This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the relationship between the use of intonation and reading comprehension; (2) developmental and information processing factors in second and third graders' comprehension of cause-effect relationships; (3) the script schema in children's comprehension and memory; (4) the effect of metacognitive strategy training on critical reading ability; (5) inferencing, script recognition, and short story comprehension; (6) the interaction and influence of the semantic features of text on comprehension; (7) inferential and literal comprehension after oral and silent reading; (8) relationships among three standards of error detection for comprehension of expository text; (9) the relationship between ability to classify and level of reading comprehension; (10) student cognitive processes with respect to selected Algebra I word problems measured by means of a constructed reading test; (11) the effects of illustrations on comprehension and inference by differentially skilled readers; and (12) the use of cumulative cloze procedure to investigate contextual build-up in deaf versus hearing readers. (HOD)
Reading, Comprehension, and Memory Processes:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International July through December 1985 (Vol. 46 Nos. 1 through 6).

Compiled by the Staff of the ERIC Clearinghouse on Reading and Communication Skills
The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1985 by University Microfilms International) and may not be reproduced without their proper permission.
This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Andrews, Deborah Ann
THE RELATIONSHIP BETWEEN THE USE OF INTONATION AND READING COMPREHENSION

Burden, Jacqueline Hale
EXPLORATION OF A RELATIONSHIP BETWEEN ABILITY TO CLASSIFY AND LEVEL OF READING COMPREHENSION

Dahlberg, Lucy Ann
DEVELOPMENTAL AND INFORMATION PROCESSING FACTORS IN SECOND AND THIRD GRADERS' COMPREHENSION OF CAUSE-EFFECT RELATIONSHIPS

Davidson, Edward Booth
EXAMINING THE INFLUENCE OF EDUCATIONAL COGNITIVE STYLE ON READING COMPREHENSION

Deutsch, Toni Sue
INTEREST IN READING: A TEST OF KINTSCH'S MODEL

Ewing, David Eugene
A STUDY OF STUDENT COGNITIVE PROCESSES WITH RESPECT TO SELECTED ALGEBRA I WORD PROBLEMS BY MEANS OF A CONSTRUCTED READING TEST

Feathers, Karen M.
THE SEMANTIC FEATURES OF TEXT: THEIR INTERACTION AND INFLUENCE ON COMPREHENDING

Hall, Richard Wesley
THE EFFECTS OF FAMILIARITY, READING LEVEL, AND PRACTICE ON SEMANTIC RESPONSES TO SIMULTANEOUSLY PRESENTED AURAL AND VISUAL STIMULI

Henry, Darryl Quinn
RELATIONSHIPS AMONG THREE STANDARDS OF ERROR DETECTION FOR COMPREHENSION OF EXPOSITORY TEXT

LaPeter, Sandra
INFERENCING, SCRIPT RECOGNITION AND SHORT STORY COMPREHENSION

McKnight, Tom K.
THE USE OF CUMULATIVE CLOZE PROCEDURE TO INVESTIGATE CONTEXTUAL BUILD-UP IN DEAF VERSUS HEARING READERS

Miller, Samuel David
INFERENTIAL AND LITERAL COMPREHENSION AFTER ORAL AND SILENT READING

Murphy, Virginia A.
EFFECT OF PREREADING ACTIVITIES AND STUDENTS' COGNITIVE STYLE ON READING COMPREHENSION

Ortiz, Maria C.
THE EFFECTS OF ILLUSTRATIONS ON THE COMPREHENSION AND INFERENCE BY DIFFERENTIALLY SKILLED READERS
Parson, Jacqueline Means
THE EFFECT OF METACOGNITIVE STRATEGY TRAINING ON CRITICAL READING ABILITY

Post, Arden Ruth
THE USE OF A STORY SCHEMA BY FIRST GRADERS UNDER TWO CONDITIONS: STORY GENERATION AND STORY RECALL AND THE RELATIONSHIP BETWEEN STORY GRAMMAR SCORES AND METROPOLITAN READINESS TEST SCORES

Seltzer, Joel A.
THE SCRIPT SCHEMA IN CHILDREN'S COMPREHENSION AND MEMORY

Vance, Ellen Ruth
CLASSROOM READING AND THE WORK OF ARTHUR GATES: 1921-1930

Walker, Lydia Ann
AN INVESTIGATION OF THE EFFECTS ON READING COMPREHENSION OF TEACHING NINTH GRADERS TO BECOME INDEPENDENT SUMMARIZERS OF SOCIAL STUDIES MATERIALS
THE RELATIONSHIP BETWEEN THE USE OF INTONATION AND READING COMPREHENSION

ANDREWS, DEBORAH ANN, PH.D. University of South Carolina. 1985
94pp Major Professor: Paul Conrad Berg

The purpose of this investigation was to determine if there is a relationship between the use of intonation and the ability to comprehend reading. The study was designed to test the effects of developmental and task complexity factors on second and third graders' comprehension of cause-effect relationships. The factors were defined in terms of alternative cognitive theories in order to generate systematic knowledge of primary grade children's causal understanding as well as to test the ability of the theories to account for comprehension skill performance. The developmental factors (age and sex) were defined by Piaget's theory of causal understanding, and the task complexity factors (processing mode and linguistic context) were defined by Kintsch's information processing theory of text comprehension. The effects of the alternative sets of factors were tested simultaneously in the same children in order to determine the factors' relative and combined influence on children's causal understanding.

Nine expository passages about episodes in the lives of animals were written to incorporate cause-effect relationships expressing physical causation. Sixty-eight subjects (17 males and 17 females at each grade level) listened to, orally read and silently read the passages in which the cause-effect relationships were expressed explicitly or implicitly with cause and effect in the same, adjacent or separated sentences. The effect premise was used to form the stems of why-questions which probing for causal agent and causal action information.

Planned comparisons were used to test the theoretically determined alternative hypotheses regarding the main effects and interactions of the developmental and task complexity factors. Two main effects, age and linguistic context, had significant influence on the children's causal understanding. The significance of the age factor and lack of interaction with any other factor lends support to the prediction of a significant developmental difference in causal understanding between second grade (pre-operational) children and third grade (concrete-operational) children. The significance of the linguistic context factor and lack of interaction with any other factor supports the prediction that comprehension of discourse level semantic relationships is strongly affected by complexities of linguistic expression. These results suggest that both the developmental and information processing theories are useful in accounting for variation in children's comprehension processes.
EXAMINING THE INFLUENCE OF EDUCATIONAL COGNITIVE STYLE ON READING COMPREHENSION

Order No. DA852789

DAVIDSON, Edward Booth, Ph.D. The University of Michigan, 1984 252pp Chairman: David Starks

Fifteen third grade students wrote one structured and one unstructured story using the language-experience approach to reading. Stories were dictated and transcribed. The mode of understanding of each story was determined by a panel of educators and an educational cognitive style map was developed for each student. High, average, and low comprehension scores were determined for each student using the Teaching Upper Grade Students (TUGS) panel. The panel listened to recorded recordings of the students reading the stories and with a transcription before them noted comprehension miscues (oral reading errors) based on Goodman's miscue analysis. These comprehension miscues were the dependent variable. The elements of educational cognitive style map of the student and the mode of understanding of the story were matched at four levels. Analysis of variance was used to test the significance of relationships and interactions of Story, Match, and Comprehension.

Findings indicate that there was a statistically significant effect of Story, Comprehension, and Match. There were no statistically significant interactions.

Children made the least number of comprehension miscues when reading a structured story generated using the language-experience approach to reading. Students with higher comprehension level made significantly fewer Goodman reading comprehension miscues. A child made the least number of Goodman comprehension miscues when the child read an experience story dictated by himself/herself and when a child read an experience story dictated by another child whose educational cognitive style was similar to his/her own. The higher the degree of educational cognitive style match the student had with the mode of understanding of the story, the lower the number of Goodman comprehension miscues. The higher the degree of educational cognitive style match between the reader and the written materials, the greater the degree of comprehension.

It is recommended that the educational cognitive style match between the reader and the written materials be considered as a factor to enhance reading comprehension and that the language-experience approach to reading provides written materials in a mode of understanding compatible in match with the educational cognitive style of the reader.

A STUDY OF STUDENT COGNITIVE PROCESSES WITH RESPECT TO SELECTED ALGEBRA I WORD PROBLEMS BY MEANS OF A CONSTRUCTED READING TEST

Order No. DA8508791

EWING, David Eugene, Ph.D. Kansas State University, 1984 166pp

There are three inseparable members of word problems: the cognitive, problem-solving, and reading abilities of the student. The purpose of this research is to study the cognitive levels of students with respect to Algebra I word problems by means of a constructed reading test.

The test was constructed by first selecting seven types of Algebra I word problems: age, coin, simple number, complex number, distance, different distance, and round trip distance word problems. Approximately, three problems were selected for each area at random. Then various reading questions were constructed about the problem in order to examine student cognitive processes. There were six cognitive areas examined: explicit, implicit, and implicit cognitive levels, previous skills and the main question cognitive areas, and the final solution to the problem.

Subjects consisted of Algebra I students in randomly selected classes in Northeast Kansas. Some students were required to solve the word problems (the Solve group), and others were required to answer the reading questions as well (the Read & Solve group). Each of 204 students was randomly given six or seven of the word problems to solve.

T-tests and Chi-square tests were computed in the analysis of several comparisons.

There were five conclusions drawn from the study. First, a student's gender, year in school, size of school, or letter grade in Algebra had no significant difference in the six cognitive areas. There were no significant differences in the percentage of solution scores among the Solve group and the Read & Solve group. Thus reading questions neither hindered nor helped "prompt" the student. Second, there was a significant difference in the ability of the student to solve types of word problems and also, to a lesser degree, their reading questions as well (the Read & Solve group). Each of 204 students was randomly given six or seven of the word problems to solve.

Scores on a standardized reading test were used as a covariate. This was found to have had no effect on the interest measures, but significant effects on all of the learning and comprehension measures.

A significant main effect for predictability was found on both the interest Rating and on the Behavioral Interest Measure. On both, moderate predictability was more interesting than low predictability. A three-way interaction was found on the Behavioral Interest Measure. On the Learning Measure, a significant positive main effect was found for predictability. An interaction between predictability and postdictability was also found. In addition, subjects were found to have more postdictable than nonpostdictable one in the comprehension measures. Both predictability and postdictability had significant positive effects.

Significant positive correlations were found between the Interest Rating and the Comprehension Rating, the Interest Rating and the Comprehension Measure, and the two interest measures. Significant positive correlations were also found between the Comprehension Rating and the Learning Measure, and between the Comprehension Measure and the Learning Measure. The two comprehension measures were significantly correlated with each other.

The final conclusion was that a cognitive reading test requires specifically, it was determined that there is a dependence between the student's implicit cognitive ability and his problem-solving ability. The final conclusion was that a cognitive reading test on Algebra I word problems was successfully constructed.
THE SEMANTIC FEATURES OF TEXT: THEIR INTERACTION AND INFLUENCE ON COMPREHENDING

Feathers, Karen M. Ed D Indiana University, 1985 89pp Co-Chairpersons Jerome C Harste, Carolyn L Burke

Research in the last ten years has begun to focus on text as a complete semantic unity. A variety of techniques for viewing text from this new semantic perspective have been proposed. Research using these techniques suggests the viability of approaching the reading process from this perspective. However, because of materials and procedures used and a focus on comprehension as measured by recall and recognition, these studies leave unanswered the question of the feasibility of applying the procedures to longer texts as well as the more important question of how the semantic features interact and influence the actual process of reading. This study investigated the impact of semantic features of discourse on in-process reading behavior as measured by the Reader-Malice Inventory. A 1300 word story was analyzed using six different techniques (propositional analysis, macrostructure, story schema, cohesion analysis, propositional mapping, and macrostructure, story schema, cohesion analysis, propositional mapping, and conceptual chaining). Twenty-fourth grade subjects read the story orally and retold it. Crosstabulations, multiple regression analysis, and factor analysis were used to consider the semantic features in relation to subjects' reading behavior. Results suggest that these features do influence reader behavior, but that this influence is highly interactive in nature. That is, reading behavior is related not to one semantic feature but to multiple and complex patterns of features. These findings are significant since they suggest a need to reconceptualize current views of language processing and text evaluation.

INFERENCING, SCRIPT RECOGNITION AND SHORT STORY COMPREHENSION


This exploratory study examined readers' recalls for a story's script, and the patterns of key inferences. The story, "Man with a Problem" by Donald Honig, was based on a script for revenge, and used certain stylistic devices in the two segments containing most of the inferences necessary for script recognition. These stylistic devices were interior monologue with flashbacks and a surprise ending signalled by nominative of address and italics. The story was read and recalled by 150 male high school students who were also given a structured probe, and asked questions relating to their metacomprehension. The retellings and probe responses were analyzed for the recall of the script, the 29 key inferences, and the quantity of accurate details recalled.
Findings  (1) There was a significant difference in the number and pattern of key sets of inferences recalled by those with and without script recognition (Ho 1) (2) There was no significant relationship between recall of accurate details and recall of key sets of inferences, and recall of the script (Ho 2, Ho 3) (3) There were significant differences between those with and without the script with respect to the recall of the 29 key inferences in general (Ho 4), those in the interior monologue segment (Ho 4 1), and those in the surprise ending segment (Ho 4 2) (4) There was a moderately significant relationship between reading level and script recall, recall of the key inferences, and recall of the four sets of inferences (Ho 5, 5 1, and 5 2)  

Conclusions  (1) The general conclusion was that script recall is related to the reader's ability to process the key details, derive the key inferences, and cluster them into key sets (2) Merely recalling accurate details does not lead to script recognition (3) Effective comprehenders are neither text-bound, nor do they overly elaborate (4) Literary devices such as interior monologue with flashbacks and surprise ending effect comprehension by interfering with the processing of key details and the formation of key inferences (5) Script and schema theory are useful for research purposes (6) Literary analysis of short story is helpful when examining comprehension (7) Story grammar may need modification in order to deal with surprise ending stories, and to account for the influence of stylistic devices on comprehension (8) Adults' theoretical analyses may differ from analyses produced empirically by adolescents  

(9) Author's abstract exceeds stipulated maximum length Discontinued here with permission of author UMI

THE USE OF CUMULATIVE CLOZE PROCEDURE TO INVESTIGATE CONTEXTUAL BUILD-UP IN DEAF VERSUS HEARING READERS Order No. DA8507200 MCKNIGHT, Tow K, Ed D Virginia Polytechnic Institute and State University, 1984 124pp Chairman Richard T Graham

The purpose of this study was to compare to describe deaf versus hearing readers' sensitivity to contextual build-up by examining each group's successive approximations of deleted noun meanings as constructed in cumulative cloze tasks  
The methodology of this study, a 2 x 5 x 2 factorial design, focused on successive predictions of deleted noun meanings in five cumulative cloze tasks completed by five deaf and five hearing readers at fourth-, sixth-, eighth-, tenth-, and twelfth-grade levels Both for deaf and hearing readers, sentences within the five individual cumulative cloze passages where the greatest gain in comprehension occurred (MQ sentences) comprised an alternative cloze test for five other readers at all five grade levels  
The results indicate that both deaf readers and hearing readers predict meaning more accurately given passage-level versus sentence-level contextual constraints On this particular cumulative cloze task, deaf readers at grades eight, ten and twelve respectively, and hearing readers at grades four, six, and eight performed equally on the basis of their ability to reconstruct the incorrect sentence by reading the sentence following the guess  

The results for each group are presented in the form of a breakdown of the total number of predictions in each sentence and grade level  

None of the differences were significant  

The purpose of this study was to determine how prereading instruction was utilized by field dependent-independent, skilled and unskilled readers when comprehending written text Recent research in reading has indicated that individual differences in cognitive style have not yet been adequately defined, nor do they constitute a significant predictor of performance on reading tasks  

It was hypothesized that dependent readers would be more accurate at answering literal questions, while independent readers would be better able to answer inferential questions, showing greater reliance on an internal, schema-based structure  

The purpose of this study was to determine how prereading instruction was utilized by field dependent-independent, skilled and unskilled readers when comprehending written text Recent research in reading has indicated that individual differences in cognitive style have not yet been adequately defined, nor do they constitute a significant predictor of performance on reading tasks  

An experimental method of research was used to gather the data in a randomized, repeated measures design  

Students were given the Group Embedded Figures Test to determine field dependence, and scores from the school's reading achievement test, the Metropolitan Achievement Test, were used to ascertain reading skill  

Students were presented with three reading exercises, preceded by questions and statements designed to tap either the amin idea, a secondary idea, or an inappropriate idea  

The reading passage was followed by multiple-choice, literal, inferential, and false recognition questions  

Results indicated: (1) There was a strong relationship between a subject's ability to separate a stimulus from a complex configuration and his ability to disambiguate and restructure verbal material (2) Field independent readers were superior at answering both literal and inferential questions, especially when an inappropriate idea was given prior to reading (3) Field dependent readers performed best on literal questions (4) Field independent readers apparently had the ability to generate schemata for themselves, showing a deterention
THE EFFECTS OF ILLUSTRATIONS ON THE COMPREHENSION AND INFERENCE BY DIFFERENTIALLY SKILLED READERS  

ORTIZ, MARIA C., PHD  
State University of New York at Albany, 1985  
133pp

Comprehension and inferring processes of 120 eighth graders differing in reading ability were examined under one of four conditions: text only, text and explicit illustration, text and ambiguous illustration, and explicit illustration only. The illustrations were constructed so that they contained the same amount and levels of importance of information. Following schema theory, it was predicted that regardless of reading ability, eighth graders would comprehend more textual information and make more inferences under the illustrated text conditions than under the text-only condition. Comprehension and inferring were measured by multiple choice and cued recall items. Observations of reading behaviors (looking at the text, looking at the illustration, or looking elsewhere) were obtained for a subsample of 73 children while they inspected the materials. Canonical correlation and multiple regression analyses showed that contrary to what was expected, children in the text-only condition comprehended more textual information, measured through multiple choice items, than did children in the illustrated conditions. Children's inferring did not differ under the illustrated text and the text only condition. An examination of the reading behaviors indicated that the frequency of looking at the explicit illustration was related to increased inferring, while the frequency of looking at the ambiguous illustration was related to increased comprehension of textual information. These results are interpreted in the light of both the focal attention hypothesis and schema theoretic notions of comprehension.

THE USE OF A STORY SCHEMA BY FIRST GRADERS UNDER TWO CONDITIONS: STORY GENERATION AND STORY RECALL AND THE RELATIONSHIP BETWEEN STORY GRAMMAR SCORES AND METROPOLITAN READINESS TEST SCORES  

POST, ARDEN, RUTH, ED D  
University of Cincinnati, 1985  
180pp

The focus of this study was to investigate the relationship between first graders' use of a story schema, as measured by a story grammar analysis of two tasks: (1) child-generated stories and (2) free oral recalls following oral story presentation, and their performance on the Metropolitan Readiness Test (MRT). The subjects were 118 first graders who generated original stories and recalled two stories which were analyzed for the presence of story grammar categories and sub-categories (Stein and Glenn, 1979). Story grammar scores were correlated with subjects' pre-reading composite percentile ranks on the MRT. A comparison between stories analyzed the extent to which subjects' recall responses were story dependent. Further exploratory analyses investigated relationships between MRT sub-tests and story grammar measures and between story generation and story recall.

THE EFFECT OF METACOGNITIVE STRATEGY TRAINING ON CRITICAL READING ABILITY  

PARKER, JACQUELINE MEANS, ED D  
The Louisiana State University and Agricultural and Mechanical College, 1985  
321pp

The ability to read material critically is recognized as a goal of educators. The purpose of this study was to investigate the influence of training metacognitive strategies on critical reading ability. Critical reading was defined as the ability to judge or evaluate written materials and to compare them against some norm or standard. Metacognitive strategies encourage a conscious awareness of and/or control over one's own mental processes. A review of literature indicated that past researchers had considered critical reading as a distinct skill area, but more recently, educators have begun to recognize it as a part of the overall comprehension process. Little evidence could be found in the literature of an effective method for increasing critical reading ability. It was the hypothesis of this study that training strategies which have been shown to increase overall comprehension could be specifically adapted to increase critical reading ability. Strategies selected for instruction included questioning, summarizing, predicting, and specifying about the author's tone or purpose. This three-week study was conducted using 50 low reading ability college students as subjects. One experimental group was instructed through the use of a Metacognitive Strategies Training Package specifically designed to increase critical reading ability. These subjects were taught how to use selected strategies and then given the opportunity to practice using these strategies in a group situation using metacognitive techniques. A second experimental group was instructed with the same strategies through the use of written materials, no metacognitive element was included in this instruction. A third group served as a control group. Critical reading ability, general comprehension ability, appropriate use of instructed strategies, and changes in attitude were evaluated. Results were analyzed using a mixed analysis of variance procedure. Although subjects appeared to become more adept at using instructed strategies to critically analyze text material, limited statistically significant effects of instructional procedures were found. Possible reasons for non-significant results include lack of appropriate testing instruments, lack of transfer from oral tasks involved in instructional procedures to written requirements of testing instruments, poor attitude of students, and short time span of study.
The results indicate a weak relationship between the MRT and story grammar measures. It is suggested that the MRT measures a narrow range of readiness factors from the current state of reading instruction on which it is based. The story grammar analyses assess a concept of story which is omitted from traditional readiness instruments. Some children, who score low on traditional readiness instruments, score high on story grammar measures. Reading placements and instruction, based on story structural knowledge, or a story factor, rather than traditional readiness tests, may foster reading acquisition for some children. To optimally measure story comprehension, story grammars may need to be broadened beyond the structural analysis of stories.

THE SCRIPT SCHEMA IN CHILDREN'S COMPREHENSION AND MEMORY

Seltzer, Joel A., Ph.D. City University of New York, 1985 120pp
Adviser: Shirley Feldmann

This study examined how script strength, prior scriptal knowledge, and age differences affect children's comprehension and memory, and relate to reading skill. A script schema represents stereotypical action sequences of familiar events that are goal-oriented, for example, going-to-a-restaurant. Script strength refers to a script's ability to evoke a familiar temporal-causal sequence of events. Strong-canonical-schemata facilitate story recall. Prior knowledge and experience affect performance as measured by inference-making, ability, recall, and errors in recall with words, sentences, and text. Skilled readers spontaneously use strategies that facilitate comprehension and recall.

A strong script was predicted to facilitate comprehension and recall of a picture sequence. Prior scriptal knowledge was expected to facilitate performance, and older children were predicted to have higher comprehension and recall than their younger counterparts.

The subjects were 139 second- and fourth-grade children. They were shown a picture series evoking the script getting-ready-for-school-in-the-morning. Within each grade, children were randomly assigned to one of six conditions in which a script-header-or title-was presented before or after exposure to the stimuli and varied by three levels of canonical strength. The children were asked to generate a story as a measure of their comprehension and were given traditional memory tasks to measure verbal recall, visual recognition, and serial reconstruction of the pictures.

As predicted, the strong script-header was found to facilitate comprehension and serial reconstruction ability. Children in the weak script-header condition produced more intrusions in their stories. Prior knowledge facilitated only the ability to produce more detailed information. Recall and recognition were not affected by the treatments. Fourth graders performed better than second graders on most tasks. A modest relationship between second grade task performance and reading ability was noted.

It was concluded the children's level of information processing must be consistent throughout a task to facilitate comprehension and recall. Scripts that organize new information to fit the learner's knowledge base may be a useful pedagogical tool.

AN INVESTIGATION OF THE EFFECTS ON READING COMPREHENSION OF TEACHING NINTH GRADERS TO BECOME INDEPENDENT SUMMARIZERS OF SOCIAL STUDIES MATERIALS

Walker, Lydia Ann, Ph.D. University of Missouri - Columbia, 1985 229pp Supervisor: Veralee B. Hardin

Purposes: The purposes of this study were to determine whether (1) ninth graders could be taught to summarize paragraphs and entire selections, (2) their improved ability to summarize was associated with an improved ability to answer comprehension questions, (3) the students could verbalize learned rules after instruction, and (4) the students could maintain their improved abilities 3½ weeks after instruction.

Methodology: Three ninth graders who met predetermined criteria were selected to be subjects. They came from homes which valued education. They were volunteers with near perfect attendance and no overt emotional problems. Their intelligence, spelling, handwriting, and reading decoding were average, but their ability to summarize and answer comprehension questions was below average. These students were taught on a one-to-one basis to apply a set of explicit summarization rules for 25 minutes daily over a 15-day period. The research design was a multiple baseline, a quasi-experimental variant of single case design.

Results: Visual analysis of graphed results at the end of instruction revealed the following: (1) Two of three students improved in their ability to summarize paragraphs and entire selections (2) One of the three students improved in his ability to answer comprehension questions (3) Two of the three students showed an increased ability to verbalize the summarization rules.

However, during follow-up all students showed improvement in their ability to summarize paragraphs and entire selections and two of the three showed improvement in their ability to answer comprehension questions.
Conclusions The following conclusions were reached within the limitations of this study:

1. Ninth graders' summarization of paragraphs and entire selections may be improved through teacher modeling of explicit summarization rules.
2. Improved summarization abilities may be associated with an improvement in the ability to answer comprehension questions for some, but not all, students.
3. An ability to verbalize summarization rules is not necessarily reflective of a student's ability to apply those rules.
4. Students most likely to benefit from instruction in summarization are those who are highly motivated to improve their grades, are active in the learning process, and are verbally fluent.
5. Naturally occurring text can be used for the assessment of the outcomes of complex comprehension strategies.
Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
Dissertation Copies
Post Office Box 1764
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042