This annotated bibliography of literacy research published from 1990 to 1998 in the "Journal of Research and Development in Education" is divided into different literacy categories for the ease of the reader. The categories in the bibliography are: Assessment (4 citations); Belief Systems (8 citations); Genres (13 citations); Literacy Mediums (9 citations); Reading (13 citations); Specific Populations (17 citations); and Writing (12 citations). (NKA)
A Decade of Literacy Research

in the Journal of Research and Development in Education:

An Annotated Bibliography

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A Decade of Literacy Research

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An Annotated Bibliography

ASSESSMENT:


The purpose of this study is to explore the validity of three portions of a set of literacy assessments: Response to Reading, Management of Content, and Command of Language. There are 5,267 subjects in the study from eight school districts throughout the country.


This article provides a discussion regarding the equating of large-scale writing assessments and the implications for performance assessments in other disciplines. At least seven issues are focused upon, including definitions of the underlying constructs.


The effects of using holistic and analytic scoring methods for rating oral speeches is examined.


The success rate of 56 learning disabled college-aged students is compared to a second group of students without learning disabilities using a holistically scored text. Information on success rate by gender is discussed.
BELIEF SYSTEMS:

ATTITUDES AND PERCEPTIONS ABOUT LITERACY


Gender stereotypes concerning literacy and computers as reflected by 120 first grade children are investigated to examine the impact of three language arts programs.


This study examines the classroom writing environments of two high school classrooms using different instructional approaches: a communicative approach with the support of technology and a traditional approach. Results by gender are discussed.


Fifty-seven fifth-grade students were each taught a two-week unit on the American Revolution using different instructional materials. Three instructional groups were formed. One group was instructed with traditional textbooks, and one with traditional textbooks where the learners were encouraged to read children's literature at home.


This study investigates to what extent undergraduate students (1,347 subjects), who have an interest in entering the field of education, favor censorship.


This study focuses on the hypothesis that literacy is perceived as a female activity by American students and also explores student perception concerning parent role-models.

The focus of this quantitative/qualitative study investigates the effects on learning, motivation, attitude, participation, and critical thinking when prediction engagements are used when teaching genetics to high school biology students.


An instrument designed to measure adults' reading attitudes is used with a sample of 84 adults between the ages of 35-44 as part of a larger study.


This study investigates senior high school economic students’ attitudes towards economics and factors that affect their learning about economics.

**GENRES:**

**CONTENT AREA LITERACY**


Student-documented awareness regarding the strategies and approaches utilized when they have difficulty reading a science text is explored.


For a six week period of time, the effects of macroprocessing and microprocessing strategy instruction on making sense of text for high school remedial students is examined.


The attitudes of 67 preservice teachers enrolled in an elementary music education class are surveyed concerning the use of multicultural materials and activities.

Fifty-seven fifth-grade students were each taught a two-week unit on the American Revolution using different instructional materials. Three instructional groups were formed. One group was instructed with traditional textbooks, and one with traditional textbooks where the learners were encouraged to read children's literature at home.


The focus of this quantitative/qualitative study investigates the effects on learning, motivation, attitude, participation, and critical thinking when prediction engagements are used when teaching genetics to high school biology students.


This study investigates senior high school economic students' attitudes towards economics and factors that affect their learning about economics.


The purpose of this study is to expand previous research concerning the historical thinking of secondary student teachers in history and how they interpret historical texts during their time as student teachers.

*LITERATURE-BASED*


The attitudes of 67 preservice teachers enrolled in an elementary music education class are surveyed concerning the use of multicultural materials and activities.


Fifty-seven fifth-grade students were each taught a two-week unit on the American Revolution using different instructional materials. Three instructional groups were formed. One group was instructed with traditional textbooks, and one with traditional textbooks where the learners were encouraged to read children’s literature at home.


This study investigates to what extent undergraduate students (1,347 subjects), who have an interest in entering the field of education, favor censorship.


The primary focus of this study is to explore the combined effects of at-home and in-class multicultural reading engagements on the awareness and attitudes of kindergarten, second-, and fourth-grade students toward people representing other cultures.

**LITERACY MEDIUMS:**

**SIGN SYSTEMS**


The main purpose of this study is to investigate the attributes outside of the school setting that contribute to differences in school achievement.


The effects of parent-school involvement on reading and math achievement of grade two through grade eight Title I students is examined.

In college reading classes, two studies investigate the effect of images concerning vocabulary retention of right and left hemisphere-preference learners.


Three strategies including a vocabulary log, imagery, and suggestology, in addition to a traditional approach are used to study their effectiveness on college developmental readers’ initial acquisition and new vocabulary retention.

**TECHNOLOGY-RELATED STUDIES**


Gender stereotypes concerning literacy and computers as reflected by 120 first grade children are investigated to examine the impact of three language arts programs.


This research study examines the effectiveness of DaisyQuest, a computer program designed to increase young children’s phonological awareness, in two experiments.


Resulting from a meta-analysis of 15 literacy studies with a primary focus on vocabulary instruction spanning 6 years, four specific areas are reported: computer assisted instruction, the keyword method of instruction, semantically-linked visual imagery, and writing activities.

This study investigates if word processing provides scaffolds for the learning of language of less proficient fourth-grade students when used in conjunction with sentence-combining activities.


This study examines the classroom writing environments of two high school classrooms using different instructional approaches: a communicative approach with the support of technology and a traditional approach. Results by gender are discussed.

**READING:**

**COMPREHENSION**


Student-documented awareness regarding the strategies and approaches utilized when they have difficulty reading a science text is explored.


For a six week period of time, the effects of macroprocessing and microprocessing strategy instruction on making sense of text for high school remedial students is examined.


The purpose of this paper is to explore the strategic comprehension behavior used by students and the instruction that they encountered.


This study focuses on word recognition and the structural features of words as determining factors in reading comprehension stemming from word recognition models, research in word recognition and comprehension, and developmental models of reading.

The effects of parent-school involvement on reading and math achievement of grade two through grade eight Title I students is examined.

**PARTS OF SPEECH**


In college reading classes, two studies investigate the effect of images concerning vocabulary retention of right and left hemisphere-preference learners.

**PHONOLOGICAL AWARENESS**


This research study examines the effectiveness of DaisyQuest, a computer program designed to increase young children’s phonological awareness, in two experiments.


Two phonological awareness studies of young children are reported using a new instrument designed to be administered to a group and an experimental version of the Screening Test of Phonological Awareness (STOPA).

**READING STRATEGIES**


Student-documented awareness regarding the strategies and approaches utilized when they have difficulty reading a science text is explored.

The focus of this quantitative/qualitative study investigates the effects on learning, motivation, attitude, participation, and critical thinking when prediction engagements are used when teaching genetics to high school biology students.

**VOCABULARY**


Resulting from a meta-analysis of 15 literacy studies with a primary focus on vocabulary instruction spanning 6 years, four specific areas are reported: computer assisted instruction, the keyword method of instruction, semantically-linked visual imagery, and writing activities.


In college reading classes, two studies investigate the effect of images concerning vocabulary retention of right and left hemisphere-preference learners.


Three strategies including a vocabulary log, imagery, and suggestology, in addition to a traditional approach are used to study their effectiveness on college developmental readers’ initial acquisition and new vocabulary retention.

**SPECIFIC POPULATIONS:**

**CULTURALLY-DRIVEN STUDIES**


Elementary and middle school students from Canada and China were asked to imagine that they were animals and to then create a story about the adventures of said animal. Differences are reported according to gender and development.

The attitudes of 67 preservice teachers enrolled in an elementary music education class are surveyed concerning the use of multicultural materials and activities.


The primary focus of this study is to explore the combined effects of at-home and in-class multicultural reading engagements on the awareness and attitudes of kindergarten, second-, and fourth-grade students toward people representing other cultures.

**GENDER-RELATED STUDIES**


Gender stereotypes concerning literacy and computers as reflected by 120 first grade children are investigated to examine the impact of three language arts programs.


Elementary and middle school students from Canada and China were asked to imagine that they were animals and to then create a story about the adventures of said animal. Differences are reported according to gender and development.


This study examines the classroom writing environments of two high school classrooms using different instructional approaches: a communicative approach with the support of technology and a traditional approach. Results by gender are discussed.

This study focuses on the hypothesis that literacy is perceived as a female activity by American students and also explores student perception concerning parent role-models.

**PARENTAL INFLUENCES**


The main purpose of this study is to investigate the attributes outside of the school setting that contribute to differences in school achievement.


This study focuses on the hypothesis that literacy is perceived as a female activity by American students and also explores student perception concerning parent role-models.


The effects of parent-school involvement on reading and math achievement of grade two through grade eight Title I students is examined.

**PRESERVICE PEDAGOGY**


The attitudes of 67 preservice teachers enrolled in an elementary music education class are surveyed concerning the use of multicultural materials and activities.


This study investigates preservice teachers' theoretical beliefs concerning the reading process and the relationship between said belief system to their undergraduate course work and student teaching assignments.

The purpose of this study is to expand previous research concerning the historical thinking of secondary student teachers in history and how they interpret historical texts during their time as student teachers.

**SPECIAL EDUCATION POPULATIONS**


The success rate of 56 learning disabled college-aged students is compared to a second group of students without learning disabilities using a holistically scored text. Information on success rate by gender is discussed.


The purpose of this paper is to explore the strategic comprehension behavior used by students and the instruction that they encountered.

**WRITING:**

**PRODUCTS AND PROCESSES**


The effects of prewriting composing cue and question level using three separate measures are investigated. The subjects of the study are 56 undergraduate secondary education majors.


The purpose of this study is to explore the validity of three portions of a set of literacy assessments: Response to Reading, Management of Content, and Command of Language. There are 5, 267 subjects in the study from eight school districts throughout the country.

This article provides a discussion regarding the equating of large-scale writing assessments and the implications for performance assessments in other disciplines. At least seven issues are focused upon, including definitions of the underlying constructs.


Elementary and middle school students from Canada and China were asked to imagine that they were animals and to then create a story about the adventures of said animal. Differences are reported according to gender and development.


This study examined the effects of four writing experiences, grade level, and reading level on children’s narrative writing and measures the degree of student improvement and transferred fluency.


The purpose of this study is to determine the effect of two tasks, one simple and one complex, on fourth- and sixth-grade students’ narrative writing.


This study investigates if word processing provides scaffolds for the learning of language of less proficient fourth-grade students when used in conjunction with sentence-combining activities.


This study examines the classroom writing environments of two high school classrooms using different instructional approaches: a communicative approach with the support of technology and a traditional approach. Results by gender are discussed.

The success rate of 56 learning disabled college-aged students is compared to a second group of students without learning disabilities using a holistically scored text. Information on success rate by gender is discussed.


The purpose of this study is to analyze the nature and content of persuasive letters composed by sixth-grade students and written for a variety of purposes and intended audiences.


This study analyzes if training affects bias towards extremely poor and good handwriting. Twenty-seven essays were reviewed by three graders. It is reported that previous training had no significant effect on the graders.

*SPELLING*


Sixteen, at-risk, African American first graders were administered weekly spelling tests under three instructional conditions: with active peer tutoring, with passive peer tutoring, and with teacher-mediated instruction.
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