisms have also been used to describe the list of items. It has been called elitist (Browne and Neal, 1991, p.157), culturally biased (Harris and Baskin, 1989, p.30), and superficial (Booth, 1988, p.17). Scholes (1988) states that "The smallness of this list is perhaps the most preposterous thing about it" (p.330-31).

Cultural Literacy: Similar Viewpoints

E. D. Hirsch, Jr. and his idea of cultural literacy have many critics, but there are also many educators and others who agree with his ideas. Hirsch's concept of cultural literacy, the importance of a traditional core curriculum, the need for appropriate background knowledge in order to succeed at reading, and the need for change in American textbooks are all topics with which others agree.

Hirsch's collection of writings about his concept of cultural literacy have been widely defended by his supporters. "He is arguing not for a literary canon to conservatively assert status distinction, but for a

cultural common ground which makes a democratic social and political reality possible" (Goldfarb, 1989, p.671).

Goldfarb states, "Further, he very much is an American pragmatist, following Mead (and Dewey) in pointing out that requisite literacy requires a basic knowledge of a common world of cultural discourse" (p.671). Scott (1988) agrees that Hirsch's ideas have merit. "My own view is that the professions's negative response to Hirsch's book is not only intellectually shortsighted (I find his central thesis fascinating), but also politically inept" (p.338). Westbury (1988) concurs. "Hirsch's conception and approach seem right in principle and direct thinking about the role of general education in the secondary school in a way that a concern with a body of abstracted 'values, understandings and skills' can never do" (p.192). Bennett (1986) is another supporter.

'Cultural literacy' may sound like a narrow concern of budding humanities scholars, but it is an essential frame for the skills and knowledge developed in the social studies curriculum, as well as other subjects. E. D. Hirsch and other scholars have found that children do less well in school if they do not possess a body of shared knowledge about references and symbols... A principal function of elementary school must be to introduce children to the "common knowledge" of our shared culture. (p.14)

The view that all students must know this shared culture in order to function well in society is reinforced by Cheney (1987), Miller (1990), and Bojar (1986). Bertsch (1984) also supports Hirsch's concept of cultural literacy.

Without a certain body of knowledge as a touch-

stone, that which Marty describes as the "knowledge and understanding that make one a shareholder in a common culture," no one is able to develop the perspective needed to respond appropriately to the cultural environment. Students who lack a "shared cultural literacy" will not function as critical thinkers, will not be able to defend themselves again [sic] slanted information, and will not understand the common skills and meaning in all disciplines of learning if they have no access to the traditions and ways of thought that have shaped and still drive that culture. (p.3)

Hirsch's concept that a traditional curriculum is needed in American schools has also received agreement and support. "Cultural Literacy and What Do Our 17-Year-Olds Know?" typify the best of the reports in their insistence that all children in a democracy should be brought together in a common, academic core curriculum" (Gagnon, 1987, p.40). Hadeed (1984) concurs. Ravitch (1991) also sees this curriculum as necessary. "The historic mission of the American public schools--the common schools--has been to help forge a national identity that all Americans share" (p.8-9). Stotsky (1991-1992) argues for a common core of literature. "If our students have few reading experiences in common, will they as adults be capable of engaging each other in responsible public discourse?" (p. 56).

Hirsch has also received support for his premise that background knowledge is essential to reading. The Commission on Reading (1985) stated:

Reading is a process in which information from the text and knowledge possessed by the reader act together to produce meaning...No text is completely self-explanatory. In interpreting a text, readers draw on their store of knowledge about the topic of the text. (in Ravitch

and Finn, 1987, p.21)

Reading researchers Chall (1983), Anderson (1985), and Pearson (1987) concur. "That prior knowledge facilitates comprehension, particularly inferential comprehension, seems well established (Pearson, 1987, p.207). Hirsch's contention that lack of background knowledge causes reading problems as early as elementary school is also supported by others. "Research shows that children who experience school failure often begin to have serious problems around fourth grade, when they must start applying their reading skills in earnest to other academic subjects" (Bennett, 1986, p.12). This belief is also supported by Bojar (1986).

As a teacher of remedial reading...I have found my students' lack of information as much of a "reading problem" as their difficulties with vocabulary or complex syntactic structures ...My experience clearly supports Hirsch's contention that beyond the rudiments, skill in reading has little to do with abstract techniques and everything to do with information. (p.114-115)

One of Hirsch's suggestions to improve cultural literacy was to include more traditional literature in textbooks, which are still widely used in schools.

The majority of teachers do rely on textbooks as a tool. In his article, "The Politics of Textbook Adoption," Raymond English stated that approximately 80% of the knowledge to which students are exposed involves the use of textbooks. Other studies estimate as much as 95% of classroom time involves the use of textbooks. (Hadeed, 1984, p.124)

Hirsch's concern about the current content of these widely used textbooks is supported by Cheney (1987).

In the basal readers most widely used now, 10 percent or less of the content is classic children's literature. The emphasis in current readers is overwhelmingly on contemporary writing, generally by writers whose names are unknown outside the textbook industry. They produce a variety of materials, mostly aimed at developing skills, everything from how to recognize cause and effect to how to make grocery lists and use the telephone book. (p.15)

Hearne (1992) is also concerned about the content of basal readers which she states "...are used in virtually every educational system despite the fact that most of these primers are narratively unimaginative, usually vapid, and emotionally empty" (p.26). Bennett (1986) notes that some readers have provided versions of classic literature "...which retain the dramatic qualities of language while coping with limited reading skills" (p.11), but that others have not. Again, Cheney (1987) concurs, suggesting that

In the early decades of this century, they [students] read myths, fables, stories from the distant past and tales of heroes. They learned about Daedalus and King Arthur, George Washington and Joan of Arc, exercising their imaginations and beginning to develop a sense of life in other times. (p.16)

These are some of the same types of materials that Hirsch urges be included in elementary reading and literature textbooks.

Testing and Using Cultural Literacy

Following the publication of Cultural Literacy: What Every American Needs to Know in 1987, some researchers and educators were interested in testing Hirsch's theories and in trying a curriculum using cultural literacy as a basis. Two research studies and two curriculum experiments are

among the information which has been published.

Kosmoski (1990) investigated whether there is a correlation between cultural literacy, as defined by Hirsch, and academic achievement of elementary students. The subjects for this study were 611 fifth-grade students, attending sixteen urban elementary schools in a mid-sized industrial city in northwest Indiana. Academic achievement was measured by the reading and arithmetic scores of the Comprehensive Test of Basic Skills (CTBS) for each student. Cultural literacy was measured for each student by the Cultural Literacy Assessment Test (CLAT) (Kosmoski, 1989). The CLAT is a multiple-choice test developed from randomly selected items from Hirsch's list of cultural literacy terms (Hirsch, 1987) and administered orally. The results of this testing showed 1) a significant positive relationship between cultural literacy and each area of academic achievement, 2) ethnicity, socioeconomic status and type of school attended seem to affect cultural literacy achievement, and 3) ethnicity, sex, socioeconomic status and school attended did not appear to affect the pattern of the relationship between academic achievement and cultural literacy. The results of the author's data analysis showed a significant positive relationship between academic achievement and cultural literacy. Although the author could not determine the causality of this relationship from this study, she suggested that experimental studies be done to determine whether

strategies that improve cultural literacy also improve academic achievement.

Brayfield, Adler, and Zablotsky (1990) tested the importance of cultural literacy for students' mastery of the materials in a college level introductory sociology course. The researchers hypothesized that white male students would be more culturally literate than women or racial/ethnic minority students and that students possessing higher levels of cultural literacy as background knowledge would perform better academically. A cultural literacy pretest was developed and administered to the subjects at the beginning of the semester. The results of the pretest were compared with the final course grade, which was statistically analyzed to create a composite teacher variable. The researchers found that cultural literacy is related to higher course grades and, in fact, is a strong predictor of performance in the course.

An elementary curriculum, developed by E. D. Hirsch and his associates, and based on the theories of cultural literacy is being piloted at Three Oaks Elementary School in Fort Myers, Florida. The student body at this school is made up of grades kindergarten through fifth grade, with 930 students attending the school. The curriculum includes American and World Civilization, Literature and Language, Fine Arts, Science and Technology, and Mathematics. This core knowledge sequence makes up half the curriculum, allowing teachers to use other materials

for the second half of the curriculum. The school principal is very pleased with the progress the students are making. The curriculum has since been adopted by twenty additional schools in Florida (Lutz, Jones, and LaFuze, 1992).

Cultural Literacy was also piloted as a course for ninth grade students at John Dewey High School in Brooklyn, New York. The school has over three thousand multiracial, multiethnic students. The method of teaching the curriculum was to have the students research terms selected from Hirsch's list, which were then discussed by the class. Guest speakers were also invited to discuss topics in depth. The experimental class "...had only positive results" (Byrne, 1989, p.291) including class cooperation, student self-confidence, interest in homework, and improvement in research skills. All students in the pilot group have stayed in school.

Summary

Although few studies have been published related to cultural literacy, there have been many opinion articles written. The authors of those articles have been unable to agree upon a definition of cultural literacy nor can they agree upon its importance in education. Critics of cultural literacy, as defined by Hirsch, are concerned that it is too restrictive, too supportive of the concept of a national core curriculum, and too content based. Hirsch's supporters favor his idea of providing students with a common, traditional core of background knowledge.

Two research studies and two curriculum experiments based on Hirsch's theories of cultural literacy have been done. The two research studies indicate that a positive relationship exists between cultural literacy and academic achievement. Similarly, the two experiments using cultural literacy as a basis for curricula have been regarded as successful by the school officials involved.

Chapter 3

Methodology

Nine reading/literature textbook series were read and analyzed for this study. Each selection in each book was evaluated as to whether it qualified as the traditional literature that Hirsch considers important to a curriculum which fosters cultural literacy. The selections which qualified as traditional literature were categorized by type of literature and listed on the text evaluation form. (See Appendix A)

O'Brien (1987) used a similar method to categorize all the types of literature in three basal reading series. She evaluated those texts for the percentage of reading selections which could be categorized as "'good literature,' which was defined as quality literature that could be classified into categories determined by experts in the field of children's literature" (p. ii). To do this, she recorded the titles of the selections which qualified in each text for each kind of literature category. She then tabulated the percentages of "good literature" in relation to all the selections in each textbook and in each series.

The selection of textbook series to be used in this study was based on the textbook sales figures by company as published in Publishers Weekly ("Top Elhi Publishers," June 2, 1989). These figures showed the four top selling companies to be Harcourt Brace Jovanovich, Simon and Schuster Educational Publishers, Macmillan, Inc., and

Houghton Mifflin Company.

The Curriculum Laboratory at the University of Northern Iowa has nine textbook series published by these publishers. The Simon and Schuster Company is now a subsidiary of the Paramount Publishing Company. The educational division of this company, Paramount Publishing Education Group, publishes many of its textbooks under the imprint Silver Burdett Ginn. The other companies published textbooks under the primary company name.

The textbook series used in this study were:

Harcourt Brace Jovanovich

Odyssey Series (1982)

HBJ Reading Program, Laureate Edition (1989)

HBJ Treasury of Literature (1993)

Silver Burdett Ginn (Paramount Publishing)

World of Reading (1991)

Macmillan

Series r (1986)

Reading Express (1986)

Houghton Mifflin Company

Houghton Mifflin Reading (1989)

Houghton Mifflin Literary Readers (1989)

Houghton Mifflin Reading: The Literature Experience
(1991)

The traditional core literature which is considered important to cultural literacy in this research includes fable, fairy tale, folktale, legend, myth, nursery rhyme, and tall tale. The definitions used in this research are those of Shaw (1972).

fable

A short, simple story, usually with animals as characters, designed to teach a moral truth... (p.154).

fairy tale

A story about elves, dragons, sprites, hob-

goblins, and other magical creatures. These supernatural "spirits" are usually represented as having mischievous temperaments, unusual wisdom, and power to regulate the affairs of man in whatever fashion they choose....(p.155).

folktale

The long-standing and traditional beliefs, legends, and customs of a people...includes written accounts of traditions, literature, craftsmanship, and folk habits...(p.163).

legend

A tradition or story handed down from earlier times and popularly accepted as true... [It] is now applied to any fictitious tale concerning a real person, event, or place (p.218).

myth

A legendary or traditional story, usually one concerning a superhuman being and dealing with events that have no natural explanation...A myth usually attempts to explain a phenomenon or strange occurrence without regard to scientific fact or so-called common sense...(p.249).

nursery rhyme

A simple poem or song for infants and young children (p.257).

tall tale

A narrative which relates bizarre, exaggerated, hard-to-believe events or occurrences...(p.372).

Chapter 4

Analysis of Data

Textbooks intended for use in kindergarten classes were eliminated from this research. The format of many of these books did not lend itself to analysis. Many of the selections were pictures with no words to be read. In some textbooks, pictures were used to demonstrate sequence or to encourage oral language development. Some pictures related to nursery rhymes or traditional folk tales. In some examples, several pictures relating to different nursery rhymes or folk tales were used in the same picture. Selections use in this type of arrangement could not be easily tabulated.

Other materials which were used in the textbooks evaluated but were not tabulated included selections used as examples to teach literary skills or writing styles. An example of this type of selection would be the selection entitled "What's Behind the Word" from Beyond Expectations (Farr, R. C., et al., 1993). This article uses the story of Echo and Narcissus to explain the origin of the word "echo." Similarly, the Aesop fable, "Belling the Cat," is used to teach elements of fiction in At the Edge of the World (Sebesta, 1982).

Traditional selections from the United States were included when they met Hirsch's criteria for cultural literacy. The African-American tale about "Br'er Rabbit" was included, for example, because that character is included in Hirsch's list of what culturally literate

Americans know. However, because no Native American selections or people were included on that list, no works by Native Americans were tabulated for this research.

The data collected were analyzed by computing the percentage of cultural literacy selections in each textbook related to the total number of reading selections in that textbook. For each textbook series, the data were also compiled for textbooks in grades one through three and for grades four through six. The percentages were then compared.

The data and findings are presented in tables. There is one table showing the number of entries and percentage of traditional core literature for each textbook series by series. Another table shows the percentage of traditional core literature selections for each textbook series for grades one through three and for grades four through six. Appendix C lists each selection in each text considered to be fable, fairy tale, folk tale, legend, myth, nursery rhyme, or tall tale by title and grade level for each series.

In each of the textbook series which were evaluated for this research, less than ten percent of the reading entries could be considered as cultural literacy entries using Hirsch's definition. The textbook series with the highest percentage of cultural literacy entries was the Odyssey series from Harcourt Brace Jovanovich with nine percent. The Macmillan Series r series had the lowest percentage of cultural literacy entries with three

percent. In six of the nine textbook series, the percentage of cultural literacy entries was four or five percent. (See Table 1.)

Table 1

Percentage of Cultural Literacy Entries by Textbook Series

Textbook Series	Reading Entries Number	Cultural Literacy Entries Number	Cultural Literacy Percentage
HBJ Odyssey	247	22	9%
HBJ Reading Program- Laureate Edition	341	14	4%
HBJ Treasury of Literature	336	14	4%
Houghton-Mifflin Reading	282	10	4%
Houghton-Mifflin Literary Readers	188	10	5%
Houghton-Mifflin Reading-The Literature Experience	248	18	7%
Macmillan Series r	408	13	3%
Macmillan Reading Express	277	13	5%
Ginn World of Reading	473	25	5%
TOTALS	2800	139	5%

The first hypothesis on which this research was based was that less than ten percent of the reading selections in the selected reading and literature textbooks would fit the criteria to be considered traditional literature entries. The total number of selections used for this

research was 2800. The total number of traditional literature selections was 139. The average percentage of traditional literature selections was five percent. The hypothesis was accepted.

The second hypothesis was that a higher percentage of content that could be considered as traditional literature on a cultural literacy list would be included in the reading and literature textbooks for grades four through six than in textbooks for grades one through three.

Analysis of the data shows that, in seven of the nine textbook series, less than ten percent of the reading selections meet this researcher's definition of items which would fit Hirsch's requirements for cultural literacy for grades one through three. Two series, the Harcourt Brace Jovanovich Odyssey series and the Houghton Mifflin Reading-The Literature Experience series, have primary textbooks which exceed ten percent. Both of these series have eleven percent of the selections which may be considered as the traditional core literature which Hirsch considers to be part of cultural literacy. The textbooks in grades four through six have even fewer cultural literacy reading selections. (See Table 2.)

Table 2

Percentage of Traditional Literature Entries by Textbook Series and Grade

Textbook Series and Grade Levels	Total Reading Entries Number	Traditional Literature Entries Number	Traditional Literature Entries Percentage
<hr/>			
HBJ Odyssey			
grades 1-3	107	12	11%
grades 4-6	140	10	7%
HBJ Reading Program- Laureate Edition			
grades 1-3	206	9	4%
grades 4-6	135	5	4%
HBJ Treasury of Literature			
grades 1-3	189	12	6%
grades 4-6	147	2	1%
Houghton Mifflin Reading			
grades 1-3	164	6	4%
grades 4-6	118	4	3%
Houghton Mifflin Literary Readers			
grades 1-3	87	5	6%
grades 4-6	101	3	3%
Houghton Mifflin Reading- The Literature Experience			
grades 1-3	124	13	11%
grades 4-6	124	5	4%
Macmillan Series r			
grades 1-3	146	7	5%
grades 4-6	262	6	2%
Macmillan Reading Express			
grades 1-3	142	10	7%
grades 4-6	135	3	2%
Ginn World of Reading			
grades 1-3	333	18	5%
grades 4-6	140	7	5%

In the textbooks intended for grades four through six, the highest percentage of selections was again in the Harcourt Brace Jovanovich Odyssey series, which had seven percent. The lowest percentage was one percent in the Treasury of Literature series, which is also published by Harcourt Brace Jovanovich.

In each of the nine selected textbook series, the percentage of reading entries which may be considered as traditional literature for grades four through six is equal to or lower than those for grades one through three. In two textbook series, the HBJ Reading Program-Laureate Edition and the Ginn World of Reading series, the percentage of traditional literature reading entries is equal. In the other seven textbook series, the percentage of traditional literature entries in the textbooks for grades four through six was less than those in the textbooks for grades one through three.

The second hypothesis of this research stated that a higher percentage of content which may be considered as traditional literature on a cultural literacy list would be in the reading and literature textbooks for students in grades four through six than in textbooks for students in grades one through three. In two of the textbook series which were evaluated, the percentage was equal. In seven of the textbook series, the percentages in textbooks for grades four through six were less than those for grades one through three. In none of the textbook series were the percentages higher in the textbooks for grades four

through six. Therefore, the second hypothesis was rejected.

Chapter 5

Conclusions, Recommendations, Summary

The types of traditional literature included in this research were fable, fairy tale, folktale, legend, myth, nursery rhyme, and tall tale. Some reading entries were found for each type of traditional literature. The most entries were found in the folk tale category. These entries included well-known tales from various European countries and from the United States. These entries included such tales as "The Three Billy Goats Gruff," "The Ugly Duckling," "Stone Soup," and "The Bremen Town Musicians." The fable category included tales by Aesop including "The Tortoise and the Hare," "The Lion and the Mouse," and "The Boy Who Cried Wolf." The few fairy tales found in these texts included "The Elves and the Shoemaker" and "Snow White and Friends." The legends included were from the Greek, such as "King Midas and the Golden Touch," and from the American tradition, such as "Davy Crockett" and "John Henry." The myths included were from both the Greek and Norse heritage. The nursery rhymes included such titles as "Solomon Grundy," "The Old Woman Who Lived in a Shoe," and "The Itsy Bitsy Spider." The tall tales featured such characters as Paul Bunyan, Stormalong, and Pecos Bill. Stories about Johnny Appleseed were categorized as tall tales if they included exaggerated events and legends if they did not.

It is the conclusion, then, of this researcher, that E. D. Hirsch, Jr. was correct in his statement that

elementary textbooks do not contain many selections which may be considered as part of cultural literacy. In each textbook series, less than ten percent of the selections can be considered as cultural literacy selections.

Many of the arguments stated by E. D. Hirsch, Jr. are related to reading abilities as measured on standardized reading tests. It is the recommendation of this researcher to examine these tests to see if they are written with an emphasis toward cultural literacy selections, rather than including skills and the multi-cultural aspects which modern textbooks often emphasize.

When Cultural Literacy: What Every American Needs to Know was published by E. D. Hirsch, Jr. in 1987, it caused controversy about the status of American education. Hirsch maintained that reading scores would improve and citizens would be better educated and better able to communicate effectively with each other if all had an education based on his concept of cultural literacy. He quoted reading experts and others to explain his beliefs. Other educators disagreed with his arguments. One argument that Hirsch stated was that American textbooks do not include selections based on cultural literacy. This researcher analyzed the content of nine elementary reading/literature textbooks to evaluate Hirsch's statement that cultural literacy selections are not readily available in these textbooks. This research shows that no more than eleven percent of the selections are based on the traditional core literature, fable, fairy

tale, folk tale, legend myth, nursery rhyme, and tall tale, which Hirsch considers to be part of cultural literacy. In most cases, the percentage of cultural literacy selections is much less than eleven percent. This research supports Hirsch's contention that cultural literacy selections are not prevalent in elementary reading/literature textbooks.

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Appendix A
Text Evaluation Form

TEXT EVALUATION FORM

Publisher _____
 Reading/Literature Series _____
 Title of Text _____ Grade Level _____
 Total Reading Selections in Text _____

<u>Selection Title</u>	<u>Page</u>	<u>Comments</u>
------------------------	-------------	-----------------

Fable

Fairy Tale

Folk Tale

Legend

Myth

Nursery Rhyme

Tall Tale

Total traditional entries _____ Percentage of this text _____

Appendix B

Publication Data for Selected Textbooks

Textbook Series: Harcourt Brace Jovanovich Odyssey

Sebesta, Sam Leaton. Where the Clouds Go. Orlando:
Harcourt Brace Jovanovich, 1982.

Sebesta, Sam Leaton. The Heart of the Woods. Orlando:
Harcourt Brace Jovanovich, 1982.

Sebesta, Sam Leaton. Under the Midnight Stars. Orlando:
Harcourt Brace Jovanovich, 1982.

Sebesta, Sam Leaton. Across Wide Fields. Orlando:
Harcourt Brace Jovanovich, 1982.

Sebesta, Sam Leaton. East of the Sun. Orlando:
Harcourt Brace Jovanovich, 1982.

Sebesta, Sam Leaton. At the Edge of the World. Orlando:
Harcourt Brace Jovanovich, 1982.

Textbook Series: HBJ Reading Program-Laureate Edition

Cullinan, B.E., Farr, R. C., Hammond, W. D., Roser, N. L.,
Strickland, D. S. New Friends. Orlando: Harcourt
Brace Jovanovich, 1989.

Cullinan, B.E., Farr, R. C., Hammond, W. D., Roser, N. L.,
Strickland, D. S. Mortimer Frog. Orlando: Harcourt
Brace Jovanovich, 1989.

Cullinan, B.E., Farr, R. C., Hammond, W. D., Roser, N. L.,
Strickland, D. S. Mr. Fig. Orlando: Harcourt Brace
Jovanovich, 1989.

Cullinan, B.E., Farr, R. C., Hammond, W. D., Roser, N. L.,
Strickland, D. S. Ribbons. Orlando: Harcourt Brace
Jovanovich, 1989.

Cullinan, B.E., Farr, R. C., Hammond, W. D., Roser, N. L.,
Strickland, D. S. Sand Castles. Orlando: Harcourt
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Cullinan, B.E., Farr, R. C., Hammond, W. D., Roser, N. L.,
Strickland, D. S. Weather Vanes. Orlando: Harcourt
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Strickland, D. S. Celebrations. Orlando: Harcourt
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Cullinan, B.E., Farr, R. C., Hammond, W. D., Roser, N. L., Strickland, D. S. Skylines. Orlando: Harcourt Brace Jovanovich, 1989.

Cullinan, B.E., Farr, R. C., Hammond, W. D., Roser, N. L., Strickland, D. S. Treasures. Orlando: Harcourt Brace Jovanovich, 1989.

Textbook Series: HBJ Treasury of Literature

Farr, R. C., Strickland, D. S., Abrahamson, R. F., Church, E. B., Coulter, B. B., Gallego, M. A., Irvin, J. L., Kutiper, K., Lewis, J. Y., Ogle, D. M., Shanahan, T., Smith, P. At My Window. Orlando: Harcourt Brace Jovanovich, 1993.

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Farr, R. C., Strickland, D. S., Abrahamson, R. F., Church, E. B., Coulter, B. B., Gallego, M. A., Irvin, J. L., Kutiper, K., Lewis, J. Y., Ogle, D. M., Shanahan, T., Smith, P. Feast Your Eyes. Orlando: Harcourt Brace Jovanovich, 1993.

Farr, R. C., Strickland, D. S., Abrahamson, R. F., Church, E. B., Coulter, B. B., Gallego, M. A., Irvin, J. L., Kutiper, K., Lewis, J. Y., Ogle, D. M., Shanahan, T., Smith, P. Light Up the Sky. Orlando: Harcourt Brace Jovanovich, 1993.

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Textbook Series: Houghton Mifflin Reading

Durr, W. K., Pikulski, J. J., Bean, R. M., Cooper, J. D., Glaser, N. A., Greenlaw, M. J., Schoephoerster, H., Alsin, M. L., Au, K., Barrera, R. B., Brzeinski, J. E., Bunyan, R. P., Comas, J. C., Estrada, F. X., Hillerich, R. L., Johnson, T. G., Mason, P. A., Renzulli, J. S. Bells. Boston: Houghton Mifflin Company, 1989.

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Glaser, N. A., Greenlaw, M. J., Schoephoerster, H.,
Alsin, M. L., Au, K., Barrera, R. B., Brzeinski, J.
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Appendix C

Titles of Reading/Literature Selections Considered
to be Traditional Literature

Selections Arranged by Publisher and Literature Type

Textbook Series: Harcourt Brace Jovanovich Odyssey

selection title	grade level
Fable	
"The Hare and the Tortoise"	1
"The Ant and the Dove"	2
"The Lion and the Mouse"	4
"The North Wind and the Sun"	4

Fairy Tale**Folk Tale**

"The Gunniwolf"	1
"The Three Billy Goats Gruff"	1
"Teeny Tiny"	2
"The Magic Porridge Pot"	2
"The Trolls and the Pussy Cat"	2
"The Traveling Musicians"	2
"Rumplestiltskin"	3
"The Princess and the Pea"	4
"The Hedley Kow"	4
"East o' the Sun and West o' the Moon"	5
"The Fools of Chilm and the Stupid Carp"	6

Legend

"John Henry"	5
"Casey Jones"	6

Myth

"A Hero's Promise"	5
"The Flight of Icarus"	6
"Arachne"	6

Nursery Rhyme

"A Bear Went Over the Mountain"	1
"Solomon Grundy"	2
"Puddin' Tame"	3

Tall TaleTextbook Series: Harcourt Brace Jovanovich Reading
Program-Laureate Edition**Fable**

"The Boy Who Called Wolf"	1
"City Mouse and Country Mouse"	2
"The Ant and the Grasshopper"	2

Fairy Tale

"Snow White and Friends" 3

Folk Tale

"The Ugly Duckling" 2

"The Buried Treasure" 3

"The Emperor's New Clothes" 6

Legend

"Cornstalks and Cannonballs" 2

"A Needle Fights for Freedom" 2

"John Henry" 3

"The Boy Who Held His Finger in the Dike" 6

Myth

"The Story of Atalanta" 6

"Atalanta" 6

Nursery Rhyme

Tall Tale

"The Morning the Sun Refused to Shine" 6

Textbook Series: Harcourt Brace Jovanovich Treasury of Literature

Fable

"The Tortoise and the Hare" 2

"The Lion and the Mouse" 2

"The Crow and the Pitcher" 3

Fairy Tale

Folk Tale

"All Our Noses Are Here" 1

"The Three Little Pigs" 1

"The Pancake" 1

"Henny Penny" 1

"Stone Soup" 2

Legend

"Johnny Appleseed" 5

Myth

Nursery Rhyme

"Go In and Out the Window"	1
"Where is Thumbkin?"	1
"Six Little Ducks"	1

Tall Tale

"Johnny Appleseed"	3
"The Growin' of Paul Bunyan"	5

Textbook Series: Houghton Mifflin Reading

Fable

"The Crow and the Pitcher"	5
"The Town Mouse and the Country Mouse"	6

Fairy Tale

"The Shoemaker and the Elves"	2
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Folk Tale

"The Little Red Hen"	1
"The Rabbit and the Turnip"	2
"My Mother Sends Her Wisdom"	3
"The Buried Treasure"	3

Legend

Myth

Nursery Rhyme

Tall Tale

"Finn McCool"	3
"Paul Bunyan"	4
"Stormalong Goes to Sea"	5

Textbook Series: Houghton Mifflin Literary Readers

Fable

"The Crow and the Pitcher"	5
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Fairy Tale

"The Elves and the Shoemaker"	2
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Folk Tale

"The Little Red Hen"	1
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"The Enormous Turnip"	1
"Rabbit and the Turnip"	2
"The Buried Treasure"	3

Legend

Myth

Nursery Rhyme

Tall Tale

"How Paul Bonjean Became Paul Bunyan"	4
"Mr. Stormalong"	5

Textbook Series: Houghton Mifflin Reading: The Literature Experience

Fable

"The Dog and His Shadow"	1
"The Tortoise and the Hare"	2
"The Tortoise and the Hare" (in verse)	2
"The Lion and the Mouse"	2
"The Boy Who Cried Wolf"	2
"Poor Old Lion"	4

Fairy Tale

Folk Tale

"Stone Soup"	1
"The Three Little Pigs"	1
"The Gunnywolf"	1
"Br'er Rabbit and Br'er Cooter Race"	6
"Catherine, Sly Country Lass"	6
"Old Plott"	6

Legend

"Johnny Appleseed"	6
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Myth

Nursery Rhyme

"This Old Man"	1
"The Old Woman in the Shoe"	1
"Old Man Daisy"	1
"A Sailor Went to Sea"	1
"Miss Lucy"	1

Textbook Series: Macmillan Series r**Fable**

"The Dog and the Bone"	2
"The Lion and the Mouse"	2

Fairy Tale

"Five in a Pod"	2
"The Emperor's Nightingale"	4

Folk Tale

"The Princess and the Pea"	1
"Bremen Town Musicians"	2
"Harlequin"	3
"Peter and the Wolf"	4

Legend

"Davy Crockett"	4
"King Midas and the Golden Touch"	5

Myth

"Hammer of Thunder"	3
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Nursery Rhyme**Tall Tale**

"Babe at the Circus"	5
"The Tall Tale Tournament"	6

Textbook Series: Macmillan Reading Express**Fable**

"The Lion and the Mouse"	1
"The Crow and the Pitcher"	2
"The Ant and the Grasshopper"	2
"Rabbit's Trick"	2
"The Tortoise and the Hare"	3

Fairy Tale

"The Three Wishes"	1
"The Ugly Duckling"	2
"Hans Clodhopper"	3

Folk Tale

"Chicken Little"	1
"My Mother Sends Her Wisdom"	5

Legend

Myth

"Daedalus and Icarus"	3
"The Winged Horse"	6

Nursery Rhyme

Tall Tale

Textbook Series: Silver Burdett Ginn World of Reading

Fable

"The Hare and the Tortoise"	1
"The Bundle of Sticks"	2
"The Boy Who Cried Wolf"	3
"The Wind and the Sun"	3
"A Drink for Crow"	6

Fairy Tale

Folk Tale

"The Three Little Pigs"	1
"Stone Soup"	1
"The Three Wishes"	1
"All of Our Noses Are Here"	1
"Ugly Duckling"	2
"Not So Wise As You Suppose"	2
"The Bremen Town Musicians"	2
"Too Many Babas"	2
"Harlequin"	2
"When Schlemiel Went To Warsaw"	5

Legend

"The Story of Johnny Appleseed"	2
"King Midas and the Golden Touch"	3
"Odysseus and the Sea Kings"	5
"John Henry"	5
"Damon and Pythias"	6

Myth

"Arachne"	6
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Nursery Rhyme

"Itsy Bitsy Spider" 1

Tall Tale

"The Story of Paul Bunyan" 2

"Pecos Bill and Slue-Foot Sue, the Rainmaker" 3

"Popcorn Blizzard" 5

Appendix D

Traditional Literature Entries in Each
Textbook Series By Grade

Textbook Series: Harcourt Brace Jovanovich Odyssey

Text Title	Recommended Grade Level	Total Reading Entries	Cultural Literacy Entries	Cultural Literacy %
Where the Clouds Go	1	27	4	15%
The Heart of the Woods	2	39	6	15%
Under the Midnight Stars	3	41	2	5%
Across Wide Fields	4	47	3	6%
East of the Sun	5	49	3	6%
At the Edge of the World	6	44	4	9%

Textbook Series: HBJ Reading Program—Laureate Edition

New Friends	1	10	0	0%
Mortimer Frog	1	10	0	0%
Mr. Fig	1	9	0	0%
Ribbons	1	21	1	5%
Sand Castles	1	24	0	0%
Weather Vanes	2	33	2	6%
Windmills	2	33	3	9%
Celebrations	3	33	1	3%
Fanfares	3	33	2	6%
Crossroads	4	45	0	0%
Skylines	5	44	0	0%
Treasures	6	46	5	11%

Textbook Series: HBJ Treasury of Literature

At My Window	1	15	3	20%
A Friend Like You	1	10	0	0%
Across the Fields	1	11	2	18%
Let's Shake On It	1	9	0	0%

The Deep Blue Sea	1	21	1	5%
Silver of the Moon	1	20	1	5%
Up One Hill and Down Another	2	24	2	8%
Wouldn't You Like a Dinosaur?	2	28	1	4%
Like a Thousand Diamonds	3	26	1	4%
A Most Unusual Sight	3	25	1	4%
Feast Your Eyes	4	46	0	0%
Light Up the Sky	5	53	2	4%
Beyond Expectations	6	48	0	0%

Textbook Series: Houghton Mifflin Reading

Bells	1	7	0	0%
Drums	1	7	0	0%
Trumpets	1	7	0	0%
Parades	1	20	1	5%
Carousels	1	20	0	0%
Adventures	2	24	2	8%
Discoveries	2	26	0	0%
Caravans	3	26	2	8%
Journeys	3	27	1	4%
Flights	4	35	1	3%
Explorations	5	42	2	5%
Celebrations	6	41	1	2%

Textbook Series: Houghton Mifflin Literary Readers

Book 1	1	26	2	8%
Book 2	2	28	2	7%
Book 3	3	33	1	3%
Book 4	4	30	1	3%

Book 5	5	39	2	5%
Book 6	6	32	0	0%
Textbook Series: Houghton Mifflin Reading-The Literature Experience				
With a Crash and a Bang	1	25	1	4%
Bookworms	1	28	8	29%
Silly Things Happen	2	20	0	0%
Come One, Come All	2	20	4	20%
Just Listen	3	19	0	0%
Golden Threads	3	12	0	0%
Dinosauring	4	34	1	3%
Fast as the Wind	5	39	0	0%
Beyond the Reef	6	51	4	8%
Textbook Series: Macmillan Series r				
Rainbow World	1	24	1	4%
Magic Times	2	28	1	4%
Mirrors and Images	2	28	3	11%
Secrets and Surprises	3	31	1	3%
Full Circle	3	35	1	3%
Rhymes and Reasons	4	97	3	3%
Echoes of Time	5	80	2	3%
Catch the Wind	6	85	1	1%
Textbook Series: Macmillan Reading Express				
In the Wild	1	20	3	15%
Wishes	2	46	3	7%
Small World	2	25	1	4%
On the Track	3	25	2	8%
Orbits	3	26	1	4%
Winning Moments	4	46	0	0%

Bold Dreams	5	44	1	2%
Great Endeavors	6	45	2	4%

Textbook Series: Ginn World of Reading

All Through the Town	1	23	0	0%
Out Came the Sun	1	23	1	4%
Morning Bells	1	24	0	0%
Make a Wish	1	42	2	5%
A New Day	1	39	3	8%
Garden Gates	2	27	5	19%
Going Places	2	28	3	11%
Castles of Sand	3	62	1	2%
On the Horizon	3	65	3	5%
Silver Secrets	4	47	0	0%
Dream Chasers	5	45	4	9%
Wind By the Sea	6	48	3	6%