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ABSTRACT
        This 24-item annotated bibliography discusses factors
affecting reading achievement, including classroom management
techniques, reading instruction, reading comprehension, teacher
behavior, and beginning reading. The books, journal articles, and
research reports in the annotated bibliography were published between
1963 and 1977. (RS)

FACTORS AFFECTING READING ACHIEVEMENT:

AN ANNOTATED BIBLIOGRAPHY

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Adams, M. J., Anderson, R. C., & Durkin, D. Beginning reading: Theory and practice (Reading Education Report No. 3). Urbana, Illinois: University of Illinois, Center for the Study of Reading, November 1977.

The authors contend that there is still much to be learned about beginning reading, both in terms of what is known and what is practiced. They conclude, however, that classroom practices fail to reflect what is known. The authors discuss four major problems in beginning reading and suggest instructional practices to address these problems. The areas covered are decoding, syntax, differences between spoken and written language, semantics, and text organization.

Armbruster, B. B., Stevens, R. J., & Rosenshine, B. Analyzing content coverage and emphasis: A study of three curricula and two tests (Technical Report No. 26). Urbana, Illinois: Center for the Study of Reading, 1977.

Three nationally used third grade reading curricula and two common standardized reading tests were analyzed to discover congruencies and incongruencies in content coverage and emphasis in the teaching of reading comprehension. The authors concluded that the two standardized tests were similar but that only a small percentage of the skills emphasized in the curricula had counterparts on the standardized tests. The tests emphasized factual items entailing the location of information in presented materials. whereas two of the three curricula gave heavier emphasis to inferential comprehension skills. The authors suggest that lack of gain on reading tests

may be partially due to the lack of congruence between reading

curriculum content coverage and assessment measures.

Andrews, L. Directed reading question and cognitive organizer: Comparative effect on reading comprehension. Research in the Teaching of English, 1971, 5, 79-83.

The purpose of this research was to compare the effectiveness of

two types of techniques used to develop purpose for reading: The

Directed Reading Question (DRQ) and a Cognitive Organizer (CO).

The DRQ is a question given before the reading which directs the

reader to find information. The CO gives the reader, in advance of

the reading experience, general information about the topic and the

sequence of details. Two groups of eleventh graders were given a

pretest which showed that the two groups were not significantly

different in their ability to comprehend the two samples and that

the samples were at the students' instructional reading level.

Results of the posttest indicated that the CO group had a mean com-

prehension score significantly higher than the DRQ group. This

research is part of a larger body of research on advance organizers.

Brophy, J. E., & Evertson, C. M. Learning from teaching: A developmental perspective. Boston: Allyn & Bacon, 1976.

The content of this book represents the authors' research on teacher

effectiveness as conducted in a study of second and third grade

teachers in the Austin, Texas, Independent School District.

2

4

Teacher effectiveness was measured by teacher success in producing
student learning gains on standardized achievement tests. In this
regard the language arts and mathematics tests of the Metropolitan
Achievement Tests were used. Chapter 4 deals specifically with the
topic of classroom management. The authors define "classroom man-
agement" as planning and coordinating activities in an orderly
fashion; keeping students actively engaged in lessons and seat-
work activities; and minimizing disruptions and discipline problems.
The authors were influenced by the earlier work of Kounin and indi-
cate that their work strongly supports Kounin's. The authors of
this study were particularly interested in student learning gains
and found the following characteristics to be indications of those
teachers who were more successful classroom managers:

1. Student engagement in lessons and activities was the key to
   successful classroom management;

2. Teachers provided effective and "automatic" mechanism for stu-
   dents to receive help if needed without disrupting lessons in
   progress;

3. Teachers developed a system with some variety for students to
   proceed to other work when an assignment was completed;

4. Successful teachers demonstrated greater "withitness" and
   seemed to monitor classroom behavior with greater awareness;

5. There was little "ripple effect" because teachers could pre-
   vent problems from spreading;

6. Successful teachers were "extremely vigilant;"

7. Transition periods between activities were more automatic and

3

characterized by greater smoothness; and

8. Classroom rules were well established.

Carroll, J. B. A model for school learning. <u>Teachers College Record</u>,
 1963, <u>64</u>, 723-33.

In this classic article, Carroll presented a model for learning

which uses time as the measuring device in order to capitalize on

the advantages of a scale with a meaningful zero point and equal

units of measurement. The model can be presented as an equation:

$$\text{Degree of learning} = \frac{\text{time actually spent}}{\text{time needed}}$$

Time needed for learning comprises both the student's ability to

understand instruction as well as the quality of instruction in

conjunction with aptitude. Time actually spent in learning

comprises the time allowed for learning and the time the learner

is willing to spend in learning.

Chall, J. <u>Learning to read: The great debate</u>. New York: McGraw-Hill,
 1967.

This book is a review of the methods and materials used in the

teaching of beginning reading from 1910 to 1965. The book was

inspired by the controversy initiated by Rudolf Flesch's 1955

best seller, <u>Why Johnny Can't Read</u>, and work for the book was

4

supported by funds from the Carnegie Corporation. The author's
reading of the research led her to conclude that "code-emphasis"
reading programs tend to produce better overall reading achievement,
at least in beginning reading, than meaning-emphasis programs. The
major recommendation of the book was the return to a code-emphasis
approach in beginning reading.

Chall, J. C. The teaching of reading-1976. Wilson Library Bulletin,
1976, 50(9), 706-11.

Chall summarized what she believes to be the central concerns in
the teaching of reading today. She noted that ten years ago, the
major concern was how best to teach the beginner to read. Today
educators are concerned with reading for understanding (comprehen-
sion). Other concerns are the older (college) students who have
difficulty reading. Related to this is the concern for the decrease
in College Board scores. Another concern is lack of agreement among
researchers concerning the process of reading. She identifies two
major theories, the "skills-hierarchy" and the "single stage."
Views on the teaching of reading parallel these theories, although most
of the teaching procedures do not stem directly from the theories.
The two major types of instruction are "systematic" and "indivi-
dualistic." Recent research has indicated that language develop-
ment underlies reading development, and thus the child's language
experiences are crucial for the development of reading.

5

Chomsky, C. Stages in language development and reading exposure.
   Harvard Educational Review, February 1972, 42(1), 1-33.

   This study of language acquisition in children between the ages

   of six and ten indicated that, of nine complex syntactic structures,

   five of the structures were acquired in sequence, revealing five

   developmental stages in the acquisition of syntax. The nature of

   specific disparities between adult grammar and child grammar are

   discussed. The author examined the relationship between the

   children's exposure to written language and the rate of linguistic

   development. Also discussed are the relations between linguistic

   development, a variety of reading measures, IQ, and socio-

   economic status. The results showed a strong correlation between

   a number of the reading exposure measures and language development.

   This implies that wider reading should find a place in the cur-

   riculum in order that the child be exposed to a variety of language

   experiences.

Davis, F. B. (Ed.). *The literature of research in reading with emphasis
   on models*. New Brunswick, New Jersey: Graduate School of Education,
   Rutgers State University, 1971.

   This literature search was a project of the Target Research and

   Development Program in Reading sponsored by the U. S. Office of

   Education. The major purpose was to identify and evaluate all

   significant contributions to literature in: (a) language develop-

   ment related to reading; (b) learning to read; and (c) the reading

6

process. A second objective was to describe the hypotheses and tests central to developing new research. The reviews were commissioned to recognized scholars and the result was a definitive examination of the research in reading. The review covered topics such as language models and reading, learning to read through an operant perspective, psychometric research on comprehension in reading, language socialization and learning to read, the influence on writing-system characteristics on learning to read, models of the reading process, theories of language acquisition in relation to beginning reading instruction, and modeling the effects of oral language upon reading language.

Durkin, D. <u>Comprehension instruction--Where are you?</u> (Reading Education Report No. 1). Urbana, Illinois: University of Illinois, Center for the Study of Reading, October 1977.

The author observed 23 classrooms (grades 3-6) in six schools to acquire some general impression of what teachers do when they teach comprehension. The conclusion was that "not much is done that could be called comprehension instruction." The author describes the activities which she observed and concludes that instruction in the intermediate grades, in general, is very poor.

7

Early, M. E. Important research in reading and writing. Phi Delta
    Kappan, 1976, 57(5), 298-301.

The author summarizes what she believes has been the significant

research in reading and writing in the decade 1966-1976. Only the

reading research will be referred to in this annotation. The

author states that linguistics and psychology have had an impor-

tant influence on reading research, and she cites the work of authors such

as Frank Smith, Courtney Cazden and Kenneth Goodman. The studies

on methods that pit one approach against another (e.g., U.S.O.E.

First Grade Studies) have shown the teacher to be a more impor-

tant variable than the approach since there was more variability

within programs than between. Research has not been very helpful

to teachers in the area of comprehension and the author suggests

that the next major goal of reading research "must be unraveling

the mysteries of comprehension."

Good, T. L., Biddle, B. J., & Brophy, J. E. Teachers make a difference.
    New York: Holt, Rinehart, & Winston, 1975.

The major purpose of the book is to document the fact that teachers

and schools can and do make a difference in the educational progress

of students. Secondary purposes were to illustrate the appropriate

use of research data in improving education, to provide comprehen-

sive coverage on major studies that have examined school effective-

ness, and to present the implications for teaching practice that

are drawn from recent comprehensive studies of teacher and student

behavior in classrooms. For purposes of this paper, the sections of the book that were reviewed concentrated on the research relating teacher behavior to student outcomes.

Good, T. L., & Brophy, J. E. Looking in classrooms. New York: Harper & Row, 1973.

The authors present two very thorough chapters on classroom management. However, their presentation of techniques of classroom management is not directly tied to any research related to student gains in learning as a result of the implementation of such techniques. Chapter 6 presents management techniques which are aimed at preventing problems from emerging in the classroom, and stresses that the key to classroom management success lies in the things the teacher does ahead of time to create a good learning environment and a low potential for trouble. Preventing problems before they occur is seen as a crucial factor in classroom management success. In discussing general classroom management principles, the authors delineate the following:

1. Establishing a minimum of rules which are clearly needed and clearly presented to students;

2. Allowing students to assume responsibility for as much of the classroom management function as possible;

3. Planning to eliminate delays and student waiting time;

4. Planning appropriate independent seatwork;

5. Providing for students who need help in supportive ways;

9

6. Stressing desirable classroom behaviors with positive language;

7. Praising students appropriately;

8. Gaining student attention at the beginning of a lesson;

9. Moving lessons at a good pace to maintain attention;

10. Asking questions in an unpredictable fashion and maintaining variety to stimulate attention; and

11. Terminating lessons that are too lengthy.

Guthrie, J. T. Reading comprehension processes and instruction. In J. T. Guthrie (Ed.), Cognition, curriculum, and comprehension. Newark, Del.: International Reading Association, 1977.

The focus of this chapter is on implications of research for classroom practice with an emphasis on the teaching of reading comprehension. The author asks the question "Are there any messages from research for practice?" In an attempt to answer that question, the paper is organized by the following major headings: decoding for comprehension, purpose in comprehension, syntax and semantics in meaningful processing, transformation of meanings in comprehension, reading to learn, and learning to read. The author warns that implications from research practice do not automatically flow from the result of an investigation. Rather, implications and suggestions for practice must come from synthesizing information to meet particular needs.

10

Holzman, S., & Boes, S. Compensatory education: What works to help disadvantaged pupils. Arlington: National School Public Relations Association, 1973.

This Education U.S.A. Report summarizes eight approaches to compensatory education: Head Start, Follow Through, Post Secondary, Titles III and IV (ESEA), Migrants, Indians, and Right to Read. In the chapter titled "What Works?" eight common characteristics of successful compensatory education programs are identified. These characteristics were identified by reviewing six major studies which examined various compensatory education programs. The eight characteristics are: systematic planning, clear objectives with closely related instructional techniques and materials, intensified treatment, individualization, flexibility in grouping, coordinated staff management, a structured program approach, and parental involvement. The remainder of the document describes selected programs and makes suggestions for changes in Title I funding.

Moray, G. An investigation of reading research in the intermediate grades with recommendations for classroom use. Unpublished doctoral dissertation, University of Utah, 1973.

The author reviewed the reading research in the intermediate grades in order to synthesize findings and put them into a usable form for teachers, administrators, and curriculum planners. Suggestions are made for teaching intermediate reading. The conclusions of the review are organized under four major areas and offer thirteen suggestions for the teaching of reading. The major areas are:

11

13

organizational patterns, instructional approaches and materials,

program components, and reading interests.

Mason, J. M., Osborn, J. H., & Rosenshine, B. V. A consideration of
    skill hierarchy approaches to the teaching of reading (Technical
    Report No. 42). Urbana-Champaign: University of Illinois, Center
    for the Study of Reading, December 1977.

This report is divided into two sections. The first part examines

skill hierarchies in beginning reading instruction. The second

section explores what is known about skill hierarchies in reading

comprehension. An historical and theoretical review of a reading

skills hierarchy is presented. It appears advantageous to

construct a decoding hierarchy but not a comprehension skills

hierarchy. The authors suggest future experimental research on

possible distinctiveness and sequencing of reading comprehension

skills.

Popp, H. M., & Lieberman, M. A study of the relationship of student
    achievement to components of reading programs and environmental
    characteristics (Final Report No. 400-75-0064). Cambridge, Mass.:
    Harvard Graduate School of Education, May 1977.

This report examined characteristics of different reading programs

in order to identify characteristics which are associated with

reading achievement test gains. Data were obtained from special

reading programs in 36 communities across the country. Data were

collected on 6,753 students in grades 1 through 6. The focus

of analysis was the low achieving reader. Results indicated four

12

14

program characteristics which were most consistently associated with gain scores of the lowest achieving students. These characteristics were:

1. Individual and small group instruction will yield higher gain scores on reading achievement tests for low achieving students;

2. Programs for low achieving children offered by reading specialists will yield greater gain scores on reading achievement tests than other programs;

3. Relevant teacher training will enhance lower achieving students gain scores in reading achievement; and

4. Parental involvement is a positive aspect of reading programs for low achieving students and Parent Advisory Councils are an effective means for involvement.

Rosenshine, B. Classroom instruction. In N. L. Gage (Ed.), The psychology of teaching methods (The seventy-fifth yearbook of the National Society for the Study of Education). Chicago: University of Chicago Press, 1976.

In this chapter, Rosenshine reviews the recent research on six variables in classroom instruction: time spent, content covered, work groupings, teacher questions, child response, and adult feedback. With respect to time, Rosenshine concludes that increased time spent in school is related to increased achievement. Time spent by teachers on interactions involving reading or mathematics was consistently, and usually significantly, related to achievement. With regard to the other variables surveyed, the following conclusions were reached:

13

Content covered: an important variable that merits further study; some studies indicate that teaching method influence is mitigated by content and emphasis.

Work groupings: positive correlations with achievement occurred for teachers working with small groups (three to seven children) or large groups (eight or more children).

Teacher questions: results confusing.

Child responses: child responses to direct academic questions were positively correlated with achievement, whereas responses to non-academic and open-ended questions correlated negatively.

Adult feedback: the topic of feedback appears to be more important than the type of feedback. Feedback is not positively related to achievement whenever time is spent on non-academic (reading and math) tasks.

Siegel, M. A. Teacher behaviors and curriculum packages: Implications for research and teacher education (Technical Report No. 9). Urbana, Illinois: Center for the Study of Reading, 1976.

This paper is divided into four sections: a brief review of the research on teacher behavior within curriculum programs; a case study of the Distar instructional program, which illustrates how observational systems and measures of student gain can be used to establish relationships between instructional activities and pupil outcomes; suggestions for future research in curriculum programs; and implications of this investigation for preservice and inservice teacher education programs. The author argues that study of within-program variables can determine the effectiveness of program implementation and that this information can contribute to improved teacher training programs which can lead to better

14

16

student learning.

Simuns, H. D. Reading gomprehension: The need for a new perspective.
Reading Research Quarterly, 1971, 6, 338-363.

The author reviews the research in reading comprehension and argues

for and suggests a new perspective. The seven major approaches to

comprehension which are reviewed are: the skills approach, the

measurement approach, the factor analytic approach, the correlation

approach, the readability approach, the introspective approach, and

the models approach. The author argues that linguistic theory and

psycholinguistic research provide the beginning of a theory of

language comprehension which promises a new perspective on reading

comprehension.

Steiner, R., Weiner, M., & Cromer, W. Comprehension training and iden-
tification in poor and good readers. Journal of Educational
Psychology, 1971, 62, 506-513.

The relationship of comprehension training (providing contextual

information) to identification (saying words) was investigated for

24 good and 24 poor fifth-grade readers. The subjects were tested

under conditions of paragraph presentation versus single-word

presentation, and comprehension training (presenting a story

summary with synonyms, prior to reading) versus no comprehension

training. Results indicated that poor readers not only fail to

extract contextual cues essential for identification but also fail

15

to utilize such cues in identification even when presented with
them. The poor readers, in contrast to the good readers, fail to
utilize syntactic and contextual cues in the material and seem to
treat words as unrelated words in a series.

Venezky, R. L. Research on reading processes: A historical perspective.
American Psychologist, 1973, 32, 339-345.

This review traces the history of research on reading processes
beginning with the work of experiemental psychologists in the late
1800s. The brief history stresses visual processing research, such
as eye movement studies, and the related areas of word recognition
and decoding. The author argues that between 1908 and 1950 most
basic research in reading processes was abandoned because of the
difficulty in obtaining funding to support research. Since the late
1950s, with the passage of the Cooperative Research Act of 1954,
psychologists and linguists have returned to the study of reading
processes. The author claims that most present-day studies on reading
processes are motivated toward the construction of information-
processing models for visual processing rather than by an interest
in reading per se. Most of the studies are conducted with adults
in laboratory settings and the investigations do not, within
themselves, answer instructional questions. For these reasons, the
author feels there will continue to be a chasm between research
results and reading instruction.

16

Wiley, D. E., & Harnischfeger, A. Explosion of a myth: Quantity of
schooling and exposure to instruction, major educational vehicles
Educational Researcher, 1974, 3, 7-12.

Taking the position that the amount of schooling does have an

effect on pupil achievement, the authors suggest the need for

research in order to determine the precise correlation between a

particular amount of schooling and student achievement. The

authors delineate the following as variables that must be taken

into account within the construct "schooling".

length of school year, length of school day, teacher use of

available time, student us of time available, and the actual time

needed by a particular student to master a particular task. The

authors demonstrate their point of view by citing a study conducted

in the Detroit Metropolitan Area of sixth-graders in 40 schools.

On the basis of this particular study the authors concluded that in

schools where students receive 24 percent more schooling, they will

increase their average gain in reading comprehension by two-thirds

and their gain in mathematics and verbal skills by more than

one-third. It appears to the authors, therefore, that the amount

of schooling a child receives is a highly relevant factor for his

achievement. The authors further suggest that these findings have

tremendous implications for school policy decisions and for

strategies to insure equality of educational opportunity to all

students throughout the country.

17