This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 40 titles deal with a variety of topics, including the following: (1) the effects of oral reading of literature by teachers on reading attitudes of fourth grade students; (2) two instructional programs for teaching first grade students to read; (3) the effects of need to achieve, test anxiety, reward, and instructions on reading vocabulary performance; (4) the effects of father-child and mother-child reading programs on reading readiness; (5) the development of newspaper-based lesson plans designed to supplement reading programs; (6) the effects of selected syntactic structures on oral reading performance; (7) sex differences in reading readiness; (8) a psycholinguistic analysis of reading strategies of early readers; (9) a study of an elementary school library program emphasizing personal reading development; (10) cognitive self-instruction to increase comprehension in early readers; (11) preschoolers' knowledge of the symbolic function of written language in storybooks; and (12) the selection of basal reading textbooks. (HTH)
Reading and Study Skills and Instruction:  
Preschool and Elementary: 

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1980 (Vol. 41 Nos. 1 through 6) 

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Abstracts of the following dissertations are included in this collection:

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THE EFFECTS OF ORAL READING OF LITERATURE BY TEACHERS ON THE READING ATTITUDES OF FOURTH-GRADE STUDENTS

Beath, Paula Ruark
AN EXAMINATION OF THE RELATIONSHIP BETWEEN ON-TASK BEHAVIOR DURING SUSTAINED SILENT READING AND READING ACHIEVEMENT

Bianco, Rosalie Marie
THE PURPOSES OF ILLUSTRATIONS IN FOURTH GRADE BASAL READERS AND THEIR EFFECT ON CHILDREN'S COMPREHENSION, WORD RECOGNITION, AND INTEREST IN NONFICTION PASSAGES

Buck-Smith, Robin Elaine
THE EFFECTIVENESS OF TEACHING THE LANGUAGE OF INSTRUCTION AND THE NATURE AND PURPOSE OF READING TO FIRST GRADE CHILDREN

Carbo, Marie Antonetti
AN ANALYSIS OF THE RELATIONSHIPS BETWEEN THE MODALITY PREFERENCES OF KINDERGARTNERS AND SELECTED READING TREATMENTS AS THEY AFFECT THE LEARNING OF A BASIC SIGHT-WORD VOCABULARY

Cava, Mary Cecelia
TWO INSTRUCTIONAL PROGRAMS FOR TEACHING FIRST-GRADE CHILDREN TO READ

Ceprano, Maria A.
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Christy, Samuel Lee
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Gates, Dale Derrod  
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Hill, Claude Egerton, III  
BEGINNING READERS' KNOWLEDGE OF ORTHOGRAPHIC PATTERNS IN WORD RECOGNITION

Jenkins, Carol Ann  
THE EFFECTS OF SELECTED SYNTACTIC STRUCTURES ON ORAL READING PERFORMANCE

Kennedy, Mary Lynch  
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McSparron, Hedy Migden  
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AN EXAMINATION OF THE RELATIONSHIP BETWEEN ON-TASK BEHAVIOR DURING SUSTAINED SILENT READING AND READING ACHIEVEMENT

Order No. 8017181

Beath, Paula Ruark, Ph.D. University of Maryland, 1979. 152pp.

Supervisor: Robert M. Wilson

The purpose of this study was to examine the relationship between on-task behavior during sustained silent reading (SSR) and reading achievement. Sex, attitude, and oral accuracy of material being read during SSR were the secondary variables of interest.

Sixty fourth graders from Dorchester County in Maryland were observed during sustained silent reading time on three different days by three different observers. An 88% agreement among raters was reached prior to any collection of data. On-task behavior was recorded by using a frequency count and observing students at fifteen second intervals for ten minutes. On the day of the last observation, students were administered the Heathington Intermediate Attitude Scale. This is a Likert Scale consisting of six items which measures attitude towards reading. Oral accuracy was determined by having students read a 250 word passage from material chosen for SSR.

The analysis consisted of analysis of variance test and chi square tests of independence. 

Implications for research include looking at other aspects of automaticity as it relates to repetition as well as looking further at on-task behavior of boys and girls to determine differences.

Implications for practice included the necessity of giving students opportunities to read independently. Another implication is that if teachers would like to foster positive attitudes toward reading with their students, students need materials they can read if they are expected to read.
The purpose of this study was to determine the effect of the direct and systematic teaching of the nature, purpose, and language of instruction of reading on first grade children's knowledge of this information, on their reading achievement, and on their attitudes toward reading. The sample for the study consisted of 60 students in their first year of first grade in an elementary school in a northeast Georgia rural school system.

To minimize the effect of teacher differences, three teachers were systematically assigned to each of the two treatment groups. The subjects were then randomly assigned to one of the six teachers. Each treatment group consisted of 30 subjects. Experimental Group 1 received 20 lessons, supplementary to regular reading instruction, designed to teach the nature, purpose, and language of instruction of reading. Experimental Group 2 received a non-related treatment of 20 lessons, also supplementary to regular reading instruction, designed to teach reading skills using the newspaper as a source of materials. The lessons for both groups were administered daily, in 20-minute sessions, for four weeks.

Immediately following the 4 weeks of lessons, all subjects were tested for knowledge of the nature, purpose, and language of instruction of reading with the Test of Linguistic Awareness. Reading achievement, and their attitudes toward reading were measured with the Children's Attitude Toward Reading Test. Six weeks after the implementation of the lessons, reading achievement was measured by a standardized test, the Gates-MacGinitie Reading Tests, Primary A.

The two treatment groups were compared on each measure by using independent t-tests. On the measure of knowledge, the purpose, and language of instruction of reading, through 20 lessons specifically designed for this program, no differences were found between the two groups (t = 1.15; P > .05). On the standardized reading achievement tests, the mean scores for the two groups were not significantly different (t = 0.53; P > .05). However, on the measure of attitudes toward reading, Experimental Group 1 again scored significantly higher (t = 6.02; P < .05).

As these results indicate, the direct and systematic teaching of the nature, purpose, and language of instruction of reading, through 20 lessons specifically designed for this program, had a positive effect on reading achievement. The students who received these lessons had better attitudes toward reading than did students who did not receive the lessons. However, the lessons did not affect the students' reading achievement after 6 weeks.

AN ANALYSIS OF THE RELATIONSHIPS BETWEEN THE MODALITY PREFERENCES OF KINDERGARTNERS AND SELECTED READING TREATMENTS AS THEY AFFECT THE LEARNING OF A BASIC SIGHT-WORD VOCABULARY

The major findings of this study were: (1) A significant interactive effect was evidenced between modality preference and word stimulus method on both immediate and mean delayed recall scores. Specifically, auditory preference learners tended to recall more words following the auditory method than following either the visual or visual-tactual method, and visual preference learners tended to recall more words following the visual method than following either the auditory or visual-tactual methods. (2) Significant overall differences were evidenced among the mean scores of the kindergartners in the three modality preference groups, with nonpreference subjects recalling significantly fewer words than either auditory preference or visual preference subjects for both immediate and delayed recall. (3) No significant overall differences were evidenced for either immediate or delayed recall among the mean recall scores of the subjects following instruction with the three word stimulus methods.

TWO INSTRUCTIONAL PROCEDURES FOR TEACHING FIRST-GRADES TO READ

This study deals with two reading programs—Scott Systems and System80—which are in use in an elementary school on Long Island, New York. The study starts off with background information on how Scott Systems and System80 are used in the district.

Several needs of beginning readers are listed and discussed, then Scott Systems and System80 are compared with respect to how they meet a beginning reader's need for language ability, intellectual ability, perceptual ability, ability to maintain attention, motivation, meaningful work, and success. Both programs meet some of these needs in different ways.

In Chapter IV the goals and objectives of Scott Systems and System80 are discussed. Additionally, research on beginning reading and programmed instruction is summarized for use in the research.

After these comparisons are made, another comparison is made of the beginning reading materials themselves. Level 2 from Scott Systems and Learning Letter Sounds from System80 are compared because both deal with learning letter sounds. The core components, scope and sequence, producers, authors, and publishers research are covered for both Scott Systems and System80.

Following the description and analysis of the systems, an investigator-designed comparison of the two programs is made involving sixty-six first-grade students. A pretest/posttest compares the effectiveness of the two programs for teaching three digraphs—"ch", "sh", and "th". Results from the pretest show no difference between the scores of the Scott Systems and System80 groups; however, tests from Posttests 1 and 2 show a difference in favor of the System80 group. A survey of students and teachers involved shows preference for the System80 material. During the study, some observations are made of student behavior while using the programs.

The study concludes with a discussion of the try-out results, all the other comparisons and the conditions under which each program might be effective. Suggestions are made for future arrangements as alternatives to the present situation.

THE EFFECTS OF TWO INSTRUCTIONAL PROCEDURES ON FEATURAL ATTENTION AND WORD LEARNING OF CHILDREN BEGINNING TO READ

Two groups of beginning readers were taught five words per day for eight days by one of two randomized instructional approaches: (1) a context approach in which words were introduced with questions as to the context of written and spoken sentences or (2) a distinctive features approach in which the visual characteristics of the words presented in isolation were emphasized. The purpose of this naturalistic study was twofold: (1) to determine the efficiency of the two procedures for producing delayed and long term retention of sight words; and (2) to determine the specific influence of instructional approach on children's evolving word recognition strategies.

Treatment effects on word learning efficiency were assessed in the sentence mode (paralleling aspects of the context approach) and the isolation mode (paralleling aspects of the distinctive features approach). Treatment effects on word recognition strategies were determined by comparing differences between each group's tendency to respond with substantiated non-responses and correct responses as isolated words were presented on daily review tests (isolation phase testing) and on two subsequent posttests (the delayed and long term retention posttests). Substitution errors made by the two groups at each time were also analyzed and compared to determine the graphic, phonetic, and/or pattern pronunciations commonly used by the children. In addition, children were asked to describe how they went about identifying words presented for recognition on the delayed retention posttest.
Findings for delayed retention showed an interaction of method of instruction with mode of assessment. The distinctive features method group recognized more words only when words were tested in isolation. There was no difference in the number of words recognized by the two groups when words were tested in sentences. Findings for long-term retention, though non-significant, exhibited trends similar to those for delayed retention. The interaction of method of instruction with mode of assessment was not significant in terms of the questions it raises regarding the value of isolation mode tests for evaluating the effectiveness of sight word teaching methods having reading in text as a long-range outcome.

Response analysis techniques applied to the data as a whole showed no marked differences in the word recognition strategies adopted by the two method groups. However, some sub-indications of instructional influence were apparent in subsets of the data. Children taught with context method were more attuned to the initial morphological components of compound words in the target list than were children taught by the distinctive features method. With regard to response types, children in both groups favored a response behavior to substitution behavior when unknown words were presented. However, the context method group made considerably more no response errors than did the distinctive features method group. While both method groups made essentially the same number of substitution errors during instructional phase testing, the distinctive features group maintained a lower rate of substitution behavior on subsequent posttests as the context group increasingly reverted to non-responsing behavior. Findings pertaining to cue selection and response type tendencies are discussed in terms of the method-specific benefits which they suggest.

Self-report data from both treatment groups provided no plausible explanation of how words are identified. From these data it was concluded that preteaching kindergartners lack the sophistication and maturity to describe appropriately the complexity of the word recognition process.

The findings were summarized as follows: (1) There was no significant difference in student reading gains between DISTAR and basal reading programs. (2) The achievement of boys and girls in DISTAR did not differ significantly. (3) The high SES students in DISTAR made significantly greater gains than low SES students. (4) There was no significant difference in gains between dominant English-speaking students and dominant Spanish-speaking students. (5) There was no significant difference in achievement between Spanish-speaking students in DISTAR and those in basal programs.

Although the t-test results did not indicate a significant difference between the two reading methods compared, among low SES students, the achievement of the DISTAR group when compared to the control sample was only slightly below the significant value.

**EFFECTS OF A PROGRAM OF FATHER-CHILD AND MOTHER-CHILD READING ON CHILDREN'S READING READINESS**

Order No. 8016521


The major purpose of this study was to examine the effects of workshops intended to train parents in behaviors appropriate for reading a story book to their children. Those variables expected to be affected were (a) the behaviors emphasized in the workshops and (b) the reading readiness of the children whose parents attended the workshops. Other objectives of this study were to determine whether mothers and fathers interact differently with their children when reading a story book and to study the relationship between parents' reading behaviors and (1) their educational background and (2) the child's sex. The relationship between the children's reading readiness and their parents' reading behavior prior to the workshops was examined. Also examined was the relationship between children's reading readiness prior to the workshops and (1) parents' educational background and (2) parents' frequency of story book reading at home.

The study included 37 sets of parents and preschool children. There were 17 male (2 black and 15 white) and 20 female (11 black) children, ages three to five years. This sample was recruited from a larger pool of 255 potential parents from three nursery schools. The experimental group of 19 couples and their children was randomly selected out of 37 couples who had volunteered to participate in this study.

Two training workshops were provided for the experimental group parents, in which handouts were distributed and discussed and videotaped models, especially prepared for this study, were shown depicting the behaviors discussed in the handbook as well as in the workshops. The handouts distributed in the workshops included suggestions for a more effective parent-child book reading episode (e.g., asking questions that spur thinking; pointing to words and pictures; encouraging child's participation; praising the child's efforts and additional processes too numerous to list here). Each parent-child was videotaped reading a story book twice (once before and once after the treatment, ten weeks later), and the children were retested before and after the treatment using the Reading Readiness Assessment of the Basic Skills Inventory (BSSI). Two story books (Ask Mr. Bear and The Gingerbread Boy) were randomly assigned to mothers and fathers in each treatment group at the first testing session. At the second testing session, mothers and fathers were assigned the book not previously read.

Half of the mothers in the two groups received The Gingerbread Boy and The Gingerbread Man, and The Gingerbread Boy and The Gingerbread Man to half of the fathers in the two groups. The results of this study indicate that it is possible to alter parents' story book reading behaviors through two workshop meetings. There is some evidence that parents' behaviors can become more amenable to change than fathers'. Also, parents' participation in workshops resulted in increased reading readiness gain scores for their children, especially on items pertaining to word discrimination, ability to draw inferences, and ability to recall factual content.

Additionally, fathers' use of thought questions after the story and factual questions before the story was found to be predictive of their children's reading readiness. The amount of time fathers spent reading a story book with their daughters was related to their daughter's reading readiness. Also, fathers showed the tendency to ask more thought questions of their sons as compared with their daughters. Mothers' educational background was predictive of their son's reading readiness, and mothers' criticism and negative reinforcement tended to be inversely related to their children's reading readiness. Finally, the mothers' story book reading behaviors, namely their tendency to ask thought questions and give praise, predicted their children's reading readiness.

Implications for parents, parent educators, and early childhood teachers were discussed, as well as topics for future research.
The entire sixth-grade population of one elementary school and that of one sixth-grade class of another, both of the Baltimore County Public Schools, were screened for estimated reading proficiency. Subjects included in the study also met additional specified criteria.

Sixty-two subjects participated in the study. Each subject was administered individually three written testing instruments developed by the investigator: (1) Association Test of Isolated Words (I); (2) Association Test of Words in Limited Context (L); and (3) Association Test of Words in Expanded Context (E). The I Test consisted of 21 nouns including 10 target words. The L Test consisted of 16 single-sentence contexts, 10 of which included the same target words as the I Test. The E Test was composed of 11 sets of three sentences. The middle sentence of each set was identical to single sentences of the L Test of which 10 sentences contained the target words.

Subjects responded to words orally. Responses to the same 10 target words on each of the three testing instruments were analyzed. Each of the testing instruments was divided into two sections. Subjects’ multi-word responses to five of the target words on each section of Task 1 and were analyzed in terms of the number of different meaning categories that were judged by raters as corresponding in meaning to the responses. Subjects’ single-word responses to the other five target words were part of Task 2 and were analyzed in terms of raters’ designations of paradigmatic or non-paradigmatic. The reliability of raters’ judgments and designations was established.

A repeated-measures design with six different orderings of test administrations assigned randomly to subjects was used in this study. An index of dispersion was employed to determine a comparable measure of different response categories for the five target words of Task 1. The proportions of paradigmatic responses to total responses for the five target words of Task 2 were computed. Analysis of variance with its companion F test was used to analyze the differences among responses to the I, L, and E Tests for both Task 1 and Task 2.

Results significant at the .01 level were: (1) The number of different response categories decreased as the size of the written linguistic contexts surrounding a word increased (2) The proportions of paradigmatic responses to total responses increased as the size of the written linguistic context surrounding a word increased.

Employing post hoc procedures at the .01 level of significance, it was found that the differences between the number of different response categories under the conditions of no-context and either single-sentence or three-sentence contexts were significant. The difference between single-sentence and three-sentence contexts, however, was found to be non-significant. Post hoc procedures were also used to investigate the effect of context size upon paradigmatic responses. All differences were found to be significant. Implications based on the findings were presented to support a theory of reading and to suggest further research of theory and instruction.

DEVELOPMENT AND EVALUATION OF NEWSPAPER-BASED LESSON PLANS DESIGNED TO SUPPLEMENT SECOND GRADE READING PROGRAMS

Order No. 8023140

FLYNT, ELSIE SUTTON, ED.D. University of Georgia, 1980. 254pp. Director: Ira E. Aaron

The purpose of this study was to develop, evaluate, and revise, based on the results of the evaluation, a set of newspaper-based supplementary reading materials designed for use with pupils of second grade reading ability. The set of newspaper-based materials was designed to complement and supplement the skills emphasized in many basal reading series because basal reading series are the most prevalent core material used in primary reading programs. The set of materials developed for this study completed the second phase of a project aimed at developing the Newspaper Primary Reading Program, a newspaper-based supplementary primary reading program.

Skills to be taught and/or reviewed were selected from various scope and sequences of basal reading series, skills listings, and curriculum guides. The lesson plans were developed for the four skill areas of vocabulary, word recognition, comprehension, and study skills. Depending on when each skill was emphasized in the various skill sources, each lesson plan was further divided into two levels of difficulty: first half of second grade (1) and latter half of second grade (2). Each lesson plan presented the following information: skill focus, reading level, purpose, materials needed, time range, teaching procedures, newspaper examples, and optional follow-up activities.

Forty-five professional educators (29 classroom teachers, 5 reading specialists, 4 reading consultants, and 7 university professors) evaluated the lesson plans, using a rating scale developed by Marcey (1979). In addition to evaluating the materials using the rating scale, classroom teachers were asked to try out five assigned lesson plans with small groups of second graders to provide additional feedback concerning the effectiveness of the materials with second grade level pupils.

The study utilized a factorial analysis of covariance design involving two factors: treatment and teacher, the covariates included age, sex, Boehm, and parental occupational status. The principal effect, treatment, involved an experimental group enrolled in an extended-day kindergarten and a control group enrolled in a half-day kindergarten. The experimental and control group also included first and second grade children who had been enrolled in either the extended-day or half-day kindergarten. The teachers were nested within each treatment and treated as a fixed factor. If treatment effects were found, teachers also were treated as a random factor to see if the treatment effects were strong enough to be generalizable to another population of teachers like them. An analysis was performed separately for each of the five dependent variables: (1) basic concepts, (2) word attack skills in kindergarten, (3) parent attitude and involvement, (4) personal-social development, and (5) reading achievement in grades one and two.

At the kindergarten level, there was a statistically significant difference in favor of the experimental group on the basic concept development of kindergarten children. The treatment effect was maintained even when teachers were viewed as a random factor. There is also some indication in favor of the experimental group that personal-social development was improved, although this variable was measured subjectively. Parents from the two programs definitely did feel differently about their child's kindergarten program with the statistically significant difference in favor of the experimental group. However, there were no statistically significant differences on the number of parent/teacher contacts or the amount of parent involvement in the classroom and the work attack skills development of kindergarten children.

At the first grade level, there were no significant differences in reading achievement between the experimental and control first graders on the Comprehensive Test of Basic Skills or on the basal reading levels. The differences that occurred were among the groups and teachers in favor of the control group on all three strands (Word Attack Skills, Study Skills, and Comprehension) of the Wisconsin Design for Reading Skill Development. The second grade findings in essence support the first grade findings in reading achievement. For the Comprehensive Test of Basic Skills there were no significant differences between the experimental group and the control group in reading achievement. The findings on the Wisconsin Design for Reading Skills Development, a subjective measure, were in favor of the experimental group. There was a significant difference in favor of the experimental group on the basic concept development of the second grade in favor of the experimental group. The strongest support favoring the experimental group occurred on the Boehm test at the completion of kindergarten and on the parental attitude measures. There was little support for the experimental method in terms of superior academic performance in grades one and two.

The effects of written linguistic context on word meaning for proficient sixth-grade readers

Order No. 8031868

ESCOS, ADRENEE; SUSAN, PH.D. University of Maryland, 1979. 245pp. Supervisors: Dr. Jessie A. Roderick, Dr. H. Beth Davey

The major purpose of this study was to investigate the effects of size of written linguistic context on the meanings proficient sixth-grade readers imparted to words. A secondary purpose was to extend the use of the word association technique beyond isolated words. The theoretical framework of the study was based on a concept of meaning that recognizes both the semantic features of a word in reading and the effects of the written context that surrounds the word. Associative responses to target words were assessed at three levels: no context, limited context, and full context.
The USE OF CONTEXTUAL INFORMATION FOR WORD IDENTIFICATION BY ELEMENTARY SCHOOL CHILDREN

Order No. 8014695

There is a developmental shift in the cues readers use during reading. While beginning and poor readers rely on graphic features to identify words, letter clusters, and words; more accomplished readers take advantage of contextual cues to identify larger units of text. This study examined the development of the use of context cues for word identification by young readers.

For the reader who can use context, his knowledge of the regular relations within language, and context, and within the subject matter, subtext, creates experiences which carry the reading process forward. Contextual information may also provide reference points to which the new material may be added.

The questions addressed were: (1) When does context use begin? (2) What characteristics of the reader and text affect its use? and (3) What type of contextual information is the most useful? The independent factors in the study were the grade level of the reader, the difficulty of the reading material and the source of the contextual information. The dependent measure was the number of words identified on a reading task.

The subjects in the experiment were 120 second, third, and fourth grade boys and girls of low and high reading ability. The three sources of contextual cues studied were sentences, discourse, and discourse in which the topic was revealed prior to reading by a picture and caption. A random word unit was included for a baseline measure. The material was at easy (one year below reading level) and hard (at reading level) difficulty levels.

Readers identified words in passages typed in the word boundary format. That is, passages were typed so that there was a space between each letter with no additional spaces between words. Capital letters and punctuation were omitted, further disguising word boundaries. The reader drew slash marks between letters in the string to delineate words.

The subjects were second, third, and fourth grade students from predominantly lower-middle to lower class neighborhoods. Twenty-four students from each grade level were randomly drawn from the population of students passing the screening test. The Test Passage was then administered to a sample of 80 kindergarten, first, second and third grade children. In addition, the subjects were administered a conventional test of word recognition, spelling, phonemic segmentation and IQ.

The results indicated that awareness of orthographic patterns develops steadily from kindergarten third grade, but most rapidly from first to second grade. Performance on the test of orthographic awareness was found to be positively related to more conventional measures of reading achievement: phonemic awareness and spelling but not to intelligence.

The findings are discussed in regards to the use of multi-letter cue in word recognition and their implications for instruction.

THE EFFECTS OF SELECTED SYNTACTIC STRUCTURES ON ORAL READING PERFORMANCE

Order No. 8017612
JENKINS, CAROL ANN, Ph.D. Boston College, 1980. 208pp. Director: Dr. John Savage

This study was designed to investigate the effects of selected syntactic structures on the oral reading performance of average readers. The syntactic structures under investigation were adverbial clauses, modified dialogue carriers and noun adjunct phrases. It was hypothesized that children of average reading ability (second, third and fourth grade) would read these syntactic structures with varying degrees of proficiency. It was further hypothesized that the three syntactic structures under investigation would vary from one another in degrees of difficulty.

A Test Passage was constructed by the investigator to test these hypotheses. The Test Passage was modeled after a story found in a second grade basal reader and revised to include a total of 30 syntactic structures. Ten adverbial clause structures were adverbial clauses, ten were modified dialogue carriers, and ten were noun adjunct phrases.

A Word Recognition Screening Test was also designed by the investigator. This screening test consisted of 75 words which were taken directly from the 30 structures in the Test Passage. The purpose of this test was to identify those students who could correctly read at least 90% of the words which would encounter in the Test Passage. This ensured that all students would be able to read the structures in the passage would be attributable to the difficulty of the structures and not to a student’s inadequate word recognition abilities.

The students participating in this study were selected from two schools in an urban school system. These schools enrolled children who were from predominantly lower-middle to lower class neighborhoods. Twenty-four students from each grade level were randomly drawn from the population of students passing the screening test. The Test Passage was then individually administered to 72 students. Mise was made on any of the 30 adverbial clauses in the Test Passage by any of the students. For the two remaining structures the mean error scores per grade level were computed. To determine whether the differences found among these mean scores was significant or a function of chance, a repeated measures analysis of variance was performed. The results of this statistical analysis were:

1. Second and third graders differed significantly in their oral reading performances on the syntactic structures. Significant differences were also found between the second and fourth graders’ performances. No significant differences, however, existed between third and fourth graders.

2. A significant difference was found between the difficulty levels of the two syntactic structures. The modified dialogue carrier structure was significantly more difficult for the students to read than the noun adjunct phrases structure.

3. No significant structure-by-grade level interaction was found.
The findings of this study reveal that certain syntactic structures do impact negatively on the oral reading performance of average readers. This research demonstrates that certain structures are harder for students, regardless of grade level, to read than are other structures. This finding is consistent with other findings that suggest the possibility of hierarchically arranging syntactic structures according to their degree of difficulty.

Some evidence of developmental trends was also found in this study. The finding that second graders had significantly more difficulty than third and fourth graders in reading these structures suggests that the ability to handle syntactic structures increases with grade level.

A LONGITUDINAL STUDY OF THE DEVELOPMENT OF READING BEHAVIOR IN THE PRE-SCHOOL CHILD

ORDER NO. 8020935

KENNEDY, MARY LYNCH, PH.D. COLUMBIA UNIVERSITY, 1979. 265PP.

The research reported in this dissertation is exploratory and cognitive in approach. The purpose of the research is to provide base-line data and an exploratory analysis of the reading behavior of a pre-school child. The study investigated the development of reading proficiency in a child who learned to read at home before the first grade.

There are several aspects of particular concern. In general, how do children learn to read on their own? How did the reader's use of graphic and contextual information change over time? How did the non-school setting influence the learning experience? Given the opportunity to alter her initial responses spontaneously without the interference of a prompting teacher, what strategies of revision and correction did the child use? How did the child respond to words that occur frequently across a number of different settings?

The study was undertaken with a pre-school child who was actively engaged in reading by the age of four years nine months. Data were collected during 193 reading sessions that occurred bi-weekly over a period of two years. The child read books of her own choice. The study provides an analysis of the child's oral reading errors, her accurate and inaccurate responses to frequently-occurring words over time, her strategies for reading and the evolution and development of her strategies for revising and correcting her errors.

The analysis reveals that given an environment that provided extensive practice in reading books, the child acquired reading proficiency without the help of concurrent instruction. From the start, she treated print as natural language. She rarely omitted textual words, sounded words letter-by-letter, or refused to respond. She paid close attention to graphic information throughout the study. With time and practice, she was increasingly more attentive to meaning and better able to reconcile contextual and graphic information.

The analysis also reveals that learning to read words in diverse unsequenced materials with uncontrolled vocabularies is a long, laborious process for the early reader. Even when the subject reads a word correctly a number of times, certain graphic or contextual constraints cause her to make errors. An integral part of word-learning is the phenomenon of extending the word that is being learned to a textual word to which it does not apply.

The analysis reveals further that with greater exposure to written language, the child becomes more aware of misreadings and better able to revise and correct her errors. For the child in this study there was a developmental trend from point-of-error revision to revision that occurred after the child used the strategies of regressing and resampling or reading ahead. She also taught herself consciously to monitor her own behavior. Prior to uttering oral readings she produced whispered rehearsals that increased her capacity to read back and read ahead and thereby revise and correct her errors.

This analysis of a pre-school child's reading behavior raises a number of questions for future research in early reading. It also has implications for reading in school settings, especially on the advisability of teaching strategies, assessing reading behavior on the basis of errors, and providing children with too much instruction and too little practice reading books.

SEX DIFFERENCES IN READING READINESS Order No. 8017889

LANIG, HANS-JURGEN WOLFGANG, PH.D. University of Oregon, 1980. 90pp. Advisor: Henry F. Diniz

This study reviewed findings of available research which suggests that girls are better readers than boys in this country. Explanations for this discrepancy have ranged from attributing the deficit to overall development in boys, as well as a higher incidence of specific neurological and other learning problems in boys to the fact that most primary teachers are women, thus representing better role models for girls. The superiority of girls with respect to reading has been shown to develop early. It was thus seen as necessary to consider the exposure of children to such interaction patterns between sex of teacher, level, as well as focusing on overall feedback patterns at the preschool and primary level.

THE EFFECTS OF ORGANIZERS VERSUS GENERATIVE INSTRUCTIONS IN ENHANCING LITERAL COMPREHENSION IN GOOD AND POOR READING SIXTH GRADERS

ORDER NO. 8018443


According to the generative model of reading as proposed by Wittrock (1974), comprehension is enhanced when the reader generates relationships between his memory stores and the reading materials. Semantic and distinctive processes are called upon at different stages, although neither is sufficient alone in explaining the generation of meaning from printed discourse. While earlier research demonstrated the utility of providing organizer-clues in enhancing reading comprehension, proponents of the generative model maintained that the individual is better able to provide his own substrings since they are more relevant to his particular prior knowledge, as it relates to the task.

This study compared the literal comprehension of good and poor reading sixth grade students under two different conditions: organizer-clues provided or instructing students to generate their own clues. Distinct from previous research, the present study also varied the difficulty of reading material within subjects in an attempt to explore the possibility that the treatment effect would be more significant with increasing difficulty of material (as defined by readability scores). Thus, it was speculated that generative instructions would be most beneficial to poor readers who otherwise fail to employ such processing, and that this effect would be maximized with more difficult material. On the other hand, if more efficient readers typically use generative processing spontaneously, clues were expected to further stimulate such processing and be reflected in enhanced comprehension, particularly on more difficult material. Literal comprehension was measured by both a lexical-cloze technique as well as completion questions, rather than the more conventional multiple-choice questions.
The main treatment effect was not supported with questions as the dependent variable, and only limited support obtained with the cloze measure. Difficulty with readability measures apparently confounded the treatment x reading level interaction, although its form was generally consistent with the hypothesis. The difficulty of material x reading level interaction was significant with both question and cloze measures, whereas it was hypothesized that poor readers would be most sensitive to increasing difficulty of material, in fact it was the good readers whose comprehension deteriorated as a function of increasing difficulty. The cloze measure demonstrated that with increasing difficulty of material, good readers evidenced less of a decline in comprehension when provided with clues, as compared to the generative condition; conversely, poor readers benefitted most from generative instructions as the difficulty of material increased. This three-way interaction was not statistically significant with questions as the dependent variable.

Since the particular passages employed in this research appeared to have a great effect on results summarized above, suggestions for future research included methods for building in greater validity of readability measures. It was also speculated that the storage of distinctive memories may be a primary factor in differences in reading comprehension; a measure of distinctive memories may therefore be a more direct and profitable way of categorizing individuals, rather than good versus poor readers.

A PSYCHOLOGICALY ANALYSIS OF THE READING STRATEGIES OF EARLY READERS

Order No. 8016109
MARENSD, FLEUR SYBIL; PH.D. George Peabody College for Teachers, 1979. 10pp. Major Professor: Jerold Bauch

This study was undertaken to develop insight into the reading strategies of early readers. Such insight, it was felt, would have direct implications for classroom practices. In order to pursue this study, current theories of learning, together with representative reading models, were examined. Although all contributed to an understanding of the reading process, psycholinguistic theory provided the most appropriate methodology. This methodology was supported by the Reading Miscue Inventory (Goodman & Markle, 1972), which was therefore selected as the instrument for the study.

Little normative data on the reading strategies of early readers was provided by the literature. Instead, some useful, but incomplete descriptions of exceptional children were included. Research did produce some information about personal factors and instructional programs which might be related to early reading proficiency. However, early readers who received little formal reading instruction were given minimal attention. It was felt that a better understanding of reading strategies in early "natural" readers could help provide instructional guidelines for classroom teachers.

Fourteen kindergarten children with reading vocabulary of at least 90 words, and a grade score of at least 1.5 (Gates-MacGinitie Reading Test) were selected for this study. Each child read aloud: then retold selected stories. The reading session was taped, coded, and analyzed following directions in the Reading Miscue Inventory Manual. A Reading Miscue Inventory profile for each child was developed. Data derived from this sheet was analyzed for the reading strategies of the more and less effective readers. The analysis revealed that these early readers generally made efficient use of graphophonemic, semantic and syntactic reading strategies. All were competent in the use of graphic and function strategies, but it appeared that these skills lacked a direct relationship with reading comprehension. Relationship strategies, which were not competently used, appeared to be highly correlated to meaningful reading. In analyzing the subgroups of more efficient and less efficient readers two types of readers were apparent. The more efficient readers focused directly on meaning while the less efficient readers limited themselves more closely to the surface structure of print.

The following conclusions were derived from this study. (1) Meaningful reading includes efficiency in sound, graphic, function, and relationship strategies. (2) Efficiency in sound, graphic, and function strategies is not directly related to comprehending scores. (3) Reading for meaning is more directly related to the ability to maintain general ideational continuity than to analyze the sound, structure, and function of words.

Recommendations for classroom instruction based on an analysis of the data included the following: (1) The meaningful nature of reading should remain as the primary instructional focus. (2) Children should be encouraged when in difficulty to make mistakes which support the meaning of the passage. (3) Minute word analysis should be used only when necessary and not a first step of reading strategies. (4) Graphophonemic skills and function skills should be taught as part of the spelling, writing, and language components of a language arts program. (5) The use of contextual relationships in reading should be encouraged. (6) The Reading Miscue Inventory, though complex, is a valuable instrument for assessing individual strategies, and for developing an understanding of the reading process.

THE PURPOSE OF THIS INVESTIGATION WAS TO STUDY THE INFLUENCE OF A SYSTEMATIC INDUCTIVE APPROACH TO TEACHING THE CRITICAL READING SKILLS ON SECOND GRADERS' READING PERFORMANCE. ONE ASPECT OF CRITICAL READING, THE ABILITY TO JUDGE THE VALIDITY OF INFERENCES, WAS TAUGHT.

During a period of four months two experimental teachers taught 60 critical reading lessons to 32 second graders of average and above average reading ability. The specially designed reading material was divided into three units. A task analysis approach (Johnson and Kress, 1971) was used to plan the sequence of skills.

The first unit focused on the skill of evaluating causes and effects. The skill of evaluating conclusions was emphasized in the second unit. The third unit included lessons on evaluating comparisons and contrasts.

During the four month period two teachers taught reading to the control group of 31 students in the usual way. After four months the performance of the experimental group students was compared to performance of students in the control group on the Stanford Reading Achievement Test (1964) and the Primary Critical Reading Test, which was developed by the researcher.

The analysis of the data revealed the following significant findings: (1) Students of above average reading ability in the experimental group obtained higher mean scores on the Primary Critical Reading Test than students of above average reading ability in the control group. (2) Students of average reading ability in the experimental group did not score significantly higher on the Primary Critical Reading Test than students of average reading ability in the control group. (3) Students of above average reading ability in the experimental group answered correctly significantly more factual questions on the Primary Critical Reading Test than those students of average reading ability in the control group. (4) Students of average reading ability in the experimental group did not answer significantly more factual questions on the Primary Critical Reading Test than those students of average reading ability in the control group. (5) Students of above average reading ability in the experimental group answered correctly significantly more inferential questions on the Primary Critical Reading Test than those students of average reading ability in the control group. (6) Students of average reading ability in the experimental group scored significantly higher on the Stanford Reading Achievement Test than those students of above average reading ability in the control group. (7) Students of average reading ability in the experimental group scored significantly higher on the Stanford Reading Achievement Test than those students of above average reading ability in the control group. (8) Students of average reading ability in the control group scored significantly higher on the Stanford Reading Achievement Test than those students of above average reading ability in the control group.

The following conclusions were drawn from the findings of the study: (1) A systematic, inductive approach can be recommended as one successful way of improving the critical reading ability of above average readers in second grade. (2) Systematic, inductive instruction in critical reading skills promotes the ability of above average readers to recall factual details. (3) Inductive instruction promotes the ability of above average readers to recall critical reading skills. (4) Critical reading skills are essential for students of average reading ability. (5) Critical reading skills can be trained to implement a systematic, inductive approach in critical reading skills with second graders.
In order to determine the effect of morphemic composition of words on word identification, 36 test words were selected. These words varied according to three levels of morphemic composition: (1) monomorphemic words (e.g., avalanche), (2) suffixed words with graphic alteration of the stem (e.g., competition), and (3) suffixed words with graphic retention of the stem (e.g., betrayal). The suffixed word stems were all free morphemes, and word stems were included that did and did not undergo morpho-phonemic changes in the suffixed form. The three groups of words were matched on measures of (1) imagery, (2) frequency, (3) length, (4) number of syllables, (5) pronounceability, and (6) form class. In addition, the stem of each of the 24 suffixed words was identified.

The 12 monomorphemic words and 24 suffixed words were placed in a uniform sentence context for subjects to read aloud; the 24 word stems were presented without context for subjects to pronounce. The sample for this study consisted of 45 subjects each in grades three, four, five, and six. These 180 subjects were proficient readers in relation to their classmates and average readers in relation to the normative sample of a nationally standardized reading test. Each subject was tested individually by the researcher. Pronunciation of test words was the criterion for word identification.

In this study the following null hypotheses were tested: (1) Morphemic composition of words does not affect word identification. (2) Grade level of students does not affect word identification. (3) Grade level of students does not interact with morphemic composition of words to affect word identification. (4) Orthographic representation (i.e., spelling) of stem does not affect the relation between identification of suffixed words and identification of their corresponding stems.

Hypotheses 1-3 were tested in a two-factor analysis of variance design with a repeated measure on one factor. Grade level comprised the between-group independent variable and morphemic composition of words comprised the within-group independent variable. A test for the significance of the difference between two dependent correlations was used to test Hypothesis 4. Hypotheses 1 and 2 were rejected, but Hypotheses 3 and 4 were not. The results indicated that morphemic composition of words had a slight effect on word identification. Subjects accurately identified slightly more suffixed words than monomorphemic words. However, subjects' identification of suffixed words with graphic retention of the stem did not differ from their identification of suffixed words with graphic alteration of the stem. Grade level of students had a moderate impact on word identification. However, grade level did not interact with morphemic composition of words to affect subjects' performance.

Finally, orthographic representation of stem did not affect the relation between identification of suffixed words and identification of their corresponding stems.

Numerous educators have recommended morphemic analysis as an aid in word identification, but very little research evidence has been made available to support this recommendation. In this study, suffixed words were identified slightly more frequently than similar monomorphemic words. Thus, this study provides evidence that readers apply morphemic analysis as a general facilitative word identification strategy.

THE ABILITY OF EIGHT-AND-TWELVE-YEAR-OLD CHILDREN TO MASTER DIFFERENT LEVELS OF CAUSAL TASKS

Order No. 8020999

MULLIGAN, LOUISE FRANCINE, PH.D. Fordham University, 1980. 327pp. Mentor: Lillian C. R. Restaino

The purpose of this study was to determine whether there were differences between children, ages 7-8 and 11-12, in their ability to recognize causal relationships between events, consisting of four groupings of causal relationships: temporal, environmental, and textual. The environmental condition was defined as concrete, observable causal tasks performed by the investigator; the textual condition was defined as printed causal paragraphs read by subjects. Causal component groupings were defined in terms of four combinations of components constituting causal relationships: (a) Group 1: transformational relationship, external forcegenerator, and psychological relationship-emotion; (b) Group 2: external forcegenerator, temporal contiguity, and psychological relationship-emotion; (c) Group 3: external forcegenerator, temporality, and psychological relationship-emotion-intention; and (d) Group 4: temporal contiguity, judgment, and proof. Comprehension was measured by the ability to identify causal actions, verbally in the environmental tasks, and in writing in textual tasks.

The theoretical foundation for the study was based upon models of causality, and theories of task specificity, and schema.

THE FOLLOWING HYPOTHESES WERE TESTED: (1) There is no significant difference between scores as a function of environmental condition or textual condition, across age groups. (2) There is no significant difference between scores as a function of age, across conditions. (3) There is no significant interaction between condition and age. (4) There is no significant difference between causal component groupings, across age and condition. (5) There is no significant interaction between condition and component grouping, across age groups. (6) There is no significant interaction between age and component grouping, across conditions. (7) There is no significant interaction between age, condition, and component grouping.

Fifty subjects, ages 7-8 and 11-12, from elementary and middle schools in Stamford, Connecticut, were reading at a grade level as determined by scores on the Subject Selection Tasks, were randomly selected, grouped by age, and administered tasks in both conditions.

The experimental materials in the Environment Condition consisted of 20 tasks with familiar words, 5 tasks for each of 4 component groupings. The investigator presented verbal clues, manipulated objects, and asked for verbal responses. The Text Condition materials were 20 textual tasks with familiar words, 5 tasks for each of 4 component groupings. The subject read clues, paragraphs, and responded in writing.

A three-way classification analysis of variance with repeated measures on two factors: age-condition, was employed on comprehension scores with age, condition, and component grouping as independent variables. The f-ratios for age, and interactions between component grouping and condition, and between component grouping, condition, and age, were significant at the .01 level.

The findings indicated that (a) scores of older subjects were significantly higher than scores of younger subjects; (b) older subjects achieved similar scores in each condition and component groupings; (c) younger subjects scored lower than older subjects but achieved similar scores in each condition and component groupings; and (d) significant interaction between condition and component groupings contributed large effects between scores as a function of age, across conditions. A major conclusion was that ability to recognize causal relationships can be transferred from concrete, environmental tasks to textual tasks because levels of development of causal schema are more influential than task type. It was concluded that schemas of younger subjects are less well developed than those of older subjects. It was suggested by the investigator that recognition of temporally contiguous events was the common cue which activated appropriate causal schema in each type of causality.
Contrast this with the full picture treatment which appears to provide excessive cues to meaning and to the word, possibly relieving the beginning reader from integrating the graphemic with semantic and syntactic cues. To swing the pendulum to the opposite extreme—no pictures—brings us to the data herein which suggest that we can produce word callers without a set for meaning. That brings us back again to the possibility of a beginning reading technique that opts for the best of positions, the use of the partial picture.

THE EFFECTS OF EXTENDED INSTRUCTIONAL TIME ON THE READINESS FOR READING OF KINDERGARTEN CHILDREN

Order No. 802-140
OLIVER, LESLIE STANTON, ED. D. Bos'un University School of Education, 1980. 211pp. Major Professor: Dr. J. Richard Chambers

Statement of the Problem. The main purpose of this study was to determine the effects of extended instructional time on the readiness for reading of kindergarten pupils. A control group of pupils who attended regular half-day kindergarten was compared with another group of pupils who attended an experimental full-day kindergarten program. The pupils in both groups participated in the same structured prereading workbook program (Sound Start).

Procedure and Method. The study took place in an urban city outside of Boston. Instructional time was the independent variable. The pupils were pretested and posttested with the Murphy-Durrell Prereading Phonics Inventory. In addition, the Clmer-Barrett Prereading Battery was administered at the end of the study as the second dependent variable of the control group had sixty-one pupils in five classrooms in four different elementary schools. The experimental group had ninety-eight pupils in six classrooms in four different elementary schools. The groups were equivalent on the basis of chronological age and level of prereading ability at the start of the study.

Results. On the basis of an analysis at the end of the study of the Clmer-Barrett mean raw score for the pupils in the full-day group compared with the same score of the pupils in the half-day group it was shown that the reading readiness level of the pupils in the experimental group was significantly higher at the .05 level than the level of the pupils in the control group.

On the basis of an analysis of the Murphy-Durrell mean raw score on the posttest for the full-day group compared with the half-day group it was shown that the experimental group did significantly better at the .05 level in the Sound Start program than the control group.

Analysis of mean gains for boys and girls within each group, as well as in the two groups combined, showed a statistically significant difference at the .01 level.

There was no significant difference between boys and girls nor was there a significant interaction effect between increased instructional time and the sex of the pupils.

Conclusions. The evidence gathered in this study supports the view that extended instructional time on a daily basis was a significant factor in determining the level of reading readiness of kindergarten pupils who attended the full-day program. In addition, it was shown that participation in the structured prereading workbooks (Sound Start) significantly increased the reading readiness level of the pupils who attended the regular full day, as well as the full-day experimental kindergarten program.

PHONOLICAL DISCTINCTIVE FEATURES AND BEGINNING READERS' ERRORS ON A DECODING TASK

Order No. 802742
OFFERMAN, PRUDENCE WARD, PHD. New York University, 1980. 119pp. Chairman: Professor Eric Brown

Beginning readers are relatively inefficient processors of visually presented verbal materials and must hold information in STM for processing. Their errors are likely to be influenced by STM limitations and to reflect partial loss of information in STM. Support has been found for oral-language based coding of visually presented verbal materials in STM, and it has been proposed that the code employed consists of phonological distinctive features.

Phonological distinctive-feature theory has been found to be highly predictive of subjects' responses in the related areas of oral language production, articulation deviation and auditory discrimination. If beginning readers' errors are influenced by STM limitations, and if visually presented verbal materials are coded in STM as phonological distinctive features, these same predictions should apply to beginning readers' errors on a decoding task.

Predicitons from the theory were: (1) Substitutions for expected consonant phonemes will be phonological confusions; (2) The more marked the phoneme, the higher will be the substitution rate for that phoneme; (3) Most phonological confusions will be phonological regressions to confusable and less-marked phonemes.
This study was conducted in a suburban public school which draws its population from a full range of socio-economic and ethnic groups. Fifty-seven first-grade pupils and 27 second-grade pupils participated in this study. All pupils had been taught to read through a language-experience approach. The second-grade pupils had been given systematic phonics instruction in a supplementary reading program.

The stimulus materials consisted of 20 consonant-vowel-consonant units that were constructed to give equal representation in initial and final position for the consonant phonemes to be studied. The instrument was administered individually to each participant. All responses were recorded. Each substitution was classified as a phonological, sequence, semantic or unexplained confusion. Each phonological confusion was additionally classified as a phonological regression, intrusion or addition.

The main results were remarkably consistent across the two grades. The mean number of substitutions per grade, the proportion of substitutions to total opportunities, and the proportion of substitutions by position in the syllable were not significantly different by grade level. The correlations for errors on the stimulus list and scores on standardized reading comprehension measures were: For first grade \( r = .70, p < .01 \); for second-grade, \( r = .79, p < .01 \). Prediction 1 was supported for first grade (\( x^2 (1) = 23.68, p < .001 \)) and for second grade (\( x^2 (1) = 9.78, p < .01 \)). Prediction 2 was not supported for second-grade data. Prediction 3 was supported for first grade pupils (\( x^2 (2) = 6.07, p < .05 \)) but not for second grade pupils.

Support was found for the coding of visually presented verbal material in STM by phonological distinctive features, and for the predictiveness of phonological distinctive-feature theory for beginning readers' errors on a decoding task. However, the results of this study do not provide clear support for the regressiveness of substitutions or for the specific distinctive-feature system (Chomsky and Halle, 1968) that was employed.

A DESCRIPTIVE STUDY OF AN ELEMENTARY SCHOOL LIBRARY PROGRAM EMPHASIZING PERSONAL READING DEVELOPMENT

Order No. 8017683


The Problem. There is evidence that the current "back to the basics" trend in education is emphasizing the cognitive domain to the neglect of the affective domain. A tenet of learning theory is that attitudes and interest...while difficult to identify and measure, are vital to the learning process. Researchers in reading instruction have identified the need for intervention at the beginning of the reading process. The ongoing need for motivating lifelong readers is based on motivating students toward independent reading which is meaningful to the individual. Elementary school libraries have traditionally promoted reading for fun and to acquire information on personal value. Children's interests and attitudes are paramount considerations in enticing children to enter the world of books. This study is a description of the leisure reading component of the school library program in a Southern California suburban district of 25,000 students. The school library program is based on a theoretical framework which combines Hunt's theory of "sustained silent reading," Fader's philosophy of "saturating" the environment with interesting reading materials, and Veatch's individualized reading system. The study called for measurement of student attitudes toward reading, an inventory of their interests and an assessment of the amount, variety, and difficulty of their leisure reading.

Method. As a descriptive study, the research was designed to take a "snap-shot" of an elementary school library program emphasizing personal reading development. Research questions were: Will students indicate more positive attitudes toward reading and toward school at the end of the year than at the beginning? And will there be an increase in the quantity of students' independent reading from the first to the end of the year? Subjects were the entire fifth grade classes at two elementary schools. A combination of the students at both schools was representative of the district-wide achievement levels. Subjects were given a reading interest inventory, an assessment of their attitude toward school and toward reading, a "reading" and "school" attitude inventory, a checklist of interest and an individualized reading assessment. The randomization of subjects to control for age, sex, socioeconomic status, and ethnicity was accomplished by pairing reading achievement scores. The research questions were addressed by the analysis of attitude and interest change scores.

Results. The test for correlated samples was used to determine the statistical significance of the change in attitude and interest measures. The research question number one was answered as follows: no significant change was observed in the subjects' attitude toward reading from September to March. Subjects did improve slightly in attitude toward school, however. Analysis of the attitude toward reading record cards indicated that the second research question was answered affirmatively to a small degree. There was a slight increase in the number of books read during the final two-month period of the study. The evidence is inconclusive; however, of the four variables considered, reading achievement, socioeconomic status, sex and Spanish surname, sex difference seemed most closely related to reading attitudes and interest. The findings led to the conclusion that increased effort is needed to put into practice Early's summation of the theories mentioned above, "Surround children with books, set aside time for them to read, nudge them into books, but let them find their own level, and talk to them about reading."
The teaching team should be composed of four first grade teachers in approaches (basal, language experience, linguistic, programmed learning), designed and implemented utilized a combination of major reading graduate course work was selected that pertained to beginning reading. In well as his intellectual attributes; (2) To develop a filmstrip/tape to be used children, and, in so doing, to nourish and enrich the child's self-concept as implement an innovative first grade reading program that would allow for a
comprehensive program to parents and educators.

Recommendations for Implementation. The developers of the Kohi School First Grade Reading Program offer the following recommendations: (1) The teaching team should be composed of four first grade teachers in the morning and three teachers in the afternoon; (2) Differential staffing should be incorporated in order to provide additional aide time; (3) The building principal and the four member first grade team should be compatible in philosophy; (4) Additional District funds should be available to properly implement this beginning reading program; (5) The District instructional services personnel (director of elementary education, reading specialist, language arts coordinator, evaluation specialist, etc.) should be supportive; (6) Appropriate materials should be available in order to implement the program; (7) The selection of materials to use in the Basic Reading Room should be the same series that the children will be using in other grade levels within the school; (8) The program and materials should be well organized; (9) Close coordination with the kindergarten program should be maintained; (10) A filmstrip/tape that explains the program should be developed to present the program to parents and educators; (11) Good public relations with effective communication should be maintained with the parents and community; (12) This program should be continued, at least in a modified form, in second and third grades.

COGNITIVE SELF INSTRUCTION TO INCREASE COMPREHENSION IN EARLY READERS

Order No. 8017110
Rhodes, Donna Corene, Ph.D. University of Louisville, 1979. 117pp.

Behavioral approaches to reading instruction have had little impact on increasing reading comprehension scores. Specific issues of cognitive self instruction are drawn from the literature of Cognitive and behavioral psychologies. Modifying behavior through self instruction has been demonstrated through procedures by Wolcott and others. Drawing on these procedures, this study applies cognitive self instruction as an instructional strategy for increasing reading comprehension in early readers.

The goal of this study was to teach students to ask themselves covert questions related to stories they were about to read in order to focus the students' attention toward story meaning. The specific hypotheses tested were: (1) teachers can learn to use specific procedures as a component of reading instruction to increase the number of questions children ask themselves; (2) children will generally show an increase in the number of questions generated prior to reading thus setting purpose and direction to reading; (3) children, by asking questions prior to reading, will increase accuracy on reading comprehension section of the California Test of Basic Skills.

Eighty-eight second grade students (experimental group 31, control group 57) from three reading classes became the subjects for testing these hypotheses. The random assignment produced approximately equivalent groups.

The results of the study demonstrated that teaching question asking before reading by using a behavioral approach, can improve reading comprehension scores on reading achievement tests. Strikingly, correlational analysis showed a significant positive relationship that children with lower pretest scores made greater gains by the intervention than higher achieving children.

AUDITORY AND VISUAL SELECTIVE ATTENTION AND READING ABILITY

Order No. 8206576
Richardson, Brian Eulks, Ph.D. University of Illinois at Urbana-Champaign, 1980. 158pp.

While selective attention has been the subject of a considerable number of research studies, comparatively few of these studies have examined that variable in relation to reading ability. Similarly there is a dearth of studies looking at selective attention in both auditory and visual modalities.

In this study 96 subjects were involved, 48 from Grade Three and 48 from Grade Six. Subjects were selected for participation according to their reading scores in the Metropolitan Achievement Test. At each grade level 16 subjects were selected from each of three percentile ranges on that test: (a) the 80-89 range, the 60-69 range, and the 59-59 range. Subjects were required to (a) read, silently, a grade level passage while ignoring intrusion words typed in red, and (b) listen to female voice reading a grade level passage while ignoring intrusion words spoken by a male voice. After a series of multiple choice comprehension questions, checks were made to establish whether subjects had ignored the intrusion material.

The four principal findings of this study were: (1) good readers displayed better selective attention abilities than did poor readers; (2) in the visual intrusion condition, auditory intrusion material was more distracting than was peripheral intrusion material; (3) auditory intrusion material was more difficult to ignore than visual intrusion material; (4) poor readers performed at least as well on auditory material as they did on visual material.

The results of the research are discussed both in the terms of their implications for the teacher, and in terms of selective attention theory.

THE EFFECTIVENESS OF TWO TEACHING APPROACHES UPON THE INFERENCEAL READING COMPREHENSION OF INTERMEDIATE GRADE STUDENTS

Order No. 8014183

The effectiveness of two teaching approaches upon the inferential reading comprehension of fifth and sixth grade students were investigated in two Dade County (Miami, Florida) elementary schools. The two approaches compared were the Hoffman Reading System: Comprehension Inference (Level 2) and the Modeling-Questioning Strategy, developed by the researcher. The two measurement instruments were the Inferential Reading Test also developed by the researcher, and the Metropolitan Reading Achievement Test. The subjects of this study consisted of forty-three students selected from two schools composed of Black-American, Mexican-American and White-American students living in lower, lower middle and middle class communities.

The results indicated no statistically significant difference between the performance of these students taught by the Hoffman Reading System and those taught by the Modeling-Questioning Strategy.

PRESCHOOLERS' KNOWLEDGE OF THE SYMBOLIC FUNCTION OF WRITTEN LANGUAGE IN STORYBOOKS

Order No. 8024152

The Problem. This study investigated the developmental order of storybook reading behaviors in preschool children in order to determine if progress moves from attention to understanding the story and its source apart from print to an understanding of how the print tells the story.

The Procedure. The storybook reading data were collected in one urban day care center from five girls, ranging in age from 18 to 20 months, all of whom had shown an interest in storybooks.

Each subject was observed individually every 2 weeks over a 3 month period. During each biweekly session, each subject was read three storybooks differing structurally, and one favorite book. Following the reading of each book, the subject was asked to "Tell me what the book says."

The subjects' reading of each book was audiotaped and later transcribed and coded according to categories of storybook reading behaviors defined for this study. Seven of the behavior categories were organized into an hierarchical scale which was hypothesized to describe a developmental progression of early storybook reading behaviors. The seven scaled categories were: (a) "making up," (b) paraphrasing, (c) paraphrasing p - repeating actual words of the text, (d) repeating under 50% of the text, (e) the Procedure. The storybook reading data were collected in one urban day care center from five girls, ranging in age from 18 to 20 months, all of whom had shown an interest in storybooks.

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Each subject was observed individually every 2 weeks over a 3 month period. During each biweekly session, each subject was read three storybooks differing structurally, and one favorite book. Following the reading of each book, the subject was asked to "Tell me what the book says."
The combination treatment group received the cloze procedures and study guide procedures in alternating class sessions. A cut-and-paste post-test of inferential comprehension was administered. The test was devised from passages taken from various reading achievement tests. Passage content resembled social studies textbook topics. Those questions chosen from the test or devised by the researcher required inferential thinking.

A three-way analysis of variance technique was used to analyze the effects of treatment, teacher, achievement and various interactions on inferential comprehension.

Results The results of the analyses were as follows: (a) significant differences existed only between the combined instruction and the cloze instructional techniques in inferential achievement beyond the .05 level; (b) significant differences existed between high, middle, and low reading achievement levels using all instructional conditions except between high and middle achievement levels beyond the .001 level; (c) no significant differences existed between groups receiving instruction from Teacher A and Teacher B; (d) no treatment-by-teacher interactive effects were found; (e) no treatment-by-achievement interactive effects were found; (f) no achievement-by-teacher interactive effects were found; and (g) no treatment-by-achiever by-achievement interactive effects were found.

Conclusions (1) The combination of cloze and study guide instructional procedures was found to be a more effective instructional treatment than the cloze procedures alone in affecting inferential comprehension. (2) High, middle, and low reading achievement levels significantly affected inferential comprehension ability. (3) Instruction from different instructors did not affect inferential comprehension. (4) These effects of treatment, achievement level, and teacher remained the same when the variables were studied in pairs and together.

A BOOK FOLK TAXONOMY BY SIXTH-GRADE CHILDREN

SLEDGE, ANDREA CANE, PH.D. The University of Arizona, 1980. 185pp. Director: William J. Valmont

Prior research has concerned the school as a cultural system and the early development of children's concepts about reading and about print. This descriptive research study explored concepts which bridged these two areas by investigating the defining, categorizing and labeling of the cognitive domain of books by sixth-grade children. The specific purpose of this study was to identify the nature of the concept of "book," the categories applied to the cognitive domain of books, the labels subsumed under these categories, and the attributes of these categories.

It was assumed that books comprised a cognitive domain for sixth-grade children and that this cognitive domain was accessed via the vocabulary employed to categorize and label it.

The data were elicited by an interview schedule which included questions concerning words associated with the term "book," criteria for selecting books, important features of and similarities among books, explanations of the concept of "book," and the various kinds of books known to each respondent. Additional data, relative to the hierarchical organizations of the kinds of books named by the subjects, were elicited by a card sort procedure; subjects grouped and regrouped cards with the kinds of books elicited by the interview schedule until all of the cards were in one group.

Two samples of upper middle class sixth-grade children, who had not yet entered the seventh grade, were the subjects (N = 23 and N = 18, respectively). One sample completed the interview schedule and the card sort procedure; the other cross-verifying sample completed the card sort procedure only.

In addition to myriad findings, the following were the most appropriate generalizations from findings. (1) Sixth-grade children view reading as an active and responsive process, in which the reader engages in a dialog with the author which begins with reader expectancies and purposes. (2) Although sixth-grade children participate in the same culture, the school, it cannot be inferred that children reading raw source material have a similar cognitive view of the domain of books. Their categorizing, defining and labeling of books do not reflect a shared meaning system. Rather, quite individualistic systems of rules for the organization of this domain are apparent. Studies of children's reading interests may reflect general predispositions of particular groups, rather than strong preferences. (3) The definitions of books formulated by sixth-grade children are descriptive rather than generic or synonymous in character. They are used to predict meaning and make and subsume relations in the cognitive domain of books. However, it appears that they do not include a shared, salient folk taxonomy of the cognitive domain of books. The only salient, shared categories of books were fiction, non-fiction and mystery, along with their subsumed labels. (4) The methodology of ethnoscience demonstrates potential for the study of readers and reading in cultural contexts.

One implication for reading instruction arising from the findings of this study is the following: Because sixth-grade children categorize the cognitive domain of books in quite an individualistic manner, it is suggested that the selection and recommendation of reading material should be guided by a child's individual interests rather than by lists generated by reading interests research.
A STUDY OF PAUSE PHENOMENA IN THE
EXTemporaneous Speech AND ORAL READING Behavior
OF FIRST-GRaDE CHILDREN

Order No. 8015058


Purpose. The purpose of this study was to investigate and compare pause phenomena in four first-grade children's extemporaneous speech and oral reading. Linguists have systematically described pause phenomena in speech but no such descriptive analysis exists for oral reading. Research questions for this investigation are presented below.

Are there differences between pauses made when pupils read their situational language experience stories and those made in their extemporaneous speech? If so, what are the differences in terms of number of type of pause?

Are there differences between pauses made when pupils read unrehearsed textbook passages at three levels of difficulty (independent, instructional, and frustration) and those made in their extemporaneous speech? If so, what are the differences in terms of number and type of pause?

Are there differences between pauses made when pupils read unrehearsed textbook passages at the three difficulty levels, and those made when they orally read situational language experience stories? If so, what are the differences in terms of number and type of pause?

Are there differences between pauses made when pupils read unrehearsed textbook passages at the three difficulty levels, those made in their extemporaneous speech, and those made when the orally read situational language experience stories? If so, what are the differences in terms of number and type of pause?

Is the standard juncture score related to the number of juncture pauses made in unrehearsed and rehearsed readings of textbook passages at the three difficulty levels?

Is there a relationship between pause phenomena and reading comprehension when subjects read unrehearsed and rehearsed textbook passages at the three difficulty levels?

Methods and Procedures. Case studies were used to conduct a linguistic investigation of pause phenomena in speech and reading. The subjects, two boys, one black and one white, and two girls, one black and one white, were similar in socioeconomic background, were completing their last month of the 1975-76 school year, scored above the ninetieth percentile on the Scott Foresman Initial Survey Test (1972), and were good readers.

Language samples collected for each child on extemporaneous speech, reading of a situational language experience story, and reading of unrehearsed and rehearsed textbook passages at independent, instructional, and frustration levels were measured for three juncture types: stress, and pitch. Textbook passage comprehension was measured through retelling. Pause types per sentence and percentages of pauses made were used to compare extemporaneous speech and reading of language samples.

Results. Pause phenomena in extemporaneous speech samples were similar to those occurring in reading of situational language experience stories and textbook passages at independent levels. In this reading, juncture pauses occurred appropriately, and hesitations were minimal. At the instructional level, juncture pauses decreased and hesitations increased. At the frustration level, hesitations equalled or surpassed the number of juncture pauses.

Textbook passage comprehension appeared related to pause phenomena. Retelling scores were high when juncture pauses percentages were high. Rehearsal resulted in increased juncture pause percentages and improved comprehension.

Conclusions. Study of pause phenomena has potential for offering qualitative and quantitative information about reading and language behavior. Findings suggest commonalities between extemporaneous speech and oral reading in independent level and situational language experience samples. Dictating that in reading, as in speech, pauses do not occur randomly but systematically. Systematic pause occurrences suggest that children in this study organized speech and print similarly when the reading materials were at their independent levels or based on their own language patterns.

THE SELECTION OF BASAL READING TEXTBOOKS: A
STUDY OF PROCEDURES AND EVALUATIVE CRITERIA
Order No. 8022077

STEWART, PATRICIA LEORA, Ph.D. The University of Iowa, 1980. 196pp. Supervisor: Professor Jerry N. Kuhn

The purpose of this study was to determine the reading textbook selection process used by selected school districts in Iowa and to formulate a set of procedures which elementary principals and teachers indicated could be used in basal reading textbook selection.

The following concerns were studied: (1) the procedures used by the districts in reading textbook selection and adoption, and to ascertain if there were differences in the procedures used in the different-sized districts in which size was determined by student enrollment; (2) the degree of importance given by selected elementary principals and teachers to each statement in a given set of evaluative criteria; (3) sources administrators and teachers indicated could be utilized to obtain the information needed to respond to evaluative criteria statements; (4) evaluative criteria which were indicated by principals and teachers as practical to use; and (5) elementary principals' and teachers' perceptions of the amount of time and the number of separate evaluations which are needed for reading textbook selection and how teacher time to do the evaluations should be provided.

Questionnaires were used to collect the data from elementary principals and teachers in school districts surrounding Cedar Rapids, Iowa. Fifty-seven districts were selected for the sample. These districts were grouped according to the student enrollment for the 1979-80 school year. The small districts were those with enrollments to 999; medium-sized districts had enrollments from 1,000 to 2,999; and large districts had 3,000 or more students. Permission was granted by fifty-two superintendents to contact an elementary principal and a primary and an intermediate teacher in each district.

Of the twelve areas which were related to the school districts' reading textbook selection procedures, chi square analysis revealed a significant difference which was dependent on the school district student enrollment size, for piloting of reading textbooks in the district prior to the last adoption.

One-way analysis of variance was used to compare the importance ratings assigned by principals, primary teachers, and intermediate teachers to the thirty-eight evaluated criteria listed in the questionnaire. Six of the criteria had significantly different means. The Least Significant Differences Technique was utilized to compare the means and to determine the means between which real differences existed.

Overall, there was agreement by the groups of educators as to the importance of each of the listed evaluative criteria. Where there were significant differences in the means for the pairs, more disagreement was found for the primary teachers-intermediate teachers and the principals-intermediate teachers pairs than for the other pair.

Thirty of the evaluative criteria received a mean numerical rating of 3.0 or greater for importance. The descriptive terms assigned to these ratings was between Important and Very Important.

All of the evaluative criteria statements were rated as being practical to use for textbook selection when the amount of time it would take to accumulate the information was taken into consideration.

The source of information which would be used to respond to evaluative criteria was the teacher's manual. This was followed in frequency by teacher judgment, the basal textbook, basal workbooks, the information and material provided by textbook publishers, and the publishers' representatives.

More than three days was the length of time most respondents indicated would be necessary to evaluate a single basal reading series. Two to three evaluations need to be completed by individuals or groups, for each series under consideration before a decision is made. Released time was the method preferred by most respondents for providing time for the selection of textbooks in reading.
The purposes of this study were to develop a beginning reading comprehension program prototype and to test the effect of the program prototype on the reading achievement of beginning readers.

The reading comprehension program prototype developed in this study, the meaning-extraction reading program, was tested in four elementary schools in Boone County, West Virginia. Eighty-six first-grade students participated in the study. Two groups—one experimental and one control—were required. The experimental group was composed of forty-five students, and the control group was composed of forty-one students. Since random assignment was impossible, preassembled classroom groups were used. The experimental classes were taught the meaning-extraction reading program by the investigator for approximately forty-five minutes each day for forty school days.

Three instruments of measurement were used to obtain data for the study. The Slosson Intelligence Test was administered prior to the experimental classes to be used as a control variable in the data analysis. The Prescriptive Reading Inventory, Forms I and II, was administered at both a pretest and posttest; the pretest scores were used as a covariant in the data analysis. The Classroom Reading Inventory, Forms A, B, and C, Part II, was administered as a posttest.

The statistical (research) hypotheses tested in this study were:

1. Subsequent to the experimental period there is a statistically significant difference between the mean scores of the experimental group and the control group as measured by the Prescriptive Reading Inventory in regard to: (a) sound discrimination, (b) sound matching, (c) sound-symbol correspondence, (d) visual reasoning, (e) oral language, (f) attention skills, (g) literal comprehension, and (h) interpretive comprehension.

2. Subsequent to the experimental period there is a statistically significant difference between the mean scores of the experimental group and the control group as measured by the Classroom Reading Inventory in regard to: (a) word analysis, (b) reading comprehension, and (c) listening comprehension.

A research hypothesis was postulated for each statistical analysis. The 0.05 level of significance was established as the statistical level at which the research hypotheses were tested.

Findings: The results of the statistical analysis produced the following findings: (1) The experimental group, which was taught with the meaning-extraction reading program, scored statistically significantly higher than the control group in reading in attention skills, reading comprehension (the comprehension of written materials), and in listening comprehension (the comprehension of materials read aloud). (2) The experimental group, which was taught with the meaning-extraction reading program, scored better—but the results were not statistically significantly better—than the control group in reading in sound discrimination, sound matching, sound-symbol correspondence, visual reasoning, literal comprehension (the literal comprehension of pictures), interpretive comprehension (the interpretive comprehension of pictures), and word analysis. (3) The control group scored better—but the results were not statistically significantly better—than the experimental group, which was taught with the meaning-extraction reading program, in reading in oral language.

Conclusions: (1) The meaning-extraction reading program is an effective method of teaching reading in producing statistically significant reading achievement in attention skills, the comprehension of written materials, and in the comprehension of materials read aloud. (2) The meaning-extraction reading program is an effective method of teaching reading in producing reading achievement—but not statistically significant reading achievement—in sound discrimination, sound matching, sound-symbol correspondence, visual reasoning, literal comprehension of pictures, interpretive comprehension of pictures, and word analysis. (3) The meaning-extraction reading program is not an effective method of teaching reading in producing reading achievement in oral language.
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