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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with a variety of topics, including the following: (1) a structured and an unstructured approach to kindergarten instruction and their effects on reading readiness for the first grade; (2) effects of exposure to story tapes and accompanying books on interest in reading related activities of preschoolers; (3) reading and writing behaviors of selected fourth grade and seventh grade students; (4) verbal and nonverbal cognitive strategies of young readers; (5) attitude and self-concept of children who read before grade one; (6) a study of cross-age peer tutoring as a strategy for middle school reading improvement; (7) investigating questioning behavior as an indicator of reading readiness; (8) comparison of reading readiness of kindergarten students in three programs; (9) the relationship between oral reading fluency and other reading behaviors among first grade children; (10) summer vacation reading achievement gain or loss and related fall recovery time; (11) a comparison of an individualized reading program and a basal reading program in first and second grades; (12) the effects of reduced class size upon the acquisition of reading skills in grade two; and (13) a parental program for the preparation of preschool children in reading readiness. (HTH)

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## THE INTERACTION BETWEEN SELECTED TEACHING STRATEGIES AND CONTENT IN A PIAGETIAN-BASED READING PROGRAM

BAKER, JANICE ELIZABETH, PH.D. *University of Toronto (Canada)*, 1980

The present study for teaching underachieving readers to read had three major applied purposes. The first major purpose of this study was to demonstrate the effectiveness of a Piagetian based reading program by comparing the performance of the treatment group (N = 18) with a control group (N = 18) and with a contrast group (N = 6). The second major purpose of the study was to carry out a fine-grained analysis of student-teacher interaction in an attempt to establish specific linkages between selected teaching strategies and types of curriculum content (i.e., Grapho-Phonemic Information--the teaching of Spelling and Word Structure; Sentence Structure; Concrete Cognitive Operations and Oral Reading). The third major purpose of the study was to establish correspondences between specific teaching strategies and two types of theory--Piagetian and Orme's cybernetic instructional theory.

All five hypotheses for the product analysis were confirmed by the data. In other words, the Piagetian based reading program generated significant increases in Grade four underachieving readers on twelve *Treatment Effects* variables in comparison with the control group and the contrast group. Second, the Piagetian based reading program produced significant increases on the *Treatment Effects* ( $p < .001$ ) and *Training Effects* ( $p < .001$ ) for Thinking Skills. These product findings demonstrated the power of the Piagetian based reading program in teaching underachieving readers to read, spell, and think.

Of the ten process hypotheses, seven were fully supported by the data, two were partially supported by the data, and one hypothesis was not confirmed. Multiple analyses of variance revealed the following major interactions between teacher-student behaviors and types of curriculum content: (1) The teaching of Spelling and Word Structure and the use of Response Guidance Cues by the teacher ( $p < .01$ ); (2) The teaching of Concrete Cognitive Operations and Total Student Responses ( $p < .025$ ); (3) The teaching of Spelling, Word Structure, and Sentence Structure and the use of Reinforcement by the Teacher ( $p < .01$ ); and (4) The teaching of Concrete Cognitive Operations and the use of Higher-Order Teacher Questions and Probes ( $p < .01$ ).

In summary, the process results showed that for this population there were significant interactions between teacher-student behaviors, types of curriculum content and psychological theory.

## A COMPARISON OF A STRUCTURED AND AN UNSTRUCTURED APPROACH TO KINDERGARTEN INSTRUCTION AND THEIR EFFECTS ON READING READINESS FOR THE FIRST GRADE

BARTON DONALD ALVIN, Ed.D. *University of South Carolina*, 1981  
92pp

Kindergarten is approaching universality as a program of education. Kindergarten education today is taking on complex structures characteristic of modern society. In South Carolina kindergarten programs are changing rapidly in response to attitudes of school administrators and political leaders. This researcher felt this study would possibly provide some guidance to those administrators who must determine the types of kindergarten programs needed in specific school systems. The main purpose of this study was to examine two different approaches to kindergarten instruction and their effects on the reading readiness of the students as they entered the first grade. The programs differed in their approaches. The unstructured program provided instruction mainly to large groups with personal, social and motor development being the emphasis of the program. The structured program provided instruction in language arts and number concepts based on the identified needs of individual students utilizing small group or individualized instruction. Another purpose of the study was to determine if the structured program of instruction better prepared boys for reading than did the unstructured program.

The sample consisted of all students who participated in the Laurel Bay School No. 1 kindergarten program between school year 1972-73 and school year 1977-78 who entered the first grade the following year. No repeaters or transfer students were included in the sample. All children included in the study were military dependents who lived in military housing. The unstructured kindergarten sample (1972-1975) consisted of four hundred seventeen students. The structured program (1975-1978) consisted of four hundred forty-six students. In the fall, following the kindergarten year, the Metropolitan Readiness Test was administered to all first grade students. The students who participated in the unstructured program were administered the Metropolitan Readiness Test, Form A or B. The students who participated in the structured kindergarten program were administered the Metropolitan Readiness Test, Form P or Q. The statistical technique used in this study was an analysis of variance which was applied to the student raw scores. An analysis of variance was made to compare the means of the instructional programs, instructional year of program and the interaction of the Program X Year. This provided an F-Ratio which was used to determine if any mean differed significantly from any other mean.

The results showed no significant difference in reading readiness scores between students as measured by the Metropolitan Readiness Test by type of program or by year of the program. However, a significant difference did occur as a result of the interaction of the Program X Year. On the basis of the significance shown the first hypothesis of this study was not accepted. The non-acceptance of the first hypothesis offered further evidence to support the thesis that structured kindergarten experiences made a difference on reading readiness scores at the first grade level. The second hypothesis was accepted. There was no significant difference in the reading readiness scores of the boys who had experienced the unstructured or structured kindergarten program.

Further research suggestions in the area of unstructured versus structured kindergarten programs which might be of value to educators include more longitudinal studies to determine the effects of programs on reading readiness, and studies in the areas of the cognitive and/or affective domain to determine the effects of programs on boys' readiness to read in the first grade.

## EFFECTS OF EXPOSURE TO STORY TAPES AND ACCOMPANYING BOOKS ON INTEREST IN READING RELATED ACTIVITIES OF PRESCHOOLERS

BERCIK, JANET TRENKA, Ed.D. *Northern Illinois University*, 1981  
129pp

The purpose of the study was to investigate the effect of the exposure of preschool children to story tapes with accompanying books on their interest in reading related activities. Preschool children enrolled at the Early Childhood Research Laboratory, Northern Illinois University, were involved in this study. The 29 three-, four-, and five-year-old preschoolers were involved in four sessions which met for two hours twice a week, for six weeks. The research was designed as a quasi-experimental study utilizing Groups A (5 students) and D (8 students) as the control groups and Groups B (10 students) and C (6 students) as the experimental groups.

On a daily basis, for the first two weeks of the session, the four preschool classes were observed during their free play activity times. An observation check sheet listing six categories was used during the 45 minute period. The researcher employed a rotation system of 5-second intervals to observe the children. During the second two-week period, the researcher conducted the two experimental group sessions. Children were invited at this time, to participate in the listening to taped fairy tales with accompanying books. During the last two-week periods, observations of all groups began again.

The data was analyzed using two statistical measures. The nonrandomization of the groups and the initial differences on pretest scores indicated that an Analysis of Covariance be performed on posttest scores using the pretest scores of each variable as the covariate. Differences between pre- and posttest interest scores (A) Picks up a book, (B) Looking at a book, (C) Requests that a story be read, (D) Attending to a story, (E) Requests that a tape be played, (F) Miscellaneous free-time activities, and (G) Total reading related activities) were computed using a correlated (dependent) t test. Statements of statistical significance were accepted at the .05 level for all analyses.

Based upon these analyses, the findings of the study were interpreted and the following statements were made: (1) The findings for Null Hypothesis One indicated that there were no significant differences between the mean posttest scores of those preschoolers exposed to story tape materials and those not exposed to story tape materials. The null hypothesis was retained. (2) The findings for Null Hypothesis Two indicated a significant difference between the mean pre- and posttest interest scores for the experimental group in the following categories: Picks up book, Looks at book, Attending to a story, and Total reading related activities. The null hypothesis was rejected for each category. The null hypothesis was retained for the following categories: Requests book to be read, Requests a story tape, and Miscellaneous free-time activities (non-reading related). (3) The findings for Null Hypothesis Three indicated no significant difference between the pre- and posttest mean interest scores for the control group. The null hypothesis was retained in each category.

Recommendations for further study included the following: replicatory studies with larger samples and use of the classroom teacher as the person to introduce the story tapes with accompanying books; longitudinal studies on those children involved in the original study; studies to determine teacher influence and mandatory story-time participation.

#### A STUDY OF READING AND WRITING BEHAVIORS OF SELECTED FOURTH GRADE AND SEVENTH GRADE STUDENTS

Order No. 8115176

BORNBAUM, JUNE CANNELL, Ed D. Rutgers University The State U. of New Jersey (New Brunswick), 1981. 678pp. Chairperson: Janet A. Emig.

The reading and composing behaviors of four fourth-grade and four seventh-grade subjects judged by teachers as good readers and writers, together with their academic and nonacademic experiences with written language, were investigated in this case study in order to answer these questions: (1) Are students' views of the purposes of written language reflected in their focal concerns and patterns of behavior while engaged in reading and writing? (2) Are certain behaviors associated with levels of proficient reading and writing and indicative of differences in cognitive-linguistic strategies? (3) Are students' relative levels of proficiency in one process parallel to their relative levels of proficiency in the other? (4) Are certain patterns of academic and nonacademic experiences associated with proficiency in reading and writing?

Teachers and administrators in one urban and one suburban district selected a boy and girl from their fourth- and seventh-grade classes as both good readers and writers. Each subject was videotaped three times while selecting, reading silently, and discussing texts in different modes, and three times while composing silently in different modes and discussing the process: audiotaped while reading and while composing aloud; and observed in class for 35 hours. Teachers, parents, and the subject were interviewed concerning the subject's experiences with written language, and data were collected from academic records. When reflectiveness emerged as characteristic of proficient reading and writing, the Matching Familiar Figures Test was administered.

Comparison of behaviors and quality of the products revealed that one pattern of reading behaviors was associated with more accurate and adequate retellings and responses concerning texts, and one pattern of composing behaviors was associated with texts independently rated of higher quality. Although variations in response to mode or topic were found, most students were consistent in their patterns and in the high or low quality of their products. Observations in other settings confirmed these differences. Two students who responded negatively to the constraints

of the composing episodes but, according to data from other procedures, were proficient writers in other settings, varied from normal behaviors in some composing episodes, underscoring the need to study behavior from multiple perspectives. Subjects rated more proficient in one process were rated more proficient in the other and demonstrated more control over oral language.

Although age-related differences were apparent, activities and statements of the more proficient subjects at both grade levels indicated deliberation over a wider range of criteria, whether selecting texts to read or selecting and planning topics for composing, as well as continuing attention to their cognitive/affective responses while reading or composing. They cited their ongoing inferences and hypotheses when explaining changes in reading strategies, cited anticipation of audience response and concerns with stylistic and rhetorical choices when explaining composing behaviors, and tended to include these criteria in their evaluation of texts. The less proficient used fewer criteria for selection of text or topic and often became enmeshed in the surface features of written language, processing discrete parts additively with little attention to overall meaning or their cognitive/affective responses. Their primary concern was with the correctness of their decoding and encoding.

In contrast to the less proficient subjects, the more proficient had significant role models for reading and composing in their nonacademic environments. Except for one student who had strong nonacademic support, all came from the suburban schools. All viewed themselves as "good readers and writers," engaged in self-sponsored composing and reading, saved samples of their writing, and often referred to other composing and reading experiences. The findings suggest a theory for development of proficiency in written language.

#### DESCRIPTIVE HISTORICAL BACKGROUND AND POSSIBLE FACTORS AFFECTING READING ALOUD

Order No. 8116850  
BONDI, EDITH FRIEOLAENDER, Ph.D. \* East Texas State University, 1981  
111pp. Adviser: Mary L. Jernigan

**Purpose of the Study.** The major purpose of this study was (1) to determine the essential features of practices for reading aloud during the period 1966 to 1980, (2) to describe factors that affect reading aloud proficiency, (3) to make recommendations for a systematic reading aloud program in elementary curricula, and (4) to provide suggestions for the most promising avenues of further research in oral reading.

**Procedure.** The 1966 to 1980 period was divided into five time periods. Professional literature on oral reading was surveyed for articles and/or studies pertaining to oral reading. Obtained information was catalogued into the categories of practices in oral reading and factors affecting oral reading proficiency. Based upon the specific purpose, this information was then catalogued into three distinct practices and three distinct categories of factors. The three practices were catalogued as Instruction and Diagnosis, Communication, and Fine Arts. The three categories of factors were catalogued as Symbols, Physical Behavioral, and Transmission Factors. The resulting information was analyzed and recorded with and across the time periods used for the study.

**Findings.** I. Three major functions of reading aloud occurred during the period of 1966 to 1980: (A) The functions were instruction in reading and diagnosis of student performance such as omissions, substitutions, repetitions, insertions, reversals, other perception skills, and comprehension of the printed page while reading aloud. (B) The functions were communication techniques of oral expression, speed, listening, breathing, articulation, or pitch to strengthen communication with choral reading, reading prepared stories, sharing book reports, poetry, and puppetry while reading aloud. (C) The functions were fine arts performances in music, literature, drama and theatre, combined with reading aloud. II. Three major categories of functions were cited as possibly affecting reading aloud proficiency. The factors that were reported fell into the categories of symbols, physical behavioral, and transmission factors. (A) Symbols were the shape of the letters, typewritten print, cursive penmanship, color, pencil tracing, graphics, music, hand signals, and illustrations. (B) Physical Behavioral factors were neurological conditioning, breathing, and eye fixation. (C) Transmission factors were intonation, dialect, multilingual factors, speed, syntax, interpretation, experience oral language, concentration, and media.

**Conclusions.** Based upon the findings of this study, the following conclusions were made: I. There were three major practices of

reading aloud during the period of 1966 and 1980 instruction and diagnosis, communication, and fine arts. (A) Instruction and diagnosis were dominant practices for carrying out reading aloud during the entire span of this study (B) Reading aloud was a useful technique for developing communication skills (C) The fine arts were other means of approaching reading aloud. There were three major categories of factors that could possibly affect reading aloud (A) One category represented symbols (B) One category represented physical behavioral factors (C) One category represented transmission factors

**Recommendations.** As a result of the study of reading aloud practices (1966 - 1980), the following recommendations for future research are presented (1) The development of a systematic program of oral reading in elementary school curricula. (2) The study of the impact of reading aloud on readers' comprehension and retention. (3) The study of the effects of internal factors on the reading aloud process, such as students' five senses (4) The study of external factors affecting reading aloud process, such as posture, time, symbols, light, and color

\*Abstract only previously published in *Dissertation Abstracts International*, vol. 42, No. 2-A, p. 626-A, August, 1981

### PREFERENCES OF HIGH AND LOW ABILITY STUDENTS FOR READING GROUP PLACEMENTS

Order No. 8123746

DeSALVO, BARBARA SCOTT, Ed D University of Cincinnati, 1981 76pp

It is widely believed that some children are harmed educationally and/or psychologically by being placed in the lowest reading group. Educational harm can result because teachers may provide more favorable learning conditions to high achieving children than to low achieving children. Psychological harm can result because teachers may transmit their expectations to children and encourage children to behave in a manner which confirms their teachers' expectations.

The purpose of this study was to determine whether the verbal responses of teachers are process mechanisms used to convey teacher expectations which may adversely affect some children.

Conventional knowledge suggested the following experimental hypothesis: children from both high and low reading groups will prefer placement in what proves to be the high reading group. However, there is the possibility that children know what is right for them and may prefer placement in the group similar to their own. Therefore, an alternative experimental hypothesis tested was: children from high reading groups will prefer placement in what is in fact the high group and children from low reading groups will prefer placement in what is in fact the low group. The statistical null hypothesis against which both of these experimental hypotheses were tested was this: there will be no systematic preference for reading group placement by either high or low achieving children.

Four second grade teachers audiotaped the instruction of their highest and lowest reading groups for four days. The tapes were prepared for this study by selecting for each teacher one minute of responses to her highest reading group and one minute of responses to her lowest group.

Twenty second grade children from high reading groups and twenty second grade children from low reading groups listened to the four pairs of prepared tapes. The children chose from each pair of tapes the one they would prefer to be their group.

On the basis of a two-tailed binomial test, no significant difference in preference for reading group placement was revealed in the selections made by the high group children. The low group children in this study showed a significant ( $p < .05$ ) preference for the responses made by one teacher to her low reading group. The preference indicated by this group was based on only one tape. None of the three other replicates of the study indicated any systematic preference for a given group by either group of children. Neither of the experimental hypotheses was supported. The statistical null hypothesis against which both of these experimental hypotheses were tested must be retained.

It was concluded that if teachers transmit different expectations to high and low groups of students, these either did not appear in the response segments of the teacher discourse or else did not matter to the children.

The implication of this study is that concern over teacher differentiation of the degree of positive feedback to high and low achieving children may have been overstated and, therefore, that the harm attributed to achievement grouping for reading instruction may also have been overstated.

While this study found teacher responses to be neutral, other parts of the teacher discourse may have a different effect upon children. Perhaps teacher initiated statements, commands or questions would carry differing affective messages to high and low group children. Further study could focus on teacher initiated talk rather than on teacher responses.

### VERBAL AND NONVERBAL COGNITIVE STRATEGIES OF YOUNG READERS

Order No. 8119655

GREENSPAN, ELLEN DIANE, PH.D. City University of New York, 1981  
112pp Adviser: Professor Shirley Feldmann

Research has suggested that slowly progressing readers tend not to spontaneously apply active cognitive strategies to beginning reading tasks and further that this production deficiency may underlie early reading difficulties. There has been a difference of opinion, however, as to the types of strategy deficiencies which are demonstrated by less skilled readers. Some researchers have suggested that less skilled readers are only deficient in their use of verbal strategies, others have suggested that slowly progressing readers are deficient in their use of both verbal and nonverbal strategies. The present study was designed to test the relative merits of these two positions, as well as to investigate whether the strategic deficiencies of slowly progressing readers are the result of their motivational and/or metacognitive immaturity.

Suburban second-graders ( $N = 101$ ) formed the sample of the study. The independent variables were reading achievement, incentive condition (high or low), metamemory knowledge of the verbal strategy of phonological recoding, and metamemory for the nonverbal strategy of selective visual attention. Subjects in the low incentive condition were given verbal feedback following correct responses. Subjects in the high incentive condition received feedback and token reinforcers for correct responses. The children's metamemory knowledge of the two strategies was determined by their responses to several task approach questions. The dependent variables of the study were the children's recall on three probed memory tasks. The Minimal Strategy Task (MST) used distinct but nonlabelable stimuli, while the Non-Verbal Strategy Task (NVST) used nonlabelable central stimuli paired with incidental distractors. NVST recall could be facilitated by the children's use of selective visual attention, a nonverbal strategy considered relevant to reading. The Verbal Strategy Task (VST) used labelable stimuli paired with incidental distractors, thus permitting the use of verbal labeling and rehearsal strategies.

It was hypothesized that (1) reading achievement would only correlate to recall on the verbal and nonverbal strategy tasks, (2) increased incentive would be more beneficial for the less skilled readers than for the skilled readers, (3) metamemory for task-appropriate strategies would relate to recall, and (4) for skilled readers, metamemory for task-appropriate strategies would relate to recall regardless of incentive condition, but that among less skilled readers, metamemory would be most helpful for subjects in the high incentive condition.

The results of several univariate regression analyses confirmed that reading achievements was related to NVST and VST recall, but only for children in the high incentive condition. Incentive and reading achievement interacted in their effect on NVST and VST recall, but in a manner opposite to prediction. Increased incentive was beneficial for the skilled readers but deleterious for the less skilled readers. While metamemory for the verbal strategy was related to VST recall, neither metamemory variable was correlated to reading achievement. There were no significant differences in the way metamemory related to overall recall dependent on reading achievement or incentive condition.

Since the results suggested that there was both a verbal and a nonverbal strategy deficiency among the less skilled readers working under high incentive, it was concluded that the position which hypothesized a general strategy deficiency by less skilled readers received some support. It was concluded that this position should be modified to take into account motivational conditions. While metamemory appeared to be a facilitative influence on recall, the results did not support the contention that slowly progressing readers are metacognitively immature. The unexpected incentive interactions were suggested to be related to anxiety. The educational implications of the study were discussed and suggestions for future research were offered.



**THE ATTITUDE AND SELF-CONCEPT OF CHILDREN WHO READ BEFORE GRADE ONE** Order No 8123162

JOHNSON, MARY LOU, Ed D *The University of Tennessee*, 1981 81pp  
Major Professor Dr. Paul C Burns

The purposes of the study were to determine the self-concept and attitude toward reading of a group of kindergarten children who had begun to read. In addition, interrelationships among self-concept, reading attitude and level of reading ability were examined.

Ten different kindergarten classrooms were selected in two school systems in West Tennessee. Teachers in the classrooms were asked to identify children they thought to be reading. The *Classroom Reading Inventory* was administered to the children so identified in order to determine that they were reading on or above preprimer level. Twenty children whose reading levels ranged from preprimer to grade four comprised the sample.

The *Primary Pupil Reading Attitude Inventory* and the *Brown-IDS Self-Concept Referents Test* were administered to the children by the investigator to measure self-concept and attitude toward reading. Each teacher completed a questionnaire designed by the investigator to provide information concerning the child's reading behavior.

The stated purposes of the study were to report information that would indicate how selected children felt about themselves when they learned to read before first grade, how they perceived that their mothers, teachers and peers felt about them, and what attitude they had toward reading. Test results showed that the early readers in the sample had very positive self-concepts as determined by their own view of self and their view of the perceptions of their mothers, teachers and peers about them. The most positive view was that of the child and the teacher. The view of the mother and peers was slightly lower but also positive. The attitude toward reading varied widely with a majority of the children having poor attitudes.

Four additional questions were formulated for the study. Question one asked if a generalization could be drawn about the level of reading ability and the self-concept and/or attitude toward reading. All self-concept scores were positive regardless of the level of reading ability. Although great variability existed in reading attitude, it did not correlate with reading ability, however, generally lower scores were made by children reading above the preprimer level.

Question two asked if there were any notable differences between boys and girls in self-concept, reading attitude or both. There were no notable differences in self-concept. Girls tended to have more positive attitudes toward reading than boys.

Question three asked if children with the most positive self-concept also had the most positive attitude toward reading. Reading attitude could not be inferred from self-concept.

Question four asked if information gained from the teacher questionnaire would be important to consider with regard to early reading children. Teachers indicated that those children who learned to read in kindergarten could be expected to start after the beginning of the calendar year. The classroom behaviors that could be expected were reading labels in the room, writing on the chalkboard and classmates' names in written form rather than books.

The following tentative conclusions were reached for the children in the sample: (1) The self-concepts of early reading children were positive. (2) The attitude toward reading among children who read in kindergarten varied widely with generally lower scores occurring for those reading above preprimer and with girls generally scoring higher than boys. (3) Consistent classroom behaviors of early reading children could be identified by teachers.

**A DESCRIPTIVE STUDY OF CROSS-AGE PEER TUTORING AS A STRATEGY FOR READING IMPROVEMENT IN TWO SELECTED MIDDLE SCHOOLS OF THE HIGHLAND PARK, MICHIGAN SCHOOL SYSTEM FROM 1970 TO 1978**

Order No 8117071

JONES, CHARLES PRESTON, JR., Ed D *Wayne State University*, 1981 250pp

Many schools today are faced with the problem of teaching reading to underachievers and individualizing such instruction so that each student can achieve at his maximum potential. As a strategy in accomplishing this task, tutorial programs at the elementary level appear to have great potential for individualizing, supplementing, and reinforcing instruction. Upper elementary students already at the school, can serve as tutors to use lower elementary students (tutees) in need of additional instruction. Since there is only limited additional costs, tutoring is one way of improving and reinforcing instruction.

The purpose of this study was to describe, analyze and interpret data derived from the Highland Park, Michigan High Intensity Tutoring Program in order to determine its validity and reliability as a method of improving/increasing decoding and reading comprehension skills. As a related purpose, the researcher sought evidence which would clearly demonstrate that cross-age tutoring, as a form of individualized instruction, results in improved decoding and reading comprehension achievement test scores.

The tutee subjects in this study were sixth and some seventh grade students who on the Gates MacGinitie Reading Tests, scored two or more years below grade level. Tutors were those students, normally ex-tutees themselves who are at least two years ahead of their tutees in reading skills and have been trained in the use of tutoring techniques.

The tutoring program utilizes a highly structured instruction set of remedial reading drills and the Sullivan Programmed Readers. Tutoring is fast paced and lasts for forty five minutes a day, four days a week.

The review of the literature provided support for the underlying rationale of this study. Conclusions drawn from the review of the literature suggest that different kinds of tutoring programs can effectively improve the academic performances of tutees, and in some cases, tutors as well. Tutoring programs may also result in favorable changes in self-concept, attitude toward school and learning, and better school attendance.

The design of the study involved statistical analyses of Gates MacGinitie pre- and posttest reading scores, direct observations of tutoring sessions in progress, informal interviews, questionnaires, surveys, and correlations of posttest reading scores with reading scores derived from the California Achievement Tests.

Analysis of the data yielded the following findings: (1) tutees and tutors made significant reading gains over and above what might have occurred without tutoring. (2) cross-age tutoring results in improved decoding and comprehension skills. (3) tutees mean gains are statistically significant over a five year period. (4) some tutees and tutors make no gains and even regress, despite participation in the program. (5) tutoring may contribute to enhanced self-concept, more favorable attitudes toward school, better school attendance, improved spirits of cooperation, and increased self-confidence.

The data collected and analyzed in this study warrants the conclusion that High Intensity Tutoring is an effective approach to providing individualized instruction which contributes to improving and/or increasing the decoding and reading comprehension skills of both tutees and tutors.

**A STUDY OF READING SKILLS OF THIRD GRADE STUDENTS IN TERMS OF OBSERVABLE CLASSROOM BEHAVIOR AND OTHER VARIABLES** Order No. 8126963

JONES, MARY LOUISE SPAND, D Ed *The Louisiana State University and Agricultural and Mechanical Col.*, 1981 99pp Supervisor Professor Helen Cookston

The purpose of this study was to determine if there was a relationship between selected reading skills of students in regular third grade classes and selected variables including observable classroom behavior, sex, race and socioeconomic background. The study took place in ten elementary schools in Baton Rouge, Louisiana during the 1980-81 school session.

*Statement of the Problem:* The following null hypothesis was tested using the .05 level of significance. There was no significant relationship between selected reading skills of students in regular third grade classes and selected variables including observable classroom behavior, sex, race and socioeconomic background.

*Procedure:* This study was confined to 86 third grade students in ten randomly chosen schools. The *Stanford Diagnostic Reading Test* was administered to all students in each chosen classroom. Once scoring was completed, this researcher was given 10 separate lists of students to be observed designated by individual schools and teachers. The names on each of the individual lists were those of students whose composite raw scores placed them in a range either below 160 or above 201 on the *Stanford Diagnostic Reading Test*.

Classroom observations using a checklist based on a modified version of the *Devèreux Elementary School Behavior Rating Scale* were conducted during the reading instructional period for five consecutive days. Total observation time was 60 minutes per student. Any student with less than 54 minutes of observational time was eliminated from the study. Students obtained a behavior score based on the classroom observations.

*Analysis of Data:* In order to adequately test the hypothesis, the students were divided into the following subgroups: race (Black and

Non-Black), sex (boys and girls) and socioeconomic background (higher and lower) The five reading subtests of the *Stanford Diagnostic Reading Test* were auditory vocabulary, auditory discrimination, phonetic analysis, word reading and comprehension

Statistical data using raw scores of the individual subtests was compiled to obtain the Pearson product moment coefficient of correlation between the behavior scores of the students and the five individual subtests of the *Stanford Diagnostic Reading Test*

**Findings** (1) There were significant correlations between four of the five reading subtests and the behavior scores for all students tested (2) There were significant correlations between all of the reading subtests and the behavior scores for girls. There were no significant correlations for boys (3) There were significant correlations between all of the reading subtests and the behavior scores for higher socioeconomic background students. There were no significant correlations for lower socioeconomic background students (4) There were significant correlations between all of the reading subtests and the behavior scores for Non-Black students. There were no significant correlations for Black students

**Recommendations** (1) Research should be conducted to study the effects of classroom behavior of high achieving students (2) More research should be conducted to determine why there were more significant negative correlations between behavior and reading skills for girls than for boys (3) Conduct research to determine the effects of classroom behavior upon the reading skills of high and low socioeconomic background students (4) Future studies are needed to determine why the reading skill of phonetic analysis is affected in more instances than other reading skills among the various subgroups

#### LOGICO-PERCEPTUAL AND LANGUAGE PREREQUISITES FOR BEGINNING READING

Order No. 8118027

MILLER-JONES CYNTHIA LOUISE, Ed D. *University of Massachusetts*, 1981 256pp Director. Professor Ronald K Hambleton

The purpose of the present study was to identify specific aspects of language and logico-perceptual development that could be causally related to success in beginning reading. Based on the observation that essentially all reading research tended to deal with isolated aspects of the process, it was felt that the integrated nature of children's (and all human) thinking processes was a crucial consideration for analysis of possible causal relationships for success in beginning reading

Techniques for approaching questions of causality and research designs that answer those questions were discussed. Based on the theories of Jean Piaget and Noam Chomsky, and a review of the literature, four hypotheses were tested (1) the more advanced a child's logico-perceptual skills, the easier he/she will learn to read. (2) the better a child's language comprehension the easier he/she will learn to read. (3) the better he/she visually organizes print (orthography perception), the easier he/she will learn to read. (4) high levels in both language and logico-perceptual development facilitate learning to read. A combination of a cross-sectional and repeated measures design was used to evaluate these hypotheses. Cross-tagged time panel analysis, path analysis, and multiple regression were used to test the hypotheses

The sample consisted of 118 lower to middle class rural and suburban children ranging in age from 5 years to 7 years. All children were tested on each measure (logico-perceptual, language, orthography, and reading) in the fall and in the spring. The sample was analyzed as a whole and by subgroups. The characteristics of those children who were nonreaders all year was compared to readers all year, and to the group who became readers on all four hypotheses (1) was supported, showing a causal relationship between prior logico-perceptual ability and later reading (2) showed a strong relationship but no clear causal tendency between language and reading (4) was partially supported but the causal nature of the two variables (language and logico-perceptual) could not be clearly distinguished due to the unclear findings of hypothesis 2 (3) showed a causal relationship where fall reading ability facilitated spring orthography perception (which was the reverse of what was expected)

It was concluded that while a child's general ability to organize his/her perceptions was clearly indicated as causally related to success in learning to read, the language component of the process should not be ignored. It appeared that language and reading were reciprocally related. A theory of how children build schemata that enable them to easily learn to read was presented. Several follow-up studies were discussed regarding the refinement of the orthography battery, further exploration of the strongest predictor variables in both language and logico-perceptual development, and verification of the stages of reading acquisition used in the study

#### THE RELATIONSHIP BETWEEN DISTRACTIBILITY AND SUCCESS OF KINDERGARTEN CHILDREN WITH SPECIFIC READING METHODS

Order No. 8113321

MORTON, JOHNNY LOU, Ed D. *Oklahoma State University*, 1980 68pp

**Scope and Method of Study** This study was designed to determine if there is a predictive relationship between distractibility and success in reading when differentiated methods of instruction are identified for kindergarten children. Children who are distractible tend to have difficulty with the reading process. Distractibility may influence the way in which a child processes information. Students were randomly assigned to instructional groups where the *Ray Reading Methods Test* was used to identify preferred reading methods for each student. Scores obtained from the delayed recall of the four subtests of the methods tests were used as criterion variables. Distractibility was assessed by selected subtests of the McCarthy Scale of Children's Abilities. This measure of distractibility was used as the predictor variable. One hundred and twenty kindergarten children from two North Central Oklahoma communities were administered the instruments between February and April, 1980. The data were analyzed using the Pearson product-moment correlation and a stepwise multiple regression analysis.

**Findings and Conclusions** The importance of distractibility in the selection of a specific approach to beginning reading instruction was investigated. The results of the study indicate that success with the Visual-Auditory Method, Linguistic Word Structure Method, and the Language Experience Method requires that the child be relatively free from distractibility. A specific reading method failed to be identified as a learning preference for distractible children.

#### THE RELATIONSHIP BETWEEN ALLOCATED AND ENGAGED TIME FOR READING INSTRUCTION IN ELEMENTARY GRADE CLASSROOMS

Order No. 8116135

MYERS, SAMUEL SOLOMON, PH D. *University of Oregon*, 1981 173pp Adviser. Dr. Terry Bullock

The study is representative of an outgrowth of the body of research over the past 15 years which has attempted to evaluate educational phenomena through the medium of direct observation in classroom settings. The study was designed to determine the relationship between allocated time and actual engaged time, in terms of the percent of teacher and student involvement observed during reading instruction periods in elementary grade classrooms. The study also attempted to offer possible explanation for the relationship on the basis of descriptive summary data on teacher behaviors actually observed.

Allocated time referred to the entire instruction period during which reading as a subject was taught. Engaged time was the percent of time during which the teacher and, or, student were observed to be actively engaged in teaching, and, or learning reading respectively.

**Method.** A stratified sample of twenty teachers and their reading classes were involved in the study. Stratification was done on the basis of grade level, with four classes represented at each of the grade levels 1-5. Observation of the classrooms was done to ascertain how the time allocated was actually used by teachers and students.

Teacher and student behaviors during the reading periods were observed as they occurred in certain specified structures. The structures in which teacher behaviors were observed and recorded were: *Direct Instruction*, coded DI; *Organizational Activities*, coded OA; and *Other Activities*, coded OT. The structures in which student behaviors were observed were: *Direct Instruction*, coded DI; *Independent Work*, coded IN; *Preparation Activities*, coded PR; and *Non-reading activities*, coded NR.

Regularly scheduled reading periods were observed by trained personnel at three different points in time during the Fall Term, 1980. The frequency probe time sampling procedure, used to code and record the behavior time measures for teacher and students, was executed as follows. Within a ten second interval, the observer, using an auditory timing device, recorded the teacher's behavior for five seconds, and for the remaining five seconds recorded that of a student. In the first five second interval teacher behavior was coded as either DI, OA, or OT. In the subsequent five second interval, the behavior of a student was coded as either DI, IN, PR, or OT, as well as whether the behavior was "on" or "off-task". This sequence was repeated in a systematic chronological order around the classroom for the entire class during the reading period.

Percentages of teacher engaged time were computed by dividing the number of observations that the teacher was engaged in each of three structures by the total number of observations. These ratios multiplied by 100 were expressed as percentages. Percentages of students engaged time

were computed by dividing the number of observations that students were "on-task" in each of the four structures by the total number of observations and multiplying by 100 to arrive at the percentage. This was attributed to the class as a unit.

**Results** The results indicate variations in the percentages of teacher engaged reading time across the sample of twenty teachers, ranging from 64 to 94 percent. Percentages of engaged reading time for the twenty classes vary from 57 to 90 percent. These variations were discovered to be a function of teacher management skills, particularly in terms of the extent to which reading tasks assigned to students were carefully monitored. Further, when time given to organizational and preparation activities, transitions and "off-task" behaviors was not kept to a minimum, much of the allocated reading time was lost. The findings give support to those of previous research and carry important educational implications for policy makers, school administrators and teachers.

### INVESTIGATING QUESTIONING BEHAVIOR AS AN INDICATOR OF READING READINESS

Order No 8117658

PEACH DELORES STOCKWELL, PH.D. *University of Missouri - Kansas City*, 1981 57pp

This research was conducted to investigate the hypothesis which was best stated in a three-part question: (1) Is questioning behavior an indicator of readiness for formal reading instruction? (2) Can a measure of questioning behavior be used interchangeably with or in place of any traditional reading readiness indicators? (3) Is it plausible to add such a questioning behavior subtest to an abbreviated reading readiness test to augment indication of a child's readiness for formal reading instruction?

The investigation of the hypothesis was initiated by individually administering a questioning behavior test and The Prereading Evaluation and Checklist (The PEACH) to all students enrolled in the Liberty Kindergarten of the Liberty Public Schools. Additional information was collected from students' scores on the Missouri Kindergarten Inventory of

Developmental Skills, the Metropolitan Readiness Test, the Slosson Intelligence Test, and the Wechsler Preschool and Primary Scale of Intelligence.

In the primary correlational study, scores obtained from all measures were utilized to determine the relationship between questioning behavior and more traditional indicators of reading readiness. The second correlational study was conducted to determine the efficacy of The PEACH as an abbreviated reading readiness test. Secondly, reliability was calculated for the questioning behavior test and The PEACH.

Results of the correlational study indicated that questioning behavior is an oral language task and may best be used as a measure of the young child's oral language ability. Because it appears to be unlike other reading readiness indicators, questioning behavior would be most effectively used as an additional rather than alternative score. Consequently, this questioning behavior subtest would be appropriate as a subtest to The PEACH and could be administered on an optional basis.

Results also indicated that The PEACH may be used in its entirety to provide the examiner an estimate of the child's readiness for formal reading instruction. Partial administration is not advisable due to the brevity of each subtest.

Even though questioning behavior does not appear to have a high level of statistical relationship to traditional reading readiness indicators in this research, its merit as a strategy for independent learning via inquiry training is not to be discredited.

### TEXT FORMATION: A COMPARATIVE STUDY OF LITERATE AND PRE-LITERATE FIRST GRADE CHILDREN

Order No. 8115149

PETTEGREW BARBARA SZLCS, PH.D. *The Ohio State University*, 1981 154pp Adviser: Professor Victor M. Rentel

Currently little is known in detail of the process of continued language development associated with the acquisition of literacy. The major purpose of this study was to examine the language used by literate and pre-literate 6 to 7 year-old children for evidence of differences in the text forming strategies relied on by same-age but differentially literate children in selected contexts of language use. Differences in how children at different points in the transition to literacy create their texts provide insight into what happens to language during the course of learning to read.

Thirty first grade children at different points in the transition to literacy produced oral texts in two narrative contexts, retelling a story that had been read to them, and dictating an original story to an adult scribe. Text forming strategies were identified using a methodology based on the work of Liday and Hasan (1976) relative to cohesion in English. Features of

intersentence cohesion and exophoric presupposition were examined in the narratives of the children who were categorized as to level of literacy development (fluent readers, transitional readers, and beginning readers) and sex.

Relative use of linguistic devices signalling cohesive relations in six categories—Reference, Substitution, Ellipsis, Conjunction, Lexical Cohesion, and Exophoric Reference—were coded in the data. Multivariate and univariate statistical data analysis techniques (MANOVA, ANOVA, Linear Discriminant Analysis) revealed that patterns of texture for the three literacy groups, as indexed by text forming options realized in the narratives, were significantly different. Discrimination among the groups was greatest between the fluent and the beginning readers, with the transitional readers falling between the two extreme groups. Follow-up analysis revealed that literacy group differences were attributable to the relative use of Exophoric Reference and Lexical Cohesion. In these data there was a regular decrease, with literacy development, in the use of exophoric presupposition coupled with a regular increase across the groups in the use of Lexical Cohesion as text forming options. These results suggest a shift, with literacy, to a use of language characterized by greater textual explicitness; it is observed that this shift marks a growing ability to use language in indirect and abstract contexts of situation.

No sex differences in patterns of texture were found in these data, although the girls in this study were more verbose than the boys. Differences were found in patterns of texture in the two narrative tasks, however, suggesting that performance in text formation is enhanced when children are in control of both the language and the content of a narrative, as in the dictation task calling for the production of an original story.

These data revealed no evidence of differences in syntactic development (as indexed by mean T-unit length) among the three groups of developing readers, nor were differences found between the boys and the girls on this measure. In light of these findings, the differences in text forming strategies which are associated with literacy development are seen as arising from development along a more specifically semantic axis and not simply as an artifact of more pervasive differences in language abilities.

### A STRUCTURAL ANALYSIS OF CLASSROOM PROCESSES IN BEGINNING READING INSTRUCTION

Order No. 8124133

PIONTKOWSKI, DOROTHY COOPER, PH.D. *Stanford University*, 1981 159pp

The Reading Diary is a longitudinal and multivariate study of how beginning reading skills are taught and learned. From October through May, observers recorded instructional activities in ten first-grade classrooms on a categorical observation system and monitored target students' reading skills. The aim of the present study was to develop a set of procedures for examining patterns of change across the school year in three classes, and to relate these patterns to target students' performance.

The first step was to simplify and organize the observational data. Seventeen of the 30 categories in the observational system were selected that converged on classroom management, teacher's and students' behaviors, and on reading skills, materials and activities. For each category, descriptive codes were collapsed to form fewer aggregates and assigned ordinal values based on underlying dimensions. The data were then expanded from the synoptic form used for recording to a format in which each row represented one minute.

A series of analyses was carried out, using two different units of time to summarize the data. First, the unit of analysis was the minute—data were treated as one continuous string across the school year. Frequencies of minutes on codes identified class differences in how time was spent during reading instruction. The unit of analysis then shifted to the instructional period, or occasion. For each category, data were summarized by frequency and ordinal value of code. This shift allowed a comparison of week-to-week change (between occasion variance) and minute-to-minute fluctuation (within-occasion variance) by category and by class.

The focus then turned to change across the school year. Correlations between categories were computed on occasion mean values and were entered into common factor analyses. Common factor structures were compared across classrooms by matching factors with critical loadings on certain categories. This comparison identified two patterns of relationship among categories. The pattern for one classroom seemed most coherent—all four categories that measured instructional skills, materials, and activities clustered with a measure of students' productivity; there were positive interrelationships between the size of the group, the teacher's instructional role, and three student behaviors, teacher's use of

feedback was related to instructional activities and students' focus on the instructional task. In the other two classrooms, the instructional models seemed somewhat fragmented--instructional skills, materials, and activities loaded on two orthogonal factors, the factor that connected the size of the group with teacher's role and students' focus was bipolar, teacher's feedback was linked with students' behaviors but not with instructional activities.

The common factor structures of classroom processes across the year were related to target students' reading performance. In the classroom with the more coherent pattern, all six target students were reasonably successful on a variety of reading measures. In the two classrooms with fragmented process models, target students' reading performance was uneven across skills, and there was considerable variability in the degree of success among target students.

This study is a first step toward understanding the case history data from the Reading Diary study. Additional steps need to consider whether other procedures might provide clearer interpretation of instruction across the school year, and to examine change during instructional periods.

### COMPARISON OF READING READINESS OF KINDERGARTEN STUDENTS IN THREE PROGRAMS

Order No. 8123435

RAWL, RUTH KEARNS, PH.D. *University of South Carolina*, 1981. 162pp

The study investigated achievement in reading readiness of reading of kindergarten children in heterogeneous classes under three programs, DISTAR, Action Reading and a cognitive developmental program based on Piaget's theory of cognitive development.

Hypothesis 1 stated that there would be no significant difference between the mean scores of students in three kindergarten programs of reading or reading readiness as measured by the posttest. CTBS Hypothesis 1 failed to be supported.

Six classes in three elementary schools in Alaska were the sample, complete data on 96 children were collected. Significant differences on the pretest, Metropolitan Readiness Test, between scores of students in three programs were found. As a result, the MRT was used as a covariant.

Even though the DISTAR group had a teacher and an aide (other two had no aide), the scores on the CTBS from the DISTAR group were not significantly different from the cognitive developmental program except on Visual-Auditory Discrimination which was significant in favor of cognitive developmental. DISTAR was significantly higher than Action Reading on the CTBS Alphabet Skills, Language and Prereading Total, but Action Reading was significantly higher on Visual-Auditory Discrimination. Cognitive developmental was significantly higher than Action Reading on Prereading Total.

Hypothesis 2 stated that there would be no significant difference by sex. Hypothesis 2 was accepted. There were no differences by sex and no significant sex by treatment interactions.

For a heterogeneous sample, all programs worked. The percentile rank of the national norms of the mean scores for each group on the CTBS were DISTAR 87%ile, Action Reading, 44%ile, and cognitive developmental 77%ile. Although Action Reading did not compare favorably with the other two programs, except on Visual-Auditory Discrimination, the mean score is average on the national norms.

The cognitive developmental program was significantly higher on Visual-Auditory Discrimination and comparable on other scores when compared with DISTAR. Since this was accomplished with half the personnel, additional research on such programs is recommended.

### SIXTH GRADERS' NEED FOR USE AND ACQUISITION OF BACKGROUND KNOWLEDGE IN COMPREHENDING FABLES

Order No. 8115957

REED, JANET GRAYCE, ED.D. *Temple University*, 1981. 161pp. Major Adviser: Stanley L. Rosner

The primary purpose of the study was to gain information about sixth graders' utilization of background knowledge of fables in general when reading to determine the themes of two selected fables. Also of interest was the children's need for background knowledge to comprehend the fables and their acquisition of general knowledge of fables associated with reading and answering questions about the selections.

**Procedures** To test hypotheses regarding need for and acquisition of background knowledge, two unfamiliar fables with Fry readability below the children's instructional reading levels were selected. Short-answer tests were composed by the researcher to evaluate theme and related comprehension of the fables and knowledge of elements of fables in general.

Two hundred fifty-three sixth graders with average or above average reading achievement participated in the study. Hypothesis testing was based on a twelve group, nested design. Factors were reading achievement, background knowledge, story condition, and a control. Dependent variables were story comprehension and background knowledge.

Tests were administered on three successive Mondays. On the first Monday, all students except those in the control group took the pretest of general fable knowledge. On the second, all students in the story condition read the fables and took the comprehension tests. On the third, every student took the posttest of general fable knowledge. Analyses of variance were performed to test the hypotheses.

Eleven children from the testing sample were interviewed. Purpose of the interviews was to gather information about their utilization of knowledge of fables in general for theme-related comprehension. Protocols from the interviews were subjectively analyzed to determine how pupils reported their theme-comprehending processes and to compare the process reports of children with high or low background knowledge, average or above average reading achievement, and good and poor comprehension of the selections.

**Results** The analyses of variance indicated that (a) students with High Background Knowledge of fables in general comprehended the selections better than students with Low Background Knowledge, (b) students' general knowledge of fables increased after reading and answering questions about two fables, but this increase was associated with having taken the pretest rather than with having read the selections, and (c) Above Average Readers did not acquire background knowledge about fables in general after reading the selections at a significantly greater rate than did Average Readers.

Observations from the interview protocols indicated that (a) the students generally reported conclusions rather than processes from their reading, (b) while Above Average Readers processed story information to higher levels of generalization than did Average Readers, few students reached the thematic level of generalization, however, with follow-up questioning Above Average Readers could be led more readily to extend their generalizations to the thematic level, (c) level of background knowledge further identified students within each level of reading achievement who more nearly approached the thematic level of generalization, (d) good comprehenders were characterized by higher levels of generalization and more objective evaluations of the fables.

**Conclusions and Implications** (1) Since the students demonstrated the need for background knowledge in general to more fully comprehend selected fables, publishers and teachers should consider readers' background knowledge as well as structural and vocabulary features of fables when determining their readability. (2) Intermediate aged children are usually unaware of the processes by which they utilize their background knowledge but demonstrate using it for low level generalizations such as imagery and rationalization of implicit relationships among story details. However, with adequate background knowledge, they can be guided to reach higher levels of generalization. (3) Generally, intermediate aged children do not acquire general knowledge of fables from simply reading and answering comprehension questions about fables but do respond to instructional questioning with generalizations which would increase general knowledge.

### THE RELATIONSHIP BETWEEN ORAL READING FLUENCY AND OTHER READING BEHAVIORS AMONG FIRST GRADE CHILDREN

Order No. 8117263

RICE, NANCY KILGORE, PH.D. *Michigan State University*, 1981. 163pp

The study was undertaken to investigate the phenomenon of oral reading fluency among children at the beginning stages of reading instruction. Oral reading fluency was defined as the ability to read text with appropriate intonation patterns, pausing at punctuation, raising or lowering pitch at terminal juncture to indicate a statement or question, stressing contrastive elements, and reading a story with a minimal number of pauses. These four measures of fluency, plus a composite of the first three known as "Oral Reading Fluency," were correlated with measures of six other reading abilities and activities to see to what extent fluency skills and

reading behaviors were related. The six independent variables were word recognition ability, silent reading comprehension, peer evaluation as a good reader, classroom practice time, amount of time the parent spends reading to the child, and amount of time the child spends reading orally at home.

The subjects were 106 first grade children from a midwestern, upper-middle socio-economic level suburban community. The children came from nine classrooms in three schools and were those recommended by teachers as children who could read at Primer level or above. The measuring instruments used included a researcher-designed Oral Reading Fluency Test, the Slosson Oral Reading Test for word recognition, the Cooperative Primary Reading Test to assess comprehension, a student questionnaire for peer status rating, a classroom oral reading time questionnaire, and a parent questionnaire to gather data on the home variables.

Responses to the Oral Reading Fluency Test were scored twice, once by a group of four judges and once by the author, yielding two sets of data. Pearson product moment correlation coefficients were calculated for the five fluency measures with each of the six independent variables, and multiple regression equations were developed to assess the contribution of the independent variables to the oral fluency scores.

The major findings were that first grade subjects reading at least at Primer level used appropriate intonation 72% of the time in their oral reading of Primer level text, and were more likely to apply appropriate pause and pitch than to employ contrastive stress. Use of appropriate intonation was not highly correlated with word recognition or comprehension, but moderate negative correlations were found between total number of pauses and these two reading subskills. Total pause was also negatively related to peer status as a "good reader." Fluent oral reading had a low negative or negligible relationship with classroom practice time and a non-significant relationship with home practice time. Level of fluency was not related to age of child when parent first began reading to the child, nor was use of appropriate intonation related to amount of time the parent spent reading to the child. The six independent variables, functioning jointly, accounted for only a small percentage of the variance in oral reading fluency scores. With increased scoring reliability, a measurement of oral reading fluency may have a useful place in the field of reading research.

#### SUMMER VACATION READING ACHIEVEMENT GAIN OR LOSS AND THE RELATED FALL RECOVERY TIME

Order No. 8125193

ROSS, PATRECIA ANN TAYLOR, Ph.D. *The University of Michigan*, 1981  
181pp. Chairman: Scott Paris

This study investigated summer reading achievement retention, factors which affect gain or loss, and the recovery time for loss-group students. The 285 participants comprised the fifth grade population of the Trenton Public Schools. They were tested with two forms of the *Gates-MacGinitie Reading Tests* during the last full week of school in June and the first full week of school in September. Form 3 was given as a recovery measure to randomly selected thirds of each class two, six and twelve weeks into the fall term. Students and parents answered summer reading activities surveys. IQ scores, sex, attendance and other data were collected from student records.

Non-significant mean gains in vocabulary and significant mean losses in comprehension were found. A scant third of the students lost in vocabulary, a third maintained and a third gained. In comprehension, half lost, a fifth maintained and a third gained. Status in one subskill was not coincident with status in the other for two-thirds of the students. High June scorers in vocabulary gained more than low initial scorers, while high June comprehension scorers lost more than low scorers. Factors related to smaller comprehension losses were attending summer school, reading all books checked out, reading newspapers daily, receiving magazines regularly, reading magazines daily, owning many books, and watching television for only a short time each day.

The six-week group had recovered the June vocabulary level at the time of the recovery test, no group had recovered comprehension losses at two, six or twelve weeks. The June score was the highest for half the group, September for a quarter of the group and the recovery test for a quarter. The June score was the lowest score for a quarter, September for a third and recovery for a third of the group.

It was concluded that vocabulary achievement is more stable over the summer than comprehension. Vocabulary and comprehension are two correlated components of the reading skill, but students who lost or gained in one subskill did not necessarily lose or gain in the other. High June scorers in vocabulary gained more while high June scorers in comprehension lost more. The more daily reading, the less the comprehension loss. Recovery to the June level was slow.

#### A COMPARATIVE STUDY OF READING SKILLS AND SCIENCE PROCESSES WITH IMPLICATIONS FOR CURRICULUM CHANGE IN FIRST GRADE

Order No. 8113387

SIMMONS, GLORIA JONES, Ed.D. *State University of New York at Buffalo*, 1981. 301pp.

The purpose of this study was to identify how children at the first-grade level could be stimulated to think further or to use their imaginations better in applying the content to their present or future problems, interests, or needs, thereby learning the science processes. The procedure incorporated reading skills formerly taught in developmental reading classes/groups with skills in science and eliminating the developmental reading classes using basals as they are now taught. The study addressed two major questions. (1) To what extent can skills in reading and science processes be integrated in curriculum for first grade? (a) Is the pattern in encoding in the reading process the same pattern as is shown in the science processes? (b) Do similar principles and techniques, which apply to the application of reading in the subject of science if learning is based on reading? (2) What considerations should be given to the development of vocabulary through science or science-related subject materials in first grade to prepare the students for a high degree of mental concentration? Such concentration is evidenced by the students' ability to acquire clear, sharply-defined meanings and solve problems in reading: (a) to follow a sequence of events; (c) to organize materials from many sources; (d) to note relationships; (e) to prove and clarify facts; (f) to define problems; (g) to draw conclusions based on inferences; (h) to read pictorial material, maps, diagrams, and tables; (i) to note the main idea or fact.

The study, conducted in the Robeson County School System, Lumberton, North Carolina, included thirty-four first-grade teachers. Each teacher volunteered to participate in the study and completed a pre- and post-questionnaire. A four-hour in-service preceded the pre-questionnaire. Data were collected from the teacher questionnaires, handled descriptively, and analyzed within the framework of the central and related questions.

Among the major findings of this study were the following: (1) There is an association and similarity between the "science processes" and comprehension reading skills, as stated by the teachers in the discussion during the in-service workshop and as indicated by them in the data. (2) The perceptions of teachers did change as a result of the "science processes" having been discussed, and they indicated that they were willing to use those process skills in their future science teaching. (3) After teachers were presented with major lists of other vocabularies, their perceptions did change about the percentage of time spent in the presentations and teaching of vocabulary. (4) A greater number had not examined or compared the science vocabulary in the science textbooks with the vocabulary lists of the basal readers. (5) Teachers had not examined the vocabulary lists in their science textbooks. The majority had not examined or compared the vocabulary lists in their own science textbooks. (6) The only source of direction in curriculum planning was the information provided in the teacher-edition of the science textbook. (7) The teachers make and use their own materials even though some of the material is for teacher-demonstration only. Teachers were not provided with materials for teaching science or for providing science experiments. (8) None of the teachers were provided with student science textbooks.

In conclusion, it was shown that science processes are perceived to be a teachable-learnable part of the curriculum. Teachers recognized that the reading comprehension skills and science processes are similar in many areas and should be part of the reading/science curriculum.

#### A COMPARISON OF AN INDIVIDUALIZED READING PROGRAM AND A BASAL READING PROGRAM IN FIRST AND SECOND GRADES

Order No. 8127397

SLACK, ALMA JANE, Ed.D. *East Texas State University*, 1981. 156pp.  
Adviser: Donald R. Coker

*Purpose of the Study* The purpose of this study was to compare the basal-reader approach to the individualized approach to teaching reading as they were implemented with first and second grade students in experimental and control groups. The experimental groups received individualized reading instruction, while the control groups received basal-reader instruction.

*Procedure* This study was conducted in eight elementary schools using 273 randomly selected students, with 135 students in the experimental groups and 138 students in the control groups. The eight subtests of the *Barnett Loft Specific Skill Series* were administered with the pretest given in October and the posttest in May of the 1978-79 school year. These tests were administered and hand scored by the classroom teacher utilizing a schedule of three days for each test.

The statistical test, analysis of covariance, was implemented to determine if the adjusted posttest means of the experimental groups were more significant than the adjusted posttest means of the control groups. F values reaching the .05 level were judged statistically significant, with the adjusting variables being intelligence quotient (IQ), pretest score and age.

**Findings.** The statistical analysis of the data collected from the experimental groups and the control groups of this study revealed that one method of reading instruction could not be proven superior to another on thirty out of forty subtests. When a statistically significant gain did exist, the experimental groups showed a significant gain on nine out of forty subtests, while the control groups showed a significant gain on one out of forty subtests. In addition, male students showed a significant gain on more subtests than did female students. It was further observed that on the subtest *Following Directions*, there was a statistically significant gain by the experimental groups when compared to the control groups in four out of five categories. These categories were first and second grade students, first grade boys, second grade boys, and first grade girls.

#### THE EFFECTS OF REDUCED CLASS SIZE UPON THE ACQUISITION OF READING SKILLS IN GRADE TWO

Order No. 8118599

WAGNER, ELIZABETH DOUGLAS, Ed D. *The University of Toledo*, 1981  
78pp

The purpose of this study was to evaluate end of year reading achievement of students in five second grade experimental classes whose enrollment was kept to 15 or less in relation to three second grade control classes with enrollments of 25 or more. It was hypothesized that there would be no difference in achievement.

A review of the literature suggested there was a lack of agreement on the definition of "large" and "small" class size making conclusions from the past research difficult.

The Metropolitan Achievement Test, the Spache Diagnostic Reading Scales, and a nonsense word identification test were selected as the measures of global reading achievement, oral reading comprehension, word identification, and word attack skills. To test the hypotheses post-tests were administered to a random sample (n = 50) and results were compared. The mean scores of the tests were analyzed by use of the t-test. The experimental group scored significantly higher in all areas. Students in smaller classes clearly scored about five months higher than the control group in global reading scores and about eight months higher in oral reading comprehension and word identification following one year of treatment.

As a matter of interest the entire second grade post-test global reading mean scores were also compared and the experimental second grade students scored significantly higher than the control second grade (n = 112).

The limitations of this study were discussed and implications for future research were suggested.

#### THE EFFECTS OF OBJECTIVE-BASED INSTRUCTION ON INTERMEDIATE GRADE STUDENTS' USE OF EXPLICIT AND IMPLICIT CONTEXT CLUES

Order No. 8113388

WALTER, RONALD F., Ed D. *State University of New York at Buffalo*, 1981  
109pp

**The Problem.** The purpose of this study was to investigate objective-based instruction specifically designed to develop intermediate grade students' use of explicit and implicit context clues.

The major questions guiding the research were the following: (1) Can objective-based instruction in specific categories of context clues improve the use of these clues by intermediate grade students? (2) Are abilities in the use of context clues maintained over a period of time even after instruction has ceased? (3) How does student performance on context clue tests correlate with a test of reading achievement and a measure of general mental ability?

**The Procedure.** A non-equivalent control group design (Stanley and Campbell, 1963) was employed to test three hypotheses related to students' ability to use explicit and implicit context clues. The relationship between scores on the *Wisconsin Design for Reading Skill Development* context clues tests, a test of reading achievement and a test of mental ability (IQ) was also examined by testing two correlational hypotheses.

The treatment sample consisted of 174 intermediate grade students while a comparable group of 144 students served as controls. Subjects were drawn from two elementary schools in a City School District within New York State.

The Teacher's Planning Guide and accompanying resource file for the commercial edition of the *Wisconsin Design for Reading Skill Development Comprehension* were used for program structure. In the treatment school, students received approximately four and one-half hours of instruction (nine, thirty-minute periods) based on activities in the *Teacher's Resource File*. Students who scored between 80-100% on the pretest were considered "appliers" and received independent application activities as outlined. Those scoring between 50-79% on the pretest were considered "pre-appliers." They participated in activities designed to help them use context clues to determine the meaning of an unfamiliar word and apply the meaning to a new context. The "novice" group was composed of students whose pretest scores were between 0-49%. This group worked with activities designed to help them use context clues as an aid in determining a logical meaning for an unfamiliar word.

After the students completed their developmental or application activities an initial posttest was administered. Six weeks after the administration of the initial posttest, a delayed posttest was administered to students to determine whether context clue skills developed during the training were maintained.

**The Findings.** Two null hypotheses examined differences in ability to use context clues between treatment and control groups. A third null hypothesis tested differences in ability to use context clues between treatment and control groups with a delay period of six weeks after instruction. All three of these null hypotheses were rejected because the univariate F statistics for main effects were significant. The last two null hypotheses examined how student performance on tests of context clues correlated with performance on a norm-referenced test of reading achievement and test of mental ability. All correlations of interest were significant and formed the basis for rejecting the last two null hypotheses.

**The Conclusions.** Conclusions drawn from the results of this study are as follows: (1) Objective-based instruction in context clues improves intermediate grade students' use of context clues. (2) Intermediate grade students who have received objective-based instruction in context clues maintain their ability to use these clues for a minimum of six weeks after instruction. (3) There is a relationship between intermediate grade students' ability to use context clues and their reading achievement and (4) There is a relationship between intermediate grade students' ability to use context clues and their mental ability.

#### THE EFFECTS OF TEXT SEGMENTATION ON READING

WEISS, DAVID SOLOMON, PH D. *University of Toronto (Canada)*, 1981

There has been a considerable amount of research indicating that many elementary school textbooks when read without a teacher's assistance are too difficult for many children to comprehend. This presents a serious concern for educators since a primary source of educational material is to be imparted through the textbook medium. This thesis investigated two methods of segmenting text based upon phrase boundaries in an attempt to make textbooks more comprehensible for elementary school children. The methods of text segmentation studied were based upon some of the underlying structures used in oral discourse processing. It was theorized that if some of the segmentation cues that are facilitating in comprehending oral discourse were made visually available when reading written discourse this should improve the children's reading comprehension. One of the methods of text segmentation was a pausal phrase format based upon Johnson's (1970) method of segmenting text. This format was a visual presentation of the phrases that 50% of a sample of adult readers used when reading aloud. A similar format was used by Frase (1979) and Mason and Kendall (1979). The other method of text segmentation was a syntactic phrase format based upon Lefevre's (1964) method of segmenting text and used by Cromer (1970). Each passage was divided into noun phrases, verb phrases and pattern completers. Both formats presented each phrase on separate lines. A standard prose format was also administered as the control condition.

A total of 648 grade 4 and 7 good, average and poor readers were tested using a modified form of the cloze test. A passage (approximately 250 words) was read by a student in a particular format, and the same passage was read again with every fifth word deleted and replaced by a cloze blank line. Each student read in differing orders a passage in a pausal phrase format, a second passage in a syntactically phrased format, and a third passage in a standard prose format. The passages were calibrated into hard, intermediate and easier passages and most of the passages read were above grade level.

The analyses carried out treated passages as random effects. The primary result on the cloze test was a text segmentation main effect which indicated that both methods of text segmentation lead to significantly higher comprehension scores than the standard prose format. There were no text segmentation interactions with grade, reading level and/or passage difficulty. In addition, there were no effects associated with reading speed or with time to respond to the comprehension cloze items on the text segmentation variable.

Two important implications of these findings were that authors of new textbooks should consider making use of the pausal and syntactic phrase formats as methods of improving the comprehensibility of elementary school textbook material. In addition, teachers should become more aware of the significant comprehension improvements that are associated with processing written discourse within phrase units.

#### A PARENTAL PROGRAM FOR THE PREPARATION OF PRESCHOOL CHILDREN IN THE READING READINESS SKILLS THAT ARE IDENTIFIED BY SELECTED READING AUTHORITIES

Order No. 8145967

WILE, ELIZABETH M., Ed D. *Temple University*, 1980. 122pp

Parents, in general, want the best education for their children. Enckson (1950) contends that it is an inherent feeling in parents to want their children to be successful in school. In the 1980 Gallup Poll of Public Attitudes Toward Education, parents are recognizing a responsibility for the child's education, however, many admit to having limited knowledge of educational procedures.

This study was based upon the assumption that parents of preschoolers need and want to help their children develop a learning readiness for reading. It was designed to identify and establish agreed upon reading readiness skill areas which in turn became the basis of a curriculum of reading readiness to be used by parents with their preschool children. The research problem was posed in the following four statements: (1) The identification of those reading authorities who have contributed significantly to the area of reading readiness. (2) The identification of the generally agreed upon major reading readiness skills as stated by those selected reading authorities. (3) A rank ordering of the identified significant reading readiness skill areas. (4) The preparation of a curriculum program of action intended for implementation by parents with their preschool children. It was designed to help support the preschool child's performance in the reading readiness skill areas.

This study was developed in the following method. Surveys were sent to 17 professionals currently teaching reading in higher education. They listed ten reading authorities who they felt contributed significantly to the area of reading readiness. Fifteen names appeared three or more times. The literature of the 15 reading authorities was reviewed but only 12 of them made specific reference to readiness skills.

The preparation of a program of action for parents to teach the reading readiness skills to preschool children was the main focus of this study. The reference base was developed through the investigation of the literature of the 12 selected reading authorities. Fourteen skill or concept areas were identified as significant factors of reading readiness. There are 73 activities in this parent program. Activities for each skill area are represented somewhat proportional to the frequency tally given to each readiness skill. They are organized so that a sequential implementation is unnecessary for proper skill development.

The program was prefaced with a letter to parents. The intent of the writer was to provide parents with an awareness of the many human and environmental resources in the home which can exert a powerful influence on the child in creating an interest in words and a desire to read.

The activities were planned to help parents channel the intense curiosity of the preschooler into appropriate reading readiness skill development and to stimulate emotional and intellectual growth without frustration or pressures on parent or child. The program of action was planned for parents to help the child gain the maximum benefit from their many preschool experiences and to generate a significant difference between parent involvement with that of non-involvement in the teaching of the reading readiness skills.

The writer concludes that the success of the program depends upon its proper utilization by parents. It is the belief of this writer that a study of this nature will help bring about involvement of parents in their children's education.

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