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ERIC Digests

This ERIC/RCS Special Collection contains 10 or more digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on teaching reading and writing to "special students" (gifted students, students with learning disabilities or physical handicaps, and those who are learning English as a second language). The special collection also deals with the issues of grouping for reading instruction, reading aloud to students, using computers with special students, and reading assessment. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)
TEACHING READING AND WRITING TO SPECIAL STUDENTS
Teaching Reading and Writing to Special Students

in cooperation with

EDINFO Education Information Press

in cooperation with

ERIC Clearinghouse on Reading and Communication Skills
ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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ERIC/RCS Special Collection 9: Special Students

What Are ERIC/RCS Special Collections?
Each ERIC/RCS Special Collection contains ten or more Digests and FAST Bibs offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC Digests are brief syntheses of the research that has been done on a specific topic. FAST Bibs (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both Digests and FAST Bibs provide up-to-date information in an accessible format.

Our Special Collections are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The Digests may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the FAST Bibs may be used as the start of a more extensive look at what is available in the ERIC database on a subject of interest.

SPECIAL STUDENTS
The focus of this Special Collection is “special students”—their particular needs, and instructional strategies that may be used by their teachers. Special students, of course, come in all shapes and sizes; the term includes those with unusual talents as well as those who have learning disabilities or physical handicaps and those who are learning English as a second language. The materials in this collection cut across grade and age levels.

Gifted Students and Reading and Writing
Exceptionally talented students present special challenges to the language arts teacher. Can any generalizations be made about the type of instruction that is best suited to the needs of the gifted? Included in this collection is a bibliography that was compiled by Ruth Eppele, Gifted Students and Reading. Eppele presents resources available in the ERIC database on material selection, challenging types of instruction, suggestions for working with media specialists and other school personnel, and suggestions for parents.

In a book available from ERIC/RCS, Language Arts for Gifted Middle School Students, Susan J. Davis and Jerry L. Johns supply challenging lessons in several different areas: communication skills, literature, mass media, theater arts, reading, and writing. Other ERIC/RCS books with instructional strategies useful for gifted and talented students include Critical Thinking, Reading, and Writing, by Mary Morgan and Michael Shermis; A High School Student's Bill of Rights, by Stephen Gottlieb; Writing Exercises for High School Students, by Barbara Vultaggio; and Teaching the Novel, by Becky Alano.

Remedial and Developmental Reading
Roy Kress, in a Digest entitled Remedial Reading: Some Caveats When Applying Two Trends in Diagnosis, discusses the use of informal reading inventories (IRIs) and computerized reading diagnosis. He suggests ways to overcome the limitations of IRIs and some cautions with respect to currently-available computerized instruments for reading diagnosis. FAST Bib No. 44, Remedial Reading, by Jerry Johns and Joelle Schlesinger, includes a list of sources that focus on recent research and strategies for teaching readers who need special assistance.

Jerry Johns and Sandy Krickeberg have assembled a number of useful resources in a bibliography entitled Post-Secondary Developmental Reading. The references pertain to research about college reading, the reading process itself, and strategies for instruction. Also included are sources containing discussions of specific content-area study skills and the particular special needs of certain categories of students.

Another bibliography by Johns and Krickeberg, Learning Disabilities and Reading, contains citations to sources that provide an overview of reading and research on learning disabilities. They make suggestions for strategies for teaching reading to LD students.
**Dyslexic Students**

Some students exhibit symptoms of a particular reading disability or syndrome called dyslexia. These students have specific difficulties in learning to read; many also have problems with writing, spelling, and working with numbers. FAST Bib No. 37, Strategies to Help Dyslexic Students, was compiled by Michael Shernis. It is divided into three sections: Overview, Instructional Strategies, and Research.

**At-Risk Students**

Students who are at risk of failure—sometimes for reasons that have more to do with the home or school environment than with lack of ability—present a special challenge to educators. In many cases, appropriate intervention can prevent failure and its attendant consequences for the student's self-concept. Jerry Johns and Joann Desmond have assembled a bibliography entitled At-Risk Students in Reading. Several resources refer specifically to Reading Recovery Programs; others discuss the importance of early intervention, to make later remediation unnecessary.

**Grouping for Reading Instruction**

For many years, the standard practice in reading classrooms was to have three (or more) reading groups with whom the teacher met in rotation. Often they were called by names that left little doubt about the readers' ranks: "Cardinals," "Robins," and "Buzzards." Over the past few years, this practice has been challenged, and across the country a variety of techniques for reading instruction are being tried. One of the annotated bibliographies in this collection (FAST Bib No. 21, Ability Grouping in Reading Instruction: Research and Alternatives, by Mary Morgan) contains a list of some of the papers describing research in this area, and also those discussing alternatives to long-term ability grouping—e.g., short-term instructional groupings and other arrangements. Another bibliography is a collection of sources whose authors discuss cooperative learning as a method of developing reading skills (Cooperative Learning and Reading, by Jerry Johns, Carol J. Fuhler, and Claudia M. Furman, FAST Bib No. 58). One section is devoted to "Special Populations."

**Reading Aloud to Students**

Recent research has underscored the importance of what many parents and teachers have been doing with young children for a long time—reading aloud and talking about the stories being read and listened to. People are now realizing that reading aloud is beneficial for older students as well, even those who read well on their own. Even grownups enjoy being read to! Teachers, as well as parents, are being encouraged to read aloud. It's a good idea for children to read aloud to other children and to their parents, too.

Developing positive attitudes toward reading is just one of the benefits of reading aloud. It also provides opportunities for teachers and parents to introduce students to literature that they might not read for themselves, and it encourages language and vocabulary development. Discussions often arise quite naturally from the shared experience of hearing a passage, or an entire book, read aloud. Reading aloud can also provide a stimulus for writing and further silent reading. An annotated bibliography on this topic is part of this collection (FAST Bib No. 49, Reading Aloud to Students, by Jerry Johns and Joelle Schlesinger).

**Family Involvement**

Parents, we all know, play an extremely important role in their children's education. While this is true for all students, it may be particularly true in the case of special students, who often need extra encouragement. School districts, recognizing the important role that parents play, generally make special arrangements so that parents will be included in the formulation of individualized educational plans for their children.

Many books provide suggestions for parents: lists of books (for reading aloud or recommending to children and adolescents), community resources, and activities to undertake with children and adolescents. However, many of the parents most in need of this information do not consult books available in bookstores or the public library. A series of booklets for parents, published and distributed cooperatively by ERIC/RCS and the International Reading Association, is a fund of information in an easy-to-read, user-friendly format. (See the list below for titles of interest.)
The Family Literacy Center at Indiana University has developed a monthly audio magazine called *Parents and Children Together*. It contains suggestions and information for parents, on a different theme each month, and read-along stories for parents and children to enjoy together. You may obtain more information on this program by writing the Family Literacy Center, Smith Research Center 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698, or by calling 812-855-5847.

**Using Computers with Special Students**

What impact does the use of computers have on the teaching of reading and writing? May word processing programs be used effectively to improve writing instruction for students with special needs? Can computers help students to be better writers and readers? *FAST Bib No. 11, Word Processing and Writing Instruction for Students with Special Needs*, and the book *Computers in English/Language Arts*, by Sharon Sorenson—available from ERIC/RCS—may both be helpful in answering these questions.

**Reading Assessment**

Over the past few years, people have become increasingly concerned about assessment in reading. Is the assessment that is being carried out producing valid and reliable measures of reading comprehension and fluency? Or are the tests themselves changing the emphasis of what is taught in a way that is detrimental to learners? What about informal assessment, such as the use of portfolios? One of the bibliographies in this collection is entitled *Reading Assessment in Elementary Education*, by Roger Sensenbaugh. The references are categorized into sections that include standardized tests, alternative measures, informal reading inventories, and special ways to assess the reading of learning disabled children.

Available from ERIC/RCS is a book that contains the proceedings of a symposium held at Indiana University (co-sponsored by this clearinghouse and Phi Delta Kappa): *Alternative Assessment of Performance in the Language Arts*. Many different viewpoints are represented in the volume, and thus a broad spectrum of the kinds of questions that are being asked in this field.

**Other Issues**

Other materials in this collection deal with the issues of writing apprehension and eye movements in reading. Our intention is to help you become more familiar with some of the issues and research regarding special students. We hope you will find this Special Collection useful.

**More Information from the ERIC Database**

In addition to the citations in the Digests and FAST Bibs included in this collection, other resources may be found by searching the ERIC database. A few of the terms that would be useful in a search are these: Exceptional-Persons, Gifted-, Mental-Retardation, Developmental-Disabilities, Learning-Problems, and Special-Needs-Students. These terms must be combined with specific educational-level terms to limit the terms to the level you wish. If you need help with a search, please contact User Services at ERIC/RCS (812-855-5847), or at the clearinghouse listed below.

**You May Contact Another ERIC Clearinghouse**

The ERIC Clearinghouse on Reading and Communication Skills deals with reading and other communication skills among all sorts of learners, including “special students.” However, the ERIC system has a clearinghouse that specializes in handicapped and gifted children. Please contact it for further information.

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589

Telephone: (703) 620-3660
Materials Available from the ERIC/RCS Clearinghouse:

These materials may be of interest to you:

For Teachers:

- Working with Special Students in English/Language Arts, by Sharon Sorenson
- Remedial Reading for Elementary School Students, by Carolyn Smith McGowen
- Language Arts for Gifted Middle School Students, by Susan J. Davis and Jerry L. Johns
- Critical Thinking, Reading, and Writing, by Mary Morgan and Michael Shermis
- Writing Exercises for High School Students, by Barbara Vultaggio
- A High School Student's Bill of Rights, by Stephen Gottlieb
- Teaching the Novel, by Becky Alano
- Peer Teaching and Collaborative Learning in the Language Arts, by Elizabeth McAllister
- Computers in English/Language Arts, by Sharon Sorenson
- Reading Strategies for the Primary Grades, by Kim and Claudia Kätz

For Teachers and Administrators:

- Alternative Assessment of Performance in the Language Arts, edited by Carl B. Smith

For Parents:

- 101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm
- Helping Your Child Become a Reader, by Nancy L. Roser
- Beginning Literacy and Your Child, by Steven B. and Linda R. Silvern
- How Can I Prepare My Young Child for Reading, by Paula C. Grinnell
- Creating Readers and Writers, by Susan Mandel Glazer
- You Can Help Your Young Child with Writing, by Marcia Baghban
- Your Child's Vision Is Important, by Caroline Beverstock
- Encouraging Your Junior High Student to Read, by John Shefelbine
- You Can Encourage Your High School Student to Read, by Jamie Myers
For Parents and Children:

*Parents and Children Together*—This monthly audio journal (magazine plus audio cassette) is for children, ages 4 to 10, and their parents. Each issue contains suggestions and information for parents, and read-along stories for parents and children to enjoy together.

To order any of these books, please use the form at the end of this collection.

Ellie Macfarlane, ERIC/RCS Associate Director
Series Editor, Special Collections
Remedial Reading: Some Caveats When Applying Two Trends in Diagnosis

by Roy Kress, Professor Emeritus, Temple University

Among the trends that have emerged in recent years to help diagnose the remedial reader are some which—applied with caution—may be of reasonable value to the clinician and the teacher. One of these trends has been the promotion of informal assessments, and an accompanying plethora of commercial informal reading inventories (IRIs). These instruments are designed to replace any that might be made by the teachers and clinicians who use them, and thus they should be examined carefully in terms of how well they serve teaching and clinical needs.

Customizing IRIs to Minimize Their Limitations

Klesius and Homan (1985) responded to the emerging prominence of these instruments by suggesting ways that their reliability and validity could be improved by the teachers and clinicians using them. They recommended tape recording the student reading and his or her responses to questions so that they can be reviewed. In this way, all miscues can be identified and responses to comprehension questions can be carefully considered. Klesius and Homan recommended that items which could be answered without reading the passage be eliminated, that possible appropriate answers one's students give—but which are not listed in the inventory's directions—be added, and that questions which appear to be worded too awkwardly for the child being tested to grasp be reworded.

Klesius and Homan advised that only overall comprehension scores be used and that subskill scores based on just a few items should not be analyzed or used. They would place more emphasis on comprehension, however, than on miscue analysis and recommended watching for signs of frustration, no matter how well a student performs on the inventory.

It is highly impractical to expect either IRIs or "standard reading inventories" developed recently or even in the future to respond to all the many criticisms of reading tests, as Henk (1987) seems to think they can. But many IRI instruments now published do seem quite limited. Some assess only oral reading and miscue analysis, while the more comprehensive ones measure oral and silent reading comprehension and word recognition, both in isolation and in written context.

Only those IRIs accompanying basals tend to reflect the original concept of the IRI, which assesses a child’s reading behavior in the materials actually used in his or her classroom instructional program. None provides the opportunity to observe how the reader goes about comprehending the information presented or how special textbook features, such as the table of contents, the glossary or index, pictorial material and graphs, a pronunciation guide, etc. are used.

The skills learned by the teacher in choosing the selections for an IRI and in constructing and revising the questions to be used are lost when published IRIs are used instead of teacher-designed instruments. The experience of constructing an IRI, which should be a part of preservice and inservice programs, trains teachers and clinicians alike to be more accurate observers of reading behavior.

Several studies reported in the ERIC database express concern about the inconsistent results yielded by published IRIs when they are compared...
to each other (Newcomer, 1985) or to standardized
instruments such as the Durrell Analysis of Reading
Difficulty (Nolen and Lam, 1981).

Using IRIs to Select Instructional
Materials

IRIs are frequently used to place readers in mate-
rials of appropriate difficulty, and thus readability
issues are relevant to the use of the assessments.
Some studies report that acting on the results of an
IRI will lead to placement in reading materials that
are significantly less difficult than those particular
standardized tests would recommend. To some
reading specialists, it is harmful to place children in
unnecessarily low reading groups (Eldredge and
method that responds to this concern. Teaching and
diagnosis begin together with a lesson that develops
motivation, background, vocabulary assistance, and
purpose-setting for a particular text. Then the stu-
dent reads the text aloud and the teacher records
mismues for analysis. This procedure operates as a
kind of IRI that identifies what Powell calls "the
emergent reading level"—what the student can read
with instruction.

Cadenhead (1987) suggests that gearing instruc-
tion to "reading levels" is relying on a myth that
thwarts the challenge that more advanced material
can evoke in children. Doing so, he contends, elimi-
nates a "reasonable balance between success and
challenge for the learner." While many of his argu-
ments are quite valid for the achieving reader, they
are inappropriate for the child who is a remedial
reader and has experienced repeated doses of fail-
ure with printed material. Many experienced teach-
ers and clinicians are aware of the need to follow
the policy of identifying materials that will insure
success when the remedial reader attempts to pro-
cess text (e.g., Forell, 1985).

Some published IRIs include materials and strate-
gies built into the diagnostic procedure, and these
lead the teacher or clinician to use them with a
problem reader before the result of the test can
determine the inventory's specific recommenda-
tions for remediation. Some of these varied ap-
proaches are based on a contention that children
will learn more readily when instruction is geared to
modal preferences they may have. The seemingly
logical assumption is reoccurring in the literature;
but it appears to be as far from being substantiated
as it was in 1972, when Robinson demonstrated
that instructional emphases matching modal prefer-
ences do not appear to improve learning.

Recognizing the Limitations of
Computerized Diagnosis

Another trend in reading diagnosis may limit the
sensitivity of a clinician's or teacher's analysis of
individual student needs. Accompanying many pub-
lished diagnostic instruments are computer soft-
ware programs that eliminate the need of the test
administrator to truly examine the data. The com-
puter can thus be used to analyze a student's perfor-
mane and to produce several printout pages of the
objective results, interpretations of them, and rec-
ommendations based on them—a service that must
by necessity be based on some arbitrarily selected
standards of performance—if not a norming pro-
dure. Colbourn (1982) describes an early protocol
of such a program developed by comparing diag-
nostic reports written by both humans and ma-

Even at its best, such a computer analysis cannot
match the essential benefits of an IRI—its ability to
individualize the diagnosis of a reader. It should be
obvious that computer scoring limits the opportu-
nity of the clinician or teacher to become ever more
sensitive to how particular signs of reading behavior
relate to potentially effective remediation.

Many of the diagnostic instruments which pro-
vide computerized scoring, are themselves adminis-
tered by computer. Branching computer software
has the ability to offer a significantly larger number
of packaged items individually to the student who
finds a particular subskill difficult, increasing the reli-
ability of that subscore. The information produced
by such instruments would be of value as a part of
the collection of data that clinicians and teachers
consider in placement and other instructional deci-
sions; it is difficult to see how they can ever become
the single—or even major—informant of such deci-
sions, however.

Incorporating Computerized Data into
Insightful Clinical Probing

Computerized diagnoses can now assess only
the simplest aspects of comprehension, and that is
almost invariably done with multiple-choice items.
An in-depth assessment of comprehension can be
made only through careful probing of the reader's
understanding. This demands a face-to-face ques-
tioning situation. Such inventories cannot yet ana-
lyze mismues; nor can they analyze or evaluate
responses to open-ended comprehension items.
And certainly they cannot note the frustration or
deliberation that Klesies and Homan argue is indic-
ative of material that is too difficult even when
students answer the accompanying questions cor-

Remedial Reading: Some Caveats When Applying Two Trends in Diagnosis

The ability of these computer-driven instruments to diagnose the problems of individual readers is limited to analyses based on responses to a very fixed set of questions.

Teachers and clinicians need to make use of many tools to guide their decisions, and published diagnoses accompanied by computer software are among them. It is, nonetheless, important to remain aware that—at its best—diagnosis is a dynamic, insightful process, replete with delicate clinical probing of children's responses that cannot be replicated by a computer.

Precise assessment of a reader's strategies for handling printed material is in the realm of the trained diagnostician. It can be obtained only through careful observation of reading behavior and detailed analysis of the resultant understanding. A diagnostically oriented directed reading activity or the use of an individual informal reading inventory is a prerequisite.

References


Newcomer, Phyllis L. “A Comparison of Two Published Reading Inventories,” Remedial and Special Education (RASE), 6 (1), January-February 1985, pp. 31-36.


Introduction to FAST Bibs

Two types of citations are included in this bibliography—citations to ERIC documents and citations to journal articles. The distinction between the two is important only if you are interested in obtaining the full text of any of these items. To obtain the full text of ERIC documents, you will need the ED number given in square brackets following the citation. For approximately 98% of the ERIC documents, the full text can be found in the ERIC microfiche collection. This collection is available in over 800 libraries across the country. Alternatively, you may prefer to order your own copy of the document from the ERIC Document Reproduction Service (EDRS). You can contact EDRS by writing to 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, or by telephoning them at (800) 443-ERIC (3742) or (703) 440-1400. For those few ERIC documents which are not available by these means, information regarding their availability is provided in the square brackets.

Full text copies of journal articles are not available in the ERIC microfiche collection or through EDRS. Articles can be acquired most economically from library collections or through interlibrary loan. Articles from some journals are also available through University Microfilms International at (800) 732-0616 or through the Original Article Tearsheet Service of the Institute for Scientific Information at (800) 523-1850.
Cooperative Learning and Reading
by Jerry Johns, Carol J. Fuhler, and Claudia M. Furman

Research and practice strongly support cooperative learning as an effective method of developing reading ability across the curriculum. This bibliography is organized into six sections: (1) Overview, (2) Research, (3) Elementary Applications, (4) Secondary Applications, (5) Content Area Applications, and (6) Special Populations. The entries in these sections should help teachers understand the effectiveness of teaching through cooperative groups as well as specific styles of cooperative learning for various content areas and grade levels.

Overview


Examines how cooperative learning can influence individual knowledge acquisition. Reviews theoretical claims concerning a variety of group learning procedures and evidence that supports their efficacy. Discusses claims that (1) group participation aids learning, (2) group settings force learning with understanding to produce conceptual changes, and (3) individual thought processes originate in social interaction. Examines reciprocal teaching, which combines expert scaffolding, guided practice in applying simple concrete strategies, and cooperative learning discussions. Explores the impact of the program on the listening and reading comprehension strategies of first-grade students. Concludes that reciprocal teaching is a successful method of improving both listening and comprehension, and discusses possible extensions to instruction in specific content areas.


Offers a set of guidelines for fostering cooperative learning in a language arts classroom. Describes the problems with competitive and/or individual learning, and the reasoning behind cooperative learning. Outlines the key features of a cooperative learning environment, including the fostering of interpersonal and small-group skills, positive interdependence, face-to-face interaction, and individual accountability. Offers a unit on creative use of synonyms, a three-week story-writing unit, a video production, and a one-to-three-lesson unit on clear thinking. Suggests a way to organize a one-lesson unit and offers helpful hints for encouraging cooperative learning in the classroom.

Harp, Bill. "What Do We Put in the Place of Ability Grouping (When the Principal Asks)?" Reading Teacher, v42 n7 p 534-35 Mar 1989.

Presents two alternatives to ability grouping—flexible grouping (based on students' level of independence as learners) and cooperative learning groups. Discusses the benefits of cooperative learning, and provides a sample cooperative-learning lesson.


Discusses cooperative learning, a technique in which students work in small heterogeneous learning groups. Defines cooperative learning and describes the most widely used cooperative learning methods: Student Teams-Achievement Divisions (STAD), Teams-Games Tournament (TGT), Jigsaw, Learning Together, and Group Investigation. Presents a review of related research. Offers methods and strategies applicable to the reading classroom.

Research

Madden, Nancy A.; and others. "A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement." 1986. 31p. [ED 297 262]

Evaluates the Cooperative Integrated Reading and Composition (CIRC) program to determine whether a comprehensive, cooperative learning approach can be used effectively in elementary reading and writing instruction. States that stu-
dent achievement in reading and writing can be increased if state-of-the-art principles of classroom organization, motivation, and instruction are used in the context of a cooperative learning program. Indicates that standardized measures of skills can also be affected.


Discusses two studies of the Cooperative Integrated Reading and Composition Program (CIRC) which combines individualized instruction with cooperative learning. Supports the effectiveness of CIRC on students’ reading, writing, and vocabulary achievement. Cites differing results with respect to mainstreamed learning-disabled students.


Reviews research indicating that when the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. Emphasizes that cooperative learning methods are usually inexpensive, easy to implement, and require minimal training of teachers. Cites various cooperative learning methods.


Evaluates a comprehensive cooperative learning approach to elementary reading and writing instruction, Cooperative Integrated Reading and Composition (CIRC) in the elementary classroom. Cites significant effects in favor of the CIRC students on standardized test measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling, writing samples and oral reading measures.

Elementary Applications


Describes an instructional model for presenting students with opportunities to analyze, synthesize, and evaluate ideas through cooperative problem solving. Provides suggestions for implementation using examples from the author’s classroom experiences.


Asserts that cooperative reading teams (reading groups composed of students at varied reading levels) motivate poor readers to learn by developing positive feelings about reading. Describes several reading, language, and content area activities for cooperative reading teams.


Outlines the Cooperative Integrated Reading and Composition (CIRC) program, a sequenced and structured reading/language arts program used by elementary level students at Bracher School in Santa Clara, California. Describes several cooperative reading and writing activities used in this program.


Claims that the concept of inertia is analogous to a situation that occurs in reading. Describes students who, despite being able to read, choose not to read when other options are available because they lack the motivation to read. Offers several strategies and activities to create an initial impetus toward independent and motivated reading, including reading aloud to children; providing experiences in the school, such as field trips, guest speakers, and films; and using books themselves to lead students into other books.


Describes how shared learning activities, including cooperative learning, collaborative learning, and small group learning, can develop critical reading and problem-solving skills. Discusses the teacher’s role in guiding shared learning activities.


Examines the advantages and disadvantages of peer tutoring and Paired Reading, a program of structured pair-work between children with different reading abilities. Claims these methods have great potential for cooperative learning.
Secondary Applications

Describes how textbook activity guides that emphasize active student involvement through cooperative learning and a self monitoring component can help students become active, flexible, more effective readers of textbook materials.


Reviews relevant research in reading comprehension strategies and cooperative learning methods. Describes reading strategy groups as an approach for content area instruction along with practical suggestions for implementation.

Content Area Applications

Describes three content area reading strategies (anticipation-reaction guides, text previews, and three-level study guides) that capitalize on cooperative small group learning and emphasize higher-order critical thinking.


Argues that current social studies textbooks lack coherent formats, decipherable vocabulary, clearly written paragraphs, and presume background information which students lack. Presents a lesson that encourages discussion of information and eventual consensus in a group setting.


Argues that cooperative learning activities such as small group activities are important in social studies classes because they enhance text comprehension, nurture interaction skills, develop democratic behavior, and actively involve students.


Reviews the use of the collaborative learning process in a seventeenth-century intellectual history seminar. Suggests use of reader response, peer critiques, small writing groups, and peer tutoring.

Special Populations

Offers adaptations of content area reading techniques that can help teachers integrate mainstreamed children into small groups with other members of their classes. Includes the following: (1) the Jigsaw strategy, (2) the list-group-label strategy, and (3) the small group structured overview.


Describes six strategies that can be used to improve the reading comprehension of learning disabled students. Provides examples from particular models of instruction as well as a rationale for each. Suggests that strategies may be used either individually, as a cooperative learning experience with a partner, or one-on-one with a teacher or tutor.

Slavin, Robert; and others. "Accommodating Student Diversity in Reading and Writing Instruction: A Cooperative Learning Approach," Remedial and Special Education, v9 n1 p60-66 Jan-Feb 1988.

Explains that "Cooperative Integrated Reading and Composition" is a program that successfully teaches reading, writing, and language arts in heterogeneous intermediate classes containing mainstreamed special education and remedial reading students by combining mixed-ability cooperative learning teams and same-ability reading groups.


Offers cooperative learning instructional techniques for teaching the historical novel The Root Cellar in a remedial reading classroom. Recommends cooperative learning as a means through which the student can succeed academically while developing interpersonal skills. Suggests that the lesson be adapted to match the ability level of students.
Focused Access to Selected Topics No. 49
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Reading Aloud to Students
by Jerry Johns and Joelle Schlesinger

Recent research in reading has shown how important it is to read aloud to students. This FAST Bib explores some of the research and ways to use this knowledge in the classroom. Parent support and involvement is also extremely important so a section is devoted entirely to helping parents get involved. The major sections of this bibliography are Overview, Applications for the Classroom, Importance of Parents, Book Recommendations, and Research. Abstracts of some items have been abbreviated to allow for the inclusion of additional citations.

Overview

Describes why reading aloud is an essential part of the classroom instructional program, along with direct instruction and sustained silent reading or book contact, and should not be slighted despite the numerous time demands from other sources. Notes that reading aloud to students provides opportunities for introducing students to good literature and encourages language development.


Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers. Provides information designed to be informative to teachers, parents, and administrators. Concludes that research indicates reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes.


Investigates the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. Provides information that may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Argues that if high school students are taught how to effectively select children’s literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure.


Summarizes the specific benefits of reading aloud to students. Notes that when students listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Points out that these story elements help students in reading comprehension. Cites studies indicating that during story time the language of teachers is purposeful and helps students arrive at some level of text understanding. Finds that teachers pose thoughtful questions, model their own thinking, and show spontaneous appreciation for stories.

Application for Classroom

Summarizes various authors who provide a wide range of instructional suggestions, including hints for parents on how to read aloud to older children, a story web prewriting technique, a lesson on similes, a description of a series of
books designed to develop literacy in natural ways, and advice on using the question-answer relationship procedure and basal readers.


Describes one teacher's reading aloud a Paula Danziger novel to motivate a group of adolescents to think and respond critically to read-aloud fiction. Includes examples of discussion strategies used to help students judge word play, recognize different points of view, and evaluate the author's ability to relate to her audience.


Presents a multi-volume articulated literature curriculum for grades K-6. Describes how, by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. Describes seven guides that form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature, and achieve these goals: (1) to introduce children to their literary heritage; (2) to encourage children to read for pleasure and knowledge; (3) to provide children with knowledge of literary elements and structure; (4) to allow for creative response to literature; (5) to develop children's ability to evaluate literature; and (6) to develop independent readers and learners.


Describes ELVES (Excite, Listen, Visualize, Extend, Savor), a read-aloud strategy designed to develop listening comprehension and maintain elementary school students' initial excitement about reading.


Discusses the value of literature and reading aloud in developing critical thinking skills and suggests several books to supplement the basal textbook.


Explains how read-aloud sessions can be developed in ways that help children deal with common concerns and provides an example.

Importance of Parent Involvement


Tells why parents and teachers need to be involved in teaching children to read and to enjoy reading. Describes three planks in a platform that will help all parents become involved in their children's learning to read: 1) parents must set the example; 2) they must follow up on reading by helping youngsters to write and bind their own books, tapping excerpts of youngsters reading favorite parts of books, creating book character "parades," and watching TV shows about books; and 3) parents must find out about the instructional program at the child's school. Concludes that by reading to their youngsters, reacting with them to books, and overseeing school programs parents can teach their children to read and to enjoy reading.

Daly, Nancy Jo; and others. "Clues about Reading Enrichment." 1987. 36p. [ED 288 186]

Describes an illustrated guide that provides tips, suggestions, and activities that parents can follow at home to help their children read. Notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond.


Focuses upon parental involvement in reading and examines research and activities that can be beneficial at home and at school.

"Help Your Child Become a Good Reader." 1987. 5p. [ED 278 954]

Focuses on reinforcing students' reading skills at home. Emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and take an interest in their reading progress. Contends that success and interest in reading depends largely on whether: 1) children acquire knowledge at home; 2) parents converse with them; 3) parents encourage children to talk about their feelings; and 4) whether parents read
aloud to them. Provides fifteen ideas for promoting reading.

**Book Recommendations**


Discusses the importance of reading aloud to young children. Suggests several books for reading aloud at the elementary level.


Reflects on the experiences of the Horn Book Magazine's editor-in-chief during the 20 years following her graduation from Indiana University. Provides ten qualities which are important in selecting books to read aloud to children: (1) strong plot lines; (2) characters with whom children can identify; (3) characters who must make a moral choice; (4) ambiguity about what is happening in the plot or to a character; (5) books that tie into something other than the reading curriculum; and (6) books easily adapted for writing exercises. Contains a list of the speaker's 25 favorite books for K-8.


Surveys 254 teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

**Research**


Explains the difference between a reading aloud to children program designed to motivate children to read, and a developmental listening program which provides a focus for listening in a whole language environment and requires response and evaluation.


Argues that children's literature has a place in the remedial secondary school reading class. Relates the positive reaction of seventh grade students to having "Jack and the BeanTree" read to them.


Summarizes current research on teaching children to love reading, and identifies techniques that can be used by parents, teachers and librarians to foster this attitude. Discusses the value of reading aloud to children, selecting children's books, the different interests of boys and girls, and reading to develop values.


Argues that reading aloud to teenagers can provide some of the same benefits that lap reading gives to younger children.


Documents the change in attitudes toward adults' (parents and teachers) reading aloud to children since the late 1950s to determine if the practice is strongly correlated to early fluency for young readers.
At-Risk Students in Reading

Jerry Johns and Joann Desmond

Students who are at risk of failure in reading present a unique challenge for educators in their continuous search for strategies and resources to meet the needs of this growing population. A myriad of varied instructional approaches and motivational techniques, including Reading Recovery programs and computer-assisted instruction, are promoted by writers as successful in improving the reading achievement of at-risk students. Although there is little agreement among the experts as to any “best” method to reach at-risk students, substantial evidence shows that certain practices contribute to greater successes in reading. Most writers agree that at-risk students should be identified early; the principal provides leadership for a supportive learning environment for staff and students; social and academic enrichment programs should be implemented; and the attitude of the classroom teacher is the key to program success.

This FAST Bib begins with several citations that provide general information related to at-risk students in reading at elementary and secondary levels. Because of its recent impact on early reading with at-risk students, a separate section is devoted to the Reading Recovery program. The remaining sections are divided into resources appropriate to beginning and elementary reading.

General


Asserts that learning styles-based instruction uses the strengths and preferences of disabled and at-risk students to tailor instruction to their needs. Defines learning styles, outlines the learning style characteristics of at-risk students, presents a global/analytic reading styles checklist, and describes 11 strategies for basing instruction on learning styles.


Uses story grammar instruction to show low-achieving students that literature can be fun to read and can have application to their lives.


Describes the Computer Pilot Program that was implemented in 19 New York City schools in 1986-87 and designed to investigate the efficacy of computer-assisted instruction (CAI) with the at-risk student population in New York City. Attempts to identify systems that were effective in increasing student attendance and achievement and in improving student and staff attitudes toward CAI. Finds that consistent use of any well-structured computer programs dedicated to mathematics and/or reading remediation benefits students in need of extra help.


Describes Project Alternative Rooms (PARS) where a modified Chapter 1 program was developed for students to receive instruction in self-contained double-staffed classrooms rather than being “pulled-out” of regular classrooms.


Analyzes teacher beliefs concerning academically at-risk students in inner urban schools. Categorizes teacher beliefs on the following two dimensions: (1) whether teachers believe some type of instructional assistance could improve achievement or whether they ignore low performance; and (2) whether teachers assume the responsibility for improving instruction or shift the responsibility to others.
**Reading Recovery Programs**


Reports how the Ohio Department of Education, through collaboration with local schools and teacher training institutions, developed use of the New Zealand Reading Recovery Program (one-on-one reading instruction) for high-risk first graders. Finds that 90% of the at-risk students reached average-level reading skills after 30 to 40 hours on instruction.


Investigates home-school communication patterns between special reading teachers and parents of the children they served, with attention to teachers’ and parents’ views of each other as literacy supporters of children. Discusses the acquisition of literacy education, especially in Appalachia. Focuses on a population of 13 Columbus, Ohio, urban Black and Appalachian parents of first graders from poor and working-class economic backgrounds, whose children were participating in the Reading Recovery program. Concludes that active teachers were far more successful than passive teachers in obtaining parental participation, and recommends that students take a bigger role in parent-teacher conferences and that the family-school relationship be a triangular one.


Compares two groups of failing first-grade readers in the Reading Recovery program to determine what effect this type of instruction had over time on their reading patterns. Finds a shift of the learning disabled (LD) children to multiple cueing systems so that their reading-error patterns were similar to the non-LD group at the end of the program, and indicates the power of the Reading Recovery program to influence at-risk children’s reading behavior. Suggests that some learning disabilities may have been environmentally produced and can be altered.


Claims that procedures called Reading Recovery help young children at risk of failure in reading. Reports that in the first year of an Ohio pilot study, over two-thirds of the children reached average levels in reading and were successfully released from the program. Indicates that children from the first two years of the study continued to make good progress in reading, maintaining their gains two years after participation in the program. Notes that the goal of the program was to help children develop an independent, self-generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience.

**Beginning Readers**


Presents a strategy where first-graders (identified as high-risk for reading difficulties) were taught to read examples of “environmental print (words on candy wrappers, grocery bags, newspaper advertisements) and were able to identify and write words when logos and supporting detail were removed. Indicates that activities using environmental print can effectively supplement reading instruction.


Discusses the question of whether reading should be formally taught at the kindergarten level. Argues that reading skills should not be introduced at this age because children need formal time to experiment without the risk of failure.


Reviews studies on early identification and remediation of at-risk preschool, first-, and second-grade children to prevent possible future reading failure. Identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications for at-risk children.
At-Risk Students in Reading


Presents an evaluation of the language development component of the Columbus, Ohio All Day Kindergarten Program (ADKP) instituted in 1972 to provide a full day of instruction for underachieving kindergarten pupils. Notes that the overall goal of the program was to prepare pupils for first grade by providing an extra half day of instruction to pupils needing additional help and attention. Recommends that ADKP be continued in the 1988-89 school year. Describes specific steps for improving program effectiveness.


Compares reading skills of nine first graders retained in first grade and nine similar children promoted to second grade. Finds that retention may benefit such children if they start the repeated year with increased phonic awareness and increase their spelling-sound knowledge in second grade. Reports that listening comprehension was not aided by retention.


Describes and presents guidelines for a preventive early intervention program designed to provide a strong academic, social, and emotional foundation for postkindergarten students considered to be at risk for future academic difficulties.


Presents firsthand observations of a successful twenty-day reading program involving one student who was transformed from a passive, reluctant, indifferent learner to one who acquired ownership for his learning and empowerment over the reading process.


Reports on a longitudinal study of 62 kindergarten children that showed that inferior performance on tests of syllable-counting, word-string memory, and Corsi blocks may presage future reading problems in grade one. Suggests procedures for kindergarten screening and for helping children at risk for reading failure.


Discusses how interactive, whole class techniques (using a student-generated Big Book adaptation of “Corduroy”) improved the reading skills of high-risk first grade readers. Describes several activities, including sight word strategies, decoding techniques, and word processing, and suggests 27 Big Books for use with these activities.

Elementary Reading


Describes a student who is unable to read and the teacher who refuses to give up on her and encourages her to participate in an after-school, volunteer tutorial program. Finds that by year’s end, the student has improved 34 months on standardized testing and is placed at her appropriate grade level.


Argues that sensory screening does not identify children at risk for reading or learning disability and that sensory training does not improve reading or learning.

Duffy, Gerald G.; Roehler, Laura R. “Improving Reading Instruction through the Use of Responsive Elaboration,” Reading Teacher, v40 n6 p514-19 Feb 1987.

Reviews the literature on classroom reading instruction. Elaborates the results of a series of studies hypothesizing that high-risk students, such as those typically found in low reading groups, would become more aware of how to reason during reading if their teachers explain the mental acts associated with strategic skill use.


Describes a Montana elementary school using direct instruction methods. Discusses the positive results students and school are experiencing as a result of the students’ reading success.

Lehr, Judy Brown; Harris, Hazel Wiggins. At Risk, Low-Achieving Students in the Classroom. Analysis and
Reviews the voluminous research in the field of teaching at-risk, low-achieving elementary school students. Reports a number of practical, validated applications for classroom teachers. Notes that at-risk students should be identified early during their formative years; social and academic enrichment programs should be implemented as soon as possible; school-based models can make an important difference with low achievers; the principal must provide leadership to create an inviting, supportive learning environment for staff and students; and the attitude of the classroom teacher is the key to program success.


Describes discouraged learners as students who could succeed academically but who, for a variety of reasons, do not believe they are able to do so and fail. Provides case studies and suggests books for further reading. Offers techniques to encourage, teach, and involve discouraged learners.


Claims that by supporting independent or contextual reading, the principal can make a major difference in the lives of remedial and at-risk students. Suggests approaches that, if used positively, can benefit students in remedial and preventative ways. Concludes that a perceptive principal will work cooperatively with teachers.
Learning Disabilities and Reading

by Jerry Johns and Sandy Krickeberg

Educators who teach reading to students with learning disabilities face a task that requires skill in a specialized area. This FAST Bib describes several resources that provide information on teaching reading to learning disabled (LD) students. The references listed here were produced through a search of the ERIC database from 1987 to 1989.

The citations are arranged in two categories: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students.

Overview and Research


Analyzes communication performance of tenth-grade LD students on the Florida State Student Assessment Test-II (a minimum competency test). Supports employers' belief in the importance of these skills for job performance.


Describes learning disability or reading disability in terms of deficiencies in processing information. Offers an integrated view of intelligence as cognitive processing followed by a demonstration of how tests of information processing have successfully revealed strengths and weaknesses of cognitive processes relating to reading.


Compares the effects of two ways of making text more explicit for LD children: by adding supportive information or asking inference questions at the ends of episodes. Demonstrates that adding elaborative content enhanced story understanding while asking inference questions was not more effective than the explicit version of the text alone.


Discusses a learning strategy, employing imaginal processes and verbal mediation procedures, designed to improve reading comprehension in 24 LD students. Indicates significant gains and improvement in reading comprehension over a 15-week treatment period.


Presents a holistic perspective on reading and writing instruction, focusing on meaningful, purposeful literacy applications. Discusses LD and remedial students, and introduces readers to a holistic theory of reading and writing development.


Examines the trend of using Attention Deficit Disorder (ADD), commonly known as hyperactivity, to classify students as LD. Notes that ADD characteristics are frequently observed in children with reading problems, and argues that misclassifying students as LD denies them appropriate reading instruction.


Notes that research on LD secondary school students' academic deficits, response to classroom environment, and response to instructional interventions are integrated with research on metacognition in text learning. Recommends a metacognitive orientation for instructional intervention programs, which should address general...
comprehension strategies, specific study strategies, and factors related to learner characteristics.


Presents a list of 70 typical academic problems of learning-disabled children that special educators must be able to diagnose and remedy. Categorizes the problems as follows: reading, language, spelling, handwriting, arithmetic, thinking, and school task and behavior problems.

Snart, Fern; and others. “Reading Disabled Children with Above Average IQ: A Comparative Examination of Cognitive Processing,” Journal of Special Education, v22 n3 p344-57 Fall 1988

Studies the cognitive processing in high IQ and average IQ elementary grade LD and non-LD children. Finds that LD students were poorer in sequential processing and planning compared to non-LD students; high IQ LD students lost their IQ advantage to low IQ LDs in sequential scores.


Contains a review of reading comprehension research since 1980, based on an interactive model of reading, with a focus on reading disabilities/learning disabilities. Includes studies which have investigated the influence of readers’ prior knowledge of a topic, the influences of text structure and task demands, and metacognitive strategies.


Compares earlier identified (grades 2-4) to later identified (grades 5-8) LD students’ test scores (Woodcock Reading Mastery Tests and Wechsler Intelligence Scale for Children) upon identification and over time in special education. Finds no significant between-group differences at identification and that over time (two years), verbal ability decreased, though reading achievement increased for both groups.

Instructional Strategies


Contrasts traditional practices in reading and writing assessment which focus on fragmented, isolated skills to a holistic approach to assessment, which is recommended. Examines children’s reading and writing as communicative behaviors that are effectively evaluated through systematic observations as they occur in natural settings.


Describes how students with learning difficulties can develop their literacy for daily living by using daily living literature, which provides knowledge and skills for accomplishing some societal task.


Examines how the use of the whole language theory can improve the reading and writing of the language LD. Describes resource room characteristics necessary to create a whole language learning environment and outlines instructional practices consistent with whole language theory, such as reading aloud, language experience approach, and predictable story books.


Examines the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. Finds that poor readers learned to develop reading speed and fluency with repeated practice and that subjects improved their reading speed and comprehension and decreased the number of word errors.

Describes three holistic approaches to reading comprehension instruction for LD children: text-based instruction, explicit comprehension instruction, and a combined model. Discusses each model’s strengths, weaknesses, and teaching techniques. Recommends the combined model.


Examines whether mnemonic or non-mnemonic pictures aid LD students in grades seven, eight, and nine when reading expository passages about the extinction of dinosaurs. Determines that both types of pictures aided students’ free recall, while only mnemonic pictures facilitated recall of the plausibility order of the passages.


Offers suggestions for using the newspaper to help LD students improve their reading, language arts, and mathematics skills.


Analyzes the effects of LD elementary grade students reading passages orally one, three, or seven times with instructions to work for either fluency or comprehension. Finds that both fluency and comprehension improved with the number of readings with the greatest improvement being between one and three readings. Attentional cues operated in the expected directions.


Uses a repeated measures design where third grade students with learning disabilities read under three treatment conditions: corrective feedback on every oral reading error, correction of meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both work recognition accuracy and reading comprehension.


Discusses how the use of visual phonics can help beginning readers or reading-disabled students overcome difficulties in word learning. States that the technique enhances the ability to identify grapheme-phoneme correspondences (usually appearing in the middle of words and useful for decoding) and prompts the learner to generalize these correspondences from one word to another.


Describes intervention programs (psychomotor, self-esteem enhancement, and direct instruction) with children who had reading difficulties. Finds that the direct instruction program had the greatest gains and that post-intervention questionnaires completed by subjects, parents, and teachers indicated that perceived success differed significantly from measured success.


Evaluates the effectiveness of using verbatim text recordings to increase LD high school students’ reading comprehension and learning ability. Finds that the use of the recordings did produce performance gains, especially when used in conjunction with completion of a related worksheet.


Evaluates the relative effectiveness of three variations of a computer program designed to increase the sight-word reading vocabulary of 17 learning-disabled children in grades 1-3. Reports no differences among the visual only, the visual-auditory, or auditory only presentation modes.

Reanalyzes data from a study on silent classroom reading with 105 LD students (aged 6-12 years) using linear structural equation modeling. Concludes that when entry-level abilities are controlled, silent reading does not have a significant effect on post-test reading performance.


Asserts that identifying the main points of a communication is fundamental to successful reading comprehension. Discusses difficulties in defining main idea, text structure variables in determining important information, textual hierarchy and the theory of macrostructure, text features signalling important information, summary writing, learning-disabled readers’ insensitivity to text importance, and instructional methods.
Remedial Reading
by Jerry Johns and Joelle Schlesinger

This FAST Bib focuses on recent research and strategies for the remedial reader. Included is an overview of recent research, resources on specific strategies for the reading specialist in a pull-out situation, and citations for suggestions and activities for the classroom teacher working with remedial readers. The fourth section contains sources with strategies for those working with the adult remedial reader.

Overview and Research


Determines whether less able readers could use the strategies they had been taught by investigating the transfer effects of training in the use of graphic organizers and summary writing on readers’ recognition of the compare/contrast text structure. Finds that transfer of training of real-world tasks did occur at each of the ability levels tested.


Addresses the negative effects of poor decoding on reading comprehension, and reviews successful remedial strategies used with poor readers. Proposes an extensive exposure to printed discourse as well as phrase and sentence reading used in successful remediation as keys to improving poor readers’ comprehension.


Identifies the poor reader and offers assistance for that student. Points out that recent research has shown that phonics instruction is important in the early stages of reading, but some students simply do not learn the decoding skills to advance their reading skills. States that explicit phonics instruction appears not to work beyond the second grade, so other remediation techniques, such as computer-assisted instruction, peer tutors, and “vowel-sound-stick” method, should be implemented.

Kersting, Frank; Ferguson, Janice. “Narration in Reading Remediation.” 1988. 21p. [ED 299 536]

Examines the whole-part application of the language experience approach to reading as used for students whose reading development is severely delayed. Finds that the language experience approach could prove to be a viable technique in reading instruction for prereaders, readers, and illiterate adults.


Reviews 13 supplementary reading material series that are useful for providing instruction and practice with a variety of comprehension skills. Includes evaluative comments for each series, noting series’ emphases, levels, and publisher.


Describes research in a repeated measure design using third-grade students with learning disabilities who read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both word recognition accuracy and reading comprehension.


Refutes the notion that remedial readers are unable to use context clues, arguing that poor readers simply have difficulty with automatic word identification. Suggests three approaches
to heighten students' sensitivity to the use of context clues.


Investigates the effects of goal setting on children's self-efficacy and skillful performance during reading comprehension instruction. Uses fourth and fifth graders who had regularly received remedial reading comprehension instruction and a pretest consisting of self-efficacy test assessing their perceived capabilities for correctly answering different types of questions. Assigns subjects randomly to process goal, product goal, and instructional goal groups. Results supported the theory that providing students with a specific learning goal can have important effects on achievement behaviors.


Investigates the effects of goal setting on children's self-efficacy and skillful performance during reading comprehension instruction. Uses fourth and fifth graders who had regularly received remedial reading comprehension instruction and a pretest consisting of self-efficacy test assessing their perceived capabilities for correctly answering different types of questions. Assigns subjects randomly to process goal, product goal, and instructional goal groups. Results supported the theory that providing students with a specific learning goal can have important effects on achievement behaviors.


Tests different methods of teaching how to identify the main idea of expository paragraphs, using 47 remedial reading sixth and eleventh graders. Includes strategy training, classification training, combined training, and practice only. Reports that strategy training improved performance; classification training improved performance only for same-content material.

Suggestions for Reading Specialists


Suggests that the lack of coherence between remedial programs and regular classrooms impedes the progress of students with reading difficulties. Provides an outline for an instructional program in which classroom and specialist teachers collaborate to provide the learner with coherent and balanced instruction.


Identifies essential characteristcs of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications of at-risk children. Discusses literacy acquisition goals and three areas of possible deficits. Suggests strategies for improving reading skills.


Presents a technique using self-image psychology that enables remedial students to improve their attitudes about their own abilities.


Describes how a remedial reading teacher helped a nine year-old nonreader progress toward becoming a reader. Points out the importance of increasing the student's confidence, gaining trust, and providing remedial instruction which is closely connected with other areas of the student's life.


Describes a remediation program designed to promote students' self-confidence, in addition to promoting fluent reading and enhancing comprehension. Notes that the program uses real books with meaningful language patterns, presented so that each student experiences success.


Describes Reading Recovery, a program based on the principal that children learn to read by reading and that the focus of reading is always on meaning. Reports the successes of the program.

Strategies and Activities for Classroom Teachers


Describes two approaches—direct explanation and reciprocal teaching—for helping poor readers understand how the reading process works and how to study and learn from a text. Explains how to plan a lesson, and offers two samples.

Howard, Donald L. “Modifying Negative Attitudes in Poor Readers Will Generate Increased Reading Growth and Interest,” Reading Improvement, v25 n1 p39-45 Spr 1988.
Examines a remedial reading program for grades four and five. Claims that a reading program featuring oral language, good children's literature, interesting reading activities, writing, and attractive reading incentives in an informal classroom structure can change negative reading attitudes and improve reading abilities.

“Practical Teaching Ideas (In the Classroom),” Reading Teacher, v42 n3 p256-64 Dec 1988.

Describes the following teaching ideas: note writing; books supplementing a unit-on measuring; parents' activities calendars; quick phonics inventory; map reading; language experience chart stories; predicting activities with titles; summer mail for learning disabled students; role playing; teaching guides for novels; sentence transformation; and recorded and big books.


Contains information on how the principal can make a major difference in the lives of remedial and at-risk students. Lists several useful suggestions and methods for children who are at risk of failure.


Describes a technique called “vowel sound stick,” which uses students’ limited abilities in phonics, with an emphasis placed on syllabication to give the remedial reader a simple method of word attack.


Suggests that many reading problems may be caused by insufficient background knowledge rather than lack of reading skills. Provides suggestions about how teachers can integrate concepts and materials from social studies into their reading lessons to build students’ background knowledge.

Strategies for Assisting Adults


Identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs. Suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual.


Describes a major problem in remedial courses: finding a valid textbook that underprepared students can read. Contains information on an anthology which allows the class to begin on any level using the stories that cover a variety of subject and evoke a wide range of feelings, representing worthwhile, world-class literature. Reports that the students do not seem to be embarrassed to read children’s stories, in part because the book is an actual college text and also because students are encouraged to read aloud to children.


Advocates teaching remedial reading in the context of the liberal arts. Identifies problems with developmental reading texts. Recommends the use of remedial reading materials that address socially and culturally significant topics appropriate for college-level study. Offers a sample lesson sequence illustrating the simultaneous acquisition of skills and content.


Compares freshmen students’ perceptions of their reading abilities with their actual abilities and their cumulative grade point averages. Concludes that students’ perceptions of their abilities were independent of their actual reading abilities, and students with the least accurate perceptions had the lowest cumulative grade point average after one year.


Argues that reading should be taught as a process. Suggests sources for information on the active reading process (missing in most textbooks). Describes a method for integrating the reading process and collaborative learning in a college writing class.

Reviews current research on metacognition. Demonstrates an awareness of and attention to problems developmental readers face using metacognitive skills during instruction that may serve to reduce these readers’ tendency to practice improper learning behavior, thereby improving their problem-solving efforts.
Post-Secondary Developmental Reading
by Jerry Johns and Sandy Krickeberg

At the post-secondary level, educators face a diverse student population that, in addition to the traditional student, includes students with special needs such as learning disabilities. To meet this range of abilities, the reading process must be thoroughly understood. The purpose of this FAST Bib is to provide sources of information about college reading. The references pertain to research about college reading, the reading process, and/or strategies for instruction. Also included are references to discussions of specific content area study skills, as well as students with particular special needs.

Overview and Research

Evaluates the effects of conversational noise on the comprehension/retention of 2000-word text excerpts. Describes an experiment in which students studied under noise conditions and under nonnoise conditions. Reports no significant differences between groups but identifies subgroups that showed significant differences.

Goetz, Ernest T.; and others. "The Author's Role in Cueing Strategic Processing of College Textbooks," Reading Research and Instruction, v27 n1 p1-11 Fall 1987.

Examines the nature and prevalence of author-provided cues to effective processing in introductory college textbooks in psychology and biology. Concludes that the authors of the texts chose cues that would be effective even with relatively passive learners and rarely chose cues that demand much activity from readers.


Reviews research on sex differences in language use. Describes a study of the language patterns of female college students in basic writing or freshman composition. Addresses instructional implications. Reviews relevant reading theories, discusses the relationship between women's language patterns and their reading schemata, and recommends novels for remedial women readers.


Explains a categorization scheme to use while reviewing and evaluating computer programs. Describes the types of programs pertinent to the needs of college reading instructors. Suggests that organization of curriculum and goals of instruction should be considered. Provides guidelines for evaluating program needs as well as software before purchasing new computer materials. Includes a software evaluation sheet and list of technical reports.

Reed, Keflyn X. "Expectation vs. Ability: Junior College Reading Skills." 1988. 9p. [ED 295 706]

Describes a study conducted at a junior college designed to determine whether students' perceptions of their reading abilities could be used to predict their actual reading skills. Finds that students' perceptions of their skill levels were statistically independent of their actual skill levels.


Focuses on research from the mid-1920s to the mid-1980s, examining the published content analyses of college reading texts from the standpoint of which methods were used, specific information presented in respective content analyses, and observed trends in content presentation that have emerged since the mid-1920s. Reveals the following conclusions: (1) a consensus across texts as to what constituted effective study methods did not exist; (2) research evidence for most of the advocated techniques was
missing; (3) adequate instruction and practice for presented skills and subskills were limited in scope and validity; (4) the transfer value of many practice activities to actual post-secondary reading and study tasks was in question; and (5) reliance on impressionistic evidence rather than research and statistical evidence was the norm.

**Reading Process and Strategies**


Reports a study that examined the way college students in a reading methods course learned about and demonstrated the strategies they used to construct the main idea of an essay. Concludes that teacher modeling and concrete examples are important to all levels of instruction, kindergarten through university senior.


Outlines procedures used in an investigation of college students' thinking aloud protocols and discusses the framework developed for differentiating student-text interactions and identifying the common problems of less able comprehenders. Suggests ways to use protocols to look into the ways students comprehend texts, to identify comprehension problems, and to find cues for subsequent instruction.


Explores the usefulness of imagery as a learning tool in a classroom situation. Investigates whether a visual image has an additive effect on the recall of definitions of previously unknown English words. Determines whether providing an image portraying the definition of the word promoted more effective learning. Finds that the group which received definition, sentence, and visual image performed significantly better than the first group receiving only the definition, indicating that visual imagery can be used successfully as part of an instructional technique in vocabulary development programs at the college level.


Investigates the adaptability of the cloze procedure for use in undergraduate courses, specifically examining the relationship between cloze performance tests and student achievement. Indicates a moderately strong association between the results on the cloze tests and the students' final grades. Verifies the findings by applying the procedure to students in introductory classes in three other disciplines: sociology, psychology, and biology. Indicates a positive correlation between cloze test results and final course grades. Suggests that the cloze procedure could serve as a useful predictor of class performance in many undergraduate introductory classes, with the potential for improving undergraduate instruction if used to select better textbooks and as an aid in making basic instructional decisions.

**Study Skills**


Investigates test performance outcomes for college students using underlining as a study strategy. Concludes that, regardless of study time and reading achievement, underlining was popular because it helped to ensure recall of information from underlined text segments.


Analyzes the actual writing assignments and essay tests given to college students. Shows that tests and assignments were mostly highly controlled and fell into seven categories, including summary of/reaction to reading, comma-annotated bibliography, and research project. Discusses implications for creating tasks in the English for Academic Purposes classroom.


Explains how annotating/underlining serves a dual function: students can isolate key ideas at the time of the initial reading and then study those ideas later as they prepare for tests. Describes annotate/underline principles that are effective for students. Gives guidelines for teaching the strategy.

Examines how knowledge of text structure may aid in comprehension and recall. Students were assigned to read a canonical or a non-canonical text after half of them received instruction in text structure. Evaluates written recall of the text for comprehension. Discusses methodology and results.

Scales, Alice M. “Teaching College Reading and Study Skills through a Metacognitive-Schema Approach.” 1987. 39p. [ED 298 428]

Describes a reading and study skills course for college students, based on concepts of metacognition and schema. Explains how students make use of their self-knowledge, their learned study and reading skills, and their understanding of things, people, language, etc., to make sense from their textbooks and to apply that textbook knowledge appropriately to tasks. Emphasizes self-questioning strategies, word-learning skills, listening and note-taking skills, library skills, test-taking techniques, and time management skills.


Examines PORPE, a comprehensive strategy system using writing, which was originally created for students who wanted to know how to study for essay examinations in their college courses. Investigates the effectiveness of PORPE, with students in a developmental college reading class. Shows that the students trained in PORPE scored significantly better on their initial, and even delayed, essay and multiple-choice exams.

Simpson, Michele L. “Teaching University Freshmen to Employ, Regulate, and Transfer Study Strategies to the Content Areas.” 1986. 13p [ED 272 850]

Determines whether students have study strategies that they can transfer to future learning tasks. Uses a content-based model, the Supportive Seminar, which can teach college students how to employ effective and appropriate study strategies and help students to plan, monitor, and evaluate their own independent learning. Reports that students transferred the appropriate strategies, regularly used many of the strategies learned in the seminar, were aware of the underlying processes and the uniqueness of each strategy, and would highly recommend a Supportive Seminar to a friend. Concludes that Supportive Seminars are credible delivery models that adhere to a content-based philosophy of college reading.


Describes a course at the University of Georgia that helps students acquire problem-solving skills so that ultimately the entire remedial program improves, giving students with major deficiencies in basic skills a better chance to succeed in their regular university courses.

**Students with Special Needs**


Reviews the findings from an analysis of several research projects involving dyslexic college students. Determines typical student characteristics are slow reading rate, error-prone oral reading, poor spelling, grammatically incorrect writing, poor mastery of grapheme-phoneme relationships, and adequacy of oral language skills.


Compares college students in a dyslexia group to a non-specific reading-disabled group. Compares controls on cognitive and reading-related skills. Indicates that poor decoding skills characterized the dyslexic reader, whereas the non-dyslexic poor reader displayed more generalized cognitive deficits.


Summarizes recent research in the field of learning disabilities and other sources of information which may prove useful to college-level reading instructors in teaching the college-level dyslexic. Identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs with an emphasis on the particular programs associated with the adult learning disabled student. Suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual. Lists suggestions for college faculty and the characteristics of learning-disabled college students.

Reviews literature regarding learning-disabled college students and their reading problems. Suggests that these students have difficulty focusing attention while reading and that compensation strategies should include: using “talking books”; requesting testing options; recording lectures; and organizing schedules to maximize use of resources and time.
Eye Movements and the Reading Process

by Susan M. Watts

Since the turn of the century, researchers have studied eye movements to increase their knowledge of the reading process. Early eye movement research focused on physiological characteristics of eye movements during reading, such as perceptual span, fixations, saccades, and regressions. Within the past twenty years, much of the early research has been replicated, and early findings have been confirmed with the use of highly sophisticated measurement devices; however, much eye movement research today is concerned with the cognitive processes behind reading. In such research, eye movements are considered to be a reflection of those higher mental processes.

This FAST Bib addresses recent trends in eye movement research. Sources cited reflect concern with the reading of continuous text as opposed to the identification of letters or words in isolation and, with the exception of the citation provided to give an overview, are divided into three sections: Perceptual Processes, Cognitive Processes, and Reading Disability and Dyslexia.

Overview


Presents a comprehensive review of studies of eye movements in reading and of other information processing skills such as picture viewing, visual search, and problem solving.

Perceptual Processes


Assesses eye movements of good and poor readers—third graders, fifth graders, and adults. Finds that fifth-grade students who were poor readers had relatively unsystematic eye movements with more fixations of longer duration than did good readers (both fifth-grade students and adults).


Summarizes the conclusions reached by eye movement studies regarding fixation duration and the region of text read during a fixation. Discusses the advantages of using an eye movement monitor connected to a computer-controlled text display in eye movement research.


Reviews the research on the visual perceptual processes occurring as people are engaged in the act of reading. The issues that are examined include the control of eye movements, perception during a fixation, and perception across successive fixations.


Presents a study in which text displayed on a cathode ray tube was varied as to the number of characters shown (size of the window). Changes in window size produced a clear effect, with a reduction in size to thirteen characters resulting in less efficient eye movement patterns.


Reports the results of a study in which the eye movements of sixteen college students were monitored as they read short texts on a cathode ray tube. Finds that words were read only when directly fixated and that word identification was not facilitated by information obtained peripherally prior to the fixation.

Discusses the effects of variations in the physical attributes of text on eye movement behavior and the effects of physical word cues processed in the reader's parafoveal vision.


Reports four experiments comparing the perceptual span in second-, fourth-, and sixth-grade readers and skilled adult readers. Suggests that the size of the perceptual span is variable and is influenced by text difficulty. Concludes that the size of the perceptual span does not cause slow reading rates in beginning readers.


Designs an experiment to identify the points at which information is acquired during reading. Finds that while little, if any, information is obtained during the saccade, visual information is being acquired throughout the fixation and the kind of information being acquired may change over the course of the fixation. Finds that eye movements respond to stimulus manipulations within the fixation as well.

**Cognitive Processes**


Investigates the effects of looking back at relevant sections of previously read text on comprehension. Finds that after reading 24 pages of text and inserted comprehension questions, answering in the lookback condition showed better comprehension of later information that was dependent upon the prerequisite information.


Tests the hypothesis that the time it takes for information to be analyzed by a reader is sometimes delayed because the analysis of previously obtained information is not yet complete. Manipulates comprehension difficulty of text by varying the distance between a pronoun and its referent with the intent of delaying processing effects. Finds insufficient support for the hypothesis.


Examines the eye movement patterns of skilled adult readers when encountering a surprise ending to a story. Suggests that processing at the discourse level must be considered as an influence on the eye movement control system.


Conducts two studies examining short-term memory capacity and eye fixations as part of the reading comprehension process. Finds that readers made longer pauses at points of increased processing such as encoding infrequent words and making inferences.


Presents a model of reading focusing on eye fixations as related to various levels of reading—words, clauses, and text units. Associates longer pauses with greater processing difficulty for a group of undergraduate students reading scientific articles.


Reports on an experiment that examined (1) whether letters that lie in the center of vision are used earlier in the fixation than letters further to the right, (2) how soon after a stimulus event can that event affect eye movement control, and, (3) how soon in a fixation can the presence of an orthographically inappropriate letter string be shown to influence eye movement decisions. Suggests that the response time of the eyes is shorter than is usually proposed in theories of visual processing, and that eye movement decisions are made later in the fixation than has often been assumed.

Investigates three hypotheses concerning the cognitive basis for making an eye movement during reading. Finds from review of the literature that the decision to move the eyes can be influenced by visual information acquired on the fixation which immediately precedes the movement, but processing of that information is not necessarily completed by the time the decision is made.


Presents three experiments which investigate the functions of spaces between words in adult reading of text. Obtains results consistent with a two-process theory in which filling spaces in the parafoveal region disrupts guidance of the reader's next eye movement, and filling spaces in the foveal region disrupts processing of the fixated word as well.


Reports the results of a study of reading flexibility as monitored in two college graduates. Tests subjects after they have read an expository selection two times, and correlates eye movement patterns from the first reading with those from the second. Supports the notion that both macro and micro variations in eye movement patterns resulted from flexible reading strategies under voluntary control.


Presents a detailed examination of twenty college students' eye movement patterns as they read a group of selected passages containing manipulations of word variables that involved interword redundancy and distorted spelling patterns. Supports the claim that language constraint does affect the manner in which information in text is processed during reading and suggests that certain aspects of visual detail have a high degree of cognitive prominence.


Presents observations of twenty college students reading video displays of texts to determine how readers fixate a word that is linguistically and contextually redundant and whether readers use less visual information when perceiving these highly redundant words. Finds very small differences between high and low redundancy conditions, raising doubts about the popular notion that interword context influences reading behavior.

Reading Disability and Dyslexia


Reviews the research suggesting that dyslexics' erratic eye movements are not simply a consequence of poor reading skills and that results of non-reading eye movement tasks demonstrate the influence of a brain malfunction. Reports that eye movement patterns and characteristics in the nonreading "lights" tests differentiated dyslexics from advanced, normal, and retarded readers.


Describes experiments showing that the eye movement patterns of dyslexic children differed from those of normal and backward readers during both a reading and a nonreading task. Discusses possible causes of dyslexia and ways of diagnosing it.


Reviews research on the perceptual span and control of eye movements during normal reading and on the nature of eye movements in dyslexia. States that eye movements, rather than being the cause of dyslexia, reflect underlying neurological problems.

Discusses characteristics of eye movements during reading for skilled, beginning, and disabled readers. Argues that eye movements are not a cause of reading problems and that training children with reading problems to make smooth, efficient eye movements will not increase their reading ability.
Strategies to Help Dyslexic Students

by Michael Shermis

Dyslexia is fast becoming the most discussed reading disability. A search of the ERIC database reveals that numerous resources are now available for the instruction of dyslexic students. This FAST Bib includes citations from the period 1982 to 1988 and is divided into three sections: Overview, Instructional Strategies, and Research.

Overview


Developmental dyslexia is a specific learning disability characterized by difficulty in learning to read. Some dyslexics may also have difficulty learning to write, to spell, and to speak or work with numbers. Some researchers estimate that as many as 15 percent of American students may be classified as dyslexic. The prognosis for dyslexic students is mixed because there is a wide diversity of both symptoms and degrees of severity. However, it is clear that an effective remedial program is crucial and that early diagnosis and treatment are essential.


Responses by Robert Nash to questions concerning problems associated with dyslexia, the social/emotional impact of learning disabilities, and the University of Wisconsin’s Project Success for language deficient/dyslexic students.


Provides information on the definition, etiology, and incidence of dyslexia. Presents guidelines to help developmental educators identify and test dyslexic students. Suggests helping strategies and discusses the basics of language retraining in the areas of reading, spelling, and writing.

Instructional Strategies


Describes the strategies used by a technical writing teacher who encouraged a dyslexic university engineering student to use a microcomputer as an aid in composition writing. Discusses how a word processing program was used to make the writing process easier and increase the student’s self-confidence.


Discusses the Tomatis program, a method for treating dyslexia and communication problems that is also used for teaching basic elements of foreign languages.


Describes an approach to helping dyslexic children by making the learning situation as painless as possible and helping students accept responsibility for more careful scrutiny and accurate decoding.


Suggests a revised concept of multimodality, multisensory instruction which minimizes the vi-
sual modality to deal primarily with the severe spelling difficulties of the dyslexic and of others with a similar language problem.


Multisensory techniques can be used to provide opportunities for creative expression for children with specific language disabilities. Dramatics, art, movement activities, music, poetry, and dancing can help meet the children's emotional needs while also enhancing their self-concepts.


Outlines the characteristics of dyslexia and its educational implications. Stresses parental understanding of the problem and support for intervention efforts. Suggests various learning activities, along with guidelines to help the child cope with the disability, become better organized, study for tests, etc.


Alphabetic Phonics, a sequential language curriculum, is an extension of the Orton-Gillingham-Childs multisensory teaching method. The curriculum includes modern behavioral, psychological, and educational theories and practice. Developed initially as remediation for dyslexics, Alphabetic Phonics is succeeding both with small groups of severely blocked dyslexics and as prevention in regular primary grade classrooms.


Offers a checklist to help classroom teachers determine behaviors characteristic of dyslexic functioning, visual-spatial and auditory-linguistic types. Suggests tactics for tailoring approaches to students' characteristics—strengths visual/weak auditory processing skills or strong auditory/weak visual processing skills.


Four teachers discuss using the word processor to (1) teach writing; (2) help students with dyslexia; and (3) access an information retrieval service for research papers, as well as for other classroom purposes.


Focuses on adapting typical college preparatory curricula for dyslexic secondary students.


Shows that fingerspelling makes learning the task of separating the word into its parts fun, as well as easier for some students.


Discusses current research and theory regarding neurological correlates of reading and various subtypes of reading disability. Contrasts remedial efforts versus compensatory instruction. Describes a diagnostic and instructional procedure. Provides a description of some instructional strategies for each subtype of reading disability.


Offers guidelines for diagnosing and teaching the gifted dyslexic. Lists characteristics of the gifted and of children with attention-deficit disorders. Recommends a diagnostic battery. Includes educational suggestions for family involvement, remediation of academic skill deficits, and student guidance in developing organization and study skills.

Kitzen, Kay. “Math & the Dyslexic: Making the Abstract Concrete,” Suffolk Branch Orton Dyslexia Society Spotlight, v2 n2 Fall 1983. 5p. [ED 240 823]

Discusses several psychologists' views on how to teach math to dyslexics.


Stresses the advantages of using the manual alphabet in classes of non-deaf students and how it is effective both for spelling and vocabulary instruction.

Provides ideas to assist volunteer tutors participating in an adult literacy program. Includes a chapter on dyslexia.


Discusses behaviors that may help instructors to identify dyslexic students, including poor reading, inability to reproduce the alphabet, and memory dysfunction.


Discusses necessary conditions for success of cost-effective programs for dyslexic students. Suggests that efficiency can be improved by setting targets for entry to secondary school, referring children early, using structured phonics teaching methods and multisensory materials, collaborating with other teachers, and involving parents.


Contains advice for the teacher in diagnosing dyslexia and developing an individualized program for overcoming severe reading problems.

**Research**


Discusses a case study of a dyslexic elementary student which revealed that anxiety about reading difficulties complicated instruction and impeded progress. A supportive classroom environment (which did not request oral right reading), choral repeated reading, a video oral reading production, and a desensitization/visualization exercise reduced the child's anxiety and helped to improve his reading skills.


Follows up a study on 75 dyslexic young adults who had been referred to the Word-Blind Centre in Lor-Jon, England to examine remedial help received. Finds that: (1) those who received remedial help at the Centre regarded their experience as some sort of salvation; (2) early training in spelling skills was a critical factor in later improvement in spelling; (3) oral reading improvement was more a general effect of remedial teaching than of specific programs at the Centre; (4) subjects scored well on a variety of tests on science and technical subjects, but very low in the traditional arts subjects; (5) a majority of the subjects’ occupations exhibited a downward shift in status compared to that of their fathers; and (6) coping strategies such as relying on amanuenses, “camouflaging,” taking written work home, or relying on memory were used by most of the subjects.


Reviews research in the areas of reading standards and tests, reading development, dyslexia and specific reading retardation, and reading materials and interests.


Examines the evidence for and against three major approaches to the teaching of specific reading disabled children: the process approach, the specialist method, and the modality/treatment interaction method. Concludes that all differ in terms of their assumptions and consequent remediation, and all have a number of associated difficulties.


Examines the hearing of learning disabled students (such as dyslexics) in an attempt to classify, identify, and design auditory stimulation procedures. Finds that many of the learning disabled students had a left ear advantage while many of the control group had right ear advantage and that left-handed students were more likely to have learning disabilities than right-handed students.


Discusses sophisticated neurological research showing that early problems with auditory perception can result in long-range negative effects for the linguistic processes in general, which must be assumed to be correlated with induced
degenerative changes in the auditory system and perhaps in the brain's linguistic sector. Also shows that the reading disabled have a significantly different perception of auditory stimuli than normal readers and that dichotic listening reveals these differences.


The ARROW (Aural, Read, Respond, Oral, Written) Technique using students' self-voice echoing was the most effective method in helping 25 dyslexic adolescents learn their multiplication tables compared to tutor voice, read and say, and write and say methods.


Focuses on the nature of reading and reading disabilities, with implications for both theory and practice. Provides an outlet for systematic and substantive reviews, both empirical and theoretical, and for extended integrative reports of programmatic research.


Discusses the importance of handwriting and how dyslexic students are denied access to understanding themselves after writing about their thoughts and feelings because they have difficulty recalling letter shapes and trouble transcribing them on paper.


Asserts that Scholastic Aptitude Test skills of dyslexics can be enhanced through use of special test administration arrangements and a structured program of vocabulary development, test-taking strategies, and a pattern of analysis to improve reading comprehension. Two case studies illustrate the impact of drill and reinforcement, multimodal imagery techniques, and overlearning.


Examines diagnostic tools and remedial programs for students with dyslexia and other learning problems.


Notes difficulties facing bilingual students with learning disabilities and outlines remedial considerations, including the need for establishing a dominant language and diagnosing errors in one or both languages.
Instructors of students experiencing writing apprehension can always use new strategies to put their students at ease. A search of the ERIC database produced the following citations on writing apprehension, all from the period 1985 to 1989. The first section lists sources of teaching ideas. Citations in the second section deal with the use of computers in alleviating writing apprehension. Articles and papers in the third section discuss writing apprehension in students with special needs. The last section presents references to the latest research on writing anxiety.

**Instructional Strategies**


Suggests motivating writing apprehensive students by asking them to “remodel” passages from novels, magazines, or newspapers that have been stripped of details, descriptions, and compound sentences.


The rhetorical cycle is a step-by-step approach that provides classroom experience before students actually write, thereby making the writing process less frustrating for them. This approach consists of six sequential steps: reading, thinking, speaking, listening, discussing, and finally writing.


Draws a parallel between the resistance experienced by a patient in psychoanalysis and the resistance expressed by students in composition or literature courses.


By building up the confidence of student writers, writing teachers hope to reduce the hostility and anxiety so often found in authoritarian introductory college composition classes. Process-oriented writing theory implicitly defines confidence as a wholly personal quality resulting from students’ discovery that they do have “something to say” to readers. However, the social dimension of the writing act is lost in such a formulation. Peer group revision, journal writing, portfolios of student writing samples, and revision after turning in the paper are all methods that build personal confidence and social authority—all help dilute the concentration of authority in the teacher and give students a stake in what goes on both in the classroom and in their own writing.


Advocates teachers’ belief in students’ ability to achieve writing success, rather than assuming failure that results in a self-fulfilling prophecy.


Describes a combined process-writing approach and extended-conference method of writing instruction applied to eighth grade students. Presents the experiences of several students who refused to write at first but soon became proud of their writing after several extended conferences.


In an effort to reduce student writing apprehension, an informal, in-class study was conducted in a lower-level college writing course at
an Alabama university. Throughout the course, all writing was based on student experiences and came from student journals. All assignments were completed in class and reviewed in small group discussions, and specific criteria from a rating scale used to evaluate student essays were discussed. Findings from these observations and Writing Apprehension Test (WAT) posttest scores indicated that 13 students were less apprehensive about their writing after the course than before it. In addition, results showed that students wrote more in their later essays, suggesting a greater willingness to commit themselves on paper.


Offers a test for identifying students with writing apprehension and offers strategies for dealing with these students.

Computers and Writing Instruction


Describes an ethnographic study of an inservice graduate course designed to help teachers use computers to teach writing and other skills to the academically able. Claims the course significantly reduced teachers' computer anxiety and their writing apprehension.


Argues that computers can be useful partners in the writing process even for reluctant or poor writers. Describes from a linguistic perspective how students explain why writing is a difficult task and briefly describes several computer programs which are based on such factors.

Teichman, Milton; Poris, Marilyn. Wordprocessing in the Classroom: Its Effects on Freshman Writers. 1985. 59p. [ED 276 062]

To learn more about the impact of word processing on the writing of college freshmen, a study investigated several aspects of how using word processing affects the writing process, including whether word processing affects writing anxiety. Findings showed that using computers significantly reduced writing apprehension while also increasing a student's ability to recognize standard written English.


Examines the initial effects of word processing on essay-writing performance and on writing apprehension. Eighty students wrote essays using terminals linked to a mainframe computer (experimental group), while another 80 students wrote essays in the traditional mode using pens, pencils, or typewriters (control group). Finds that the experimental group made greater progress than the control group from the pre- to post-essay test, but the same group did not demonstrate superior performance on the six required essays of the course. For writing apprehension, there was no significant difference between the two groups.


Assesses the microcomputer's effects on the process and quality of business writing, focusing on writing anxiety, computer anxiety, time spent in writing, writing quality, and the relationship of gender to these variables. Concludes that the most significant predictor of quality is initial writing ability.

Special Needs Students


When students have difficulty writing, it is often because they are apathetic or afraid of failing, rather than because of a serious lack of skill. Basic writing teachers must break through student apathy and fear before the students can make progress. There are several methods to help students to regard writing as a conquerable skill, providing them with the impetus for further self-directed learning.


Presents findings of a descriptive study designed to compare instances of writer's block in English and Spanish, among and within three groups of bilingual writers. Tries to determine if the same writing factors stymie both the novice
Infrithig Ape rfiruannt bilingual writer and the practiced bilingual writer. Suggests ways to lessen writing apprehension.

Brown, Stuart; and others. “Reading-Writing Connections: College Freshman Basic Writers’ Apprehension and Achievement.” Paper presented at the 37th Annual Meeting of the Conference on College Composition and Communication, 1986. 18p. [ED 274 965]

Focusing on the relationships between performance, skills, and attitudes, a study conducted at the University of Arizona measured the effects of reading and writing apprehension on basic writers. Results suggested that the course, designed to equip students with strategies for composing, helped students gain the confidence necessary to increase writing skill.


Explores developmental students’ attitudes toward writing as a reflection of their writing performance. Finds that the skills of students with positive attitudes toward writing improved significantly more than did those of students with neutral or negative attitudes. Includes a student writing-attitude questionnaire and a questionnaire analysis sheet.

Recent Research


Research into writing anxiety is an offshoot of research into oral communication anxiety. At first, researchers thought that people with high oral communication anxiety tended to compensate by writing. However, when the Daly-Miller Writing Apprehension Test was used, it was found that the link between oral and written anxiety did not exist. Recent research is leading to the conclusion that anxiety is not the real culprit behind poor writing but is only a component of a negative attitude about writing. Writing may be improved by a change in the perceptions of the teacher/evaluator about writing attitudes. One of the ways to counteract writing anxiety is to improve the skills of the writer. Writing skills improvement courses in schools and work settings should be taught in nontraditional ways, and evaluation by teachers should be reduced, substituting peer or self-evaluation when possible.


Writing apprehension needs to be understood, and solutions found for it, so that students' fears can be lessened and their success with writing increased. Carl Roger’s client-centered, nondirective psychotherapy applies well to teaching composition. This approach was utilized in a class of freshman composition students in order to determine the degree of attitude improvement during one semester. Results indicated that it does not necessarily reduce writing apprehension, and that writing apprehension tests need to be given at the beginning of a course to identify fearful students so they can be helped.


Tests the hypothesis that high writing-apprehensive subjects would differ significantly from low writing-apprehensive subjects regarding the writing intensity of their jobs. Suggests that where a lack of writing productivity exists in writing-intensive jobs, managers might explore writing-apprehension problems, or at least examine the match between levels of apprehension and writing requirements.


Reports on a study of writing apprehension in writing center tutors, results of which indicated a strong correspondence between various dimensions of writing apprehension and specific teaching behaviors that do not aid the student in problem detection or writing improvement.


Outlines research done by teachers on writing apprehension and concludes that teachers are natural researchers because they continually pose questions about the nature of their students and the effectiveness of their teaching.

To determine whether teacher intervention in the form of experimentally manipulated variables would significantly change the level of students' dispositional writing apprehension, a study evaluated the effects of two classroom interventions—one apprehension-producing (AP) and one apprehension-reducing (AR). Findings showed that (1) the growth scores in the AP group were significantly different from those in the AR group; (2) the number of students experiencing decreased dispositional apprehension was significantly higher in the AR group than in the AP group; and (3) the number of students experiencing an increase in dispositional apprehension was significantly higher in the AP group than in the AR group.


Examines the effects of background and personality on the attitudes of developing writers. Finds a significant correlation between writers' attitudes and their personality traits, writing apprehension, and writing background.


Presents three broad areas—writing anxiety, motivation, and beliefs—that seem to be ripe for study in terms of affect, and suggests that the constructivist views refined by George Mandler could be helpful to drive such research.


The essays in this book address various cognitive and emotional dimensions of disrupted composing and describe some of the situational variables that can contribute to it. Includes the following essays: "Blocking and the Young Writer"; "Emotional Scenarios in the Writing Process: An Examination of Young Writers’ Affective Experiences"; "Writing Apprehension"; "An Apprehensive Writer Composes"; "Problems with Monitor Use in Second Language Composing"; "Anxious Writers in Context: Graduate School and Beyond"; "Inventing the University"; "Diagnosing Writing-Process Problems: A Pedagogical Application of Speaking-Aloud Protocol Analysis"; "Psychotherapies for Writing Blocks"; "The Essential Delay: When Writer’s Block Isn’t"; and "Complexity, Rigor, Evolving Method, and the Puzzle of Writer’s Block: Thoughts on Composing-Process Research."
Reading Assessment in Elementary Education

By Roger Sensenbaugh

The state of reading assessment at the elementary level is in flux. Some writers argue, very forcefully, that the construction of standardized tests has not kept up with advances in reading research and that current standardized tests do more harm than good. Others argue that alternatives to standardized tests have their own problems. The consensus seems to be that standardized tests and alternative, classroom-based assessment each have their place and that both kinds of testing must be chosen, used, and evaluated with caution.

Overview


Focuses on the need to develop better tests of students' reading abilities and better interpretation of test scores. Describes criterion-referenced tests versus norm-referenced tests, highlighting the Degrees of Reading Power and Metropolitan Achievement Tests: Reading, and discusses the need for assessing the reading process.


Offers a humorous look at the problem of assessment.


Sketches some of the dilemmas in language assessment and presents exemplary practical approaches to assessment in the areas of listening, oral language, reading, and writing.

Manning, Gary; and others. "First Grade Reading Assessment: Teacher Opinions, Standardized Reading Tests, and Informal Reading Inventories." Paper presented at the 14th Annual Meeting of the Mid-South Educational Research Association, 1985. 13 p. [ED 265 204]

Investigates the relationship between and among the results of three types of reading assessments in the first grade: a standardized reading test (the Stanford Achievement Test); an informal reading inventory (the Classroom Reading Inventory); and teacher judgment of student rank in reading achievement. Teacher opinion correlated with all subtests of the standardized test and the word recognition portion of the reading inventory. The achievement of all combined classrooms and most individual classrooms in the study was average or above, based on national norms.


Argues that the tests used to measure reading achievement do not reflect recent advances in the understanding of the reading process, and that effective instruction can best be fostered by resolving the discrepancy between what is known and what is measured.

Standardized Tests


Evaluates the Computer-Based Assessment Instrument (CRAI) as a test of reading proficiency. Notes strengths of CRAI, including its use as a quick assessment of silent reading comprehension level, and the problems with readability and content-specific word lists and the lack of scoring features.


Explains the use of the Dolch List in the lower elementary grades.

The sentence verification technique (SVT) was used to test 44 third graders, to assess the validity of the technique. Results were viewed as being consistent with the interpretation that the SVT is a valid means of measuring reading comprehension.


Investigates the criterion-related validity of the Kaufman Assessment Battery for Children (K-ABC), predicting reading comprehension, arithmetic, and general achievement, for large samples of Blacks and Whites tested during the standardization of the battery. Finds that the Sequential and Mental Processing Composite scales tended to overpredict black children's academic levels, especially on the achievement scales.


This handbook was developed to assist educators in analyzing, using, and reporting Michigan Educational Assessment Program (MEAP) test results. It includes an overview of the program and a description of the tests; numbers of objectives and test items for each skill area; suggested methods; techniques and strategies for using the results at the student, school, and district levels; and a discussion of appropriate uses of the test results.


Examines the GAR, which is intended as a group assessment of reading ability for elementary and secondary school students in the areas of reading level, comprehension, study skills, and reading interests. Concludes that the test has many shortcomings.

**Alternative Measures**


Suggests that continually refined and segmented reading assessment measures may contribute to reading problems. Discusses three solutions to reading difficulties that have become problems themselves and suggests that more holistic, socially interactive teaching methods are a better solution to reading disabilities.


Notes that classroom assessment of literacy is dominated by methods more appropriate to external mandates. Suggests an alternative method grounded in the teacher’s professional judgment and in the relations between curriculum, instruction, and assessment.


Points out that children’s growth in response to literature is not assessed by existing standardized tests or by progress from one textbook to another. Suggests guidelines for teacher observation of children’s responses and provides a checklist for assessing oral and written reactions.


Argues that process-oriented evaluation of children’s literacy by the classroom teacher is more efficient and more instructionally valid than current test-driven evaluation procedures.


The article describes Data-Pac (Daily Teaching and Assessment for Primary Aged Children), materials which assess student performance in reading, mathematics, handwriting, and spelling and present a selection of sequenced teaching objectives for an individualized program. Materials reflect the concepts of criterion-referenced assessment, direct instruction, behavioral objectives, and precision teaching.


Presents a historical overview of the introduction of the major reading comprehension assessments, showing that the predominant approaches were shaped by the prevailing educational measurement milieu and were implemented largely in response to public pressure. Argues in favor of a naturalistic reading comprehension assessment for evaluating those behaviors that elude quantification.

Discusses the problems of overusing workbooks, dittos, and basal assessment tests in beginning reading instruction. Proposes alternatives.

Woodley, John W. "Reading Assessment from a Whole Language Perspective." 1988. 16 p. [ED 296 309]

Approaches to reading assessment within the whole language framework include a print awareness task, book handling task, patterned language task, reading interview, miscue analysis, and situational responses to reading. Argues that the observations made by teachers using these assessments provide a meaningful alternative to heavy reliance on standardized tests and lead to a more effective educational program for all.

Woodley, John W.; Smith, R. Lee. "Reading Assessment for the Young Reader." 1988. 23 p. [ED 295 126]

Methods used to diagnose a seven-year-old boy's reading problems illustrate the fact that reading assessments based upon a reader's strengths and his/her understanding and control of the process will provide information which is more useful to teachers and parents than that provided by the numerical results of standardized tests.

Informal Reading Inventories


Claims that in the conventional administration of the Informal Reading Inventory (IRI) comprehension diagnosis is inordinately influenced by the reader's ability to recall information. Suggests that allowing reinspection by the reader restores recall to its proper function and may result in other advantages.


Assesses the criterion, construct, and concurrent validity of four informal reading comprehension measures (question answering tests, recall measures, oral passage reading tests, and cloze techniques) with 70 mildly and moderately retarded middle and junior high school boys. Results indicated that correct oral reading rate score demonstrated the strongest criterion validity.


Concludes that modified standard reading inventories may be made more useful for assessing the specific abilities and needs of disabled readers. Offers suggestions for making modifications.


Represents a comprehensive description of the use of informal reading inventories (IRIs). Provides teachers and reading specialists with practical strategies for forming diagnostic impressions that are useful for planning reading instruction.


Reports on a survey which indicates that classroom teachers rarely use the Informal Reading Inventory—a diagnostic and placement instrument for reading comprehension long recommended by teacher trainers. Suggests that teacher trainers focus on other more efficient means of obtaining reading diagnosis.

Learning Disabled


Recommends a holistic approach to reading assessment, in contrast to traditional practices in reading and writing assessment which focus on fragmented, isolated skills. Sees children's reading and writing as communicative behaviors which are effectively evaluated through systematic observation as they occur in natural settings.


Argues that standardized reading tests are likely to provide an inaccurate assessment of reading comprehension for deaf students because of the lack of test coaching and test-taking skills; item irrelevancy; and the difficulty of test directions. Testing alternatives include parent and teacher observation of students and qualitative evaluations of reading skills and strategies.

Asserts that low IQ should not be deemed an index of poor learning ability. Information about middle school children's learning efficiency as measured by the Learning Efficiency Test Battery was found to be more useful for predicting reading ability than conventional types of assessment.


Recommends assessment techniques and teaching strategies in the area of reading and language arts for the visually impaired student with learning disabilities. Outlines reading approaches, practical strategies for teaching reading comprehension and spelling, and suggestions for organizing the classroom environment.


Describes the development and validation of microcomputer software during a two-year project to help assess the skills of reading disabled elementary grade children and to provide basic reading instruction.
Gifted Students and Reading
by Ruth Eppele

This bibliography focuses on the special needs of gifted students in the reading classroom and the challenges to the reading teacher to encourage gifted students to stretch intellectually and to develop critical thinking and reading skills. The following articles deal with issues related to reading material selection, research on gifted students and reading instruction, teaching methods, and program designs to enhance the learning situation.

An Introduction

Intended for parents of gifted students, the manual provides suggestions for understanding and working with the gifted child. Section I includes an overview of the nature of giftedness, talent, creativity, and intelligence; an analysis of special problems encountered by the gifted student; and a discussion of the rights and responsibilities of parents of gifted children. Section II offers practical ideas for parents: offers information on home learning activities in art, language arts, mathematics, science, social studies, and health and physical education; presents broader types of activities and parent-child interactions in reading, music, writing, science, and television viewing; and explores ways parents can deal with specific problems, including stress, imagination, perfectionism, and negativism.

Material Selection

Reviews the mechanics of learning to read and describes three computer programs to teach reading skills and three to build language skills in gifted students.

Greenlaw, M. Jean; McIntosh, Margaret E. Literature for Use with Gifted Children. 1985. 24p [ED 265 721]

Examines ways to differentiate material used in a reading program for gifted students (birth to age 9). Suggests books for vocabulary, curiosity, sensitivity, appreciation of beauty, and humor.


Annotates journal articles, ERIC documents, and books that provide ideas and activities for classroom teachers and supervisors who want to improve reading instruction for gifted students.

Ross, Elinor; Wright, Jill. "Teaching Strategies to Fit the Learning Styles of Gifted Readers in the Middle Grades." Adapted from a paper presented at the 30th Annual Meeting of the International Reading Association, New Orleans, 1985. 22 p. [ED 262 388]

Argues that before working with middle school gifted students, the teacher should be aware of the characteristics and learning style preferences of these students. Describes many of the challenges facing gifted students and how teachers should offer new and alternative ways of helping them view their problems. Includes annotated list of materials to enhance language and reading skills.


Contains information about choosing, locating, and using how-to books, including an annotated bibliography of exemplary books in science, research methodology, communication modes, and inventing and designing to pique gifted students' curiosity.


Describes a literature unit based on three books with major characters to whom gifted students can relate: "A Wrinkle in Time" by M. Engel, "The Mark of Conte" by S. Levitin, and
“Very Far Away from Any Place Else” by U. LeGuin.

Research and Methodology


Provides a guide for evaluating the appropriateness of material for use with gifted students by summarizing research findings into a profile of the gifted reader.


Presents results of questionnaires completed by 150 school districts throughout the country which revealed that reading programs for gifted students focused on enrichment; emphasized teacher recommendation in student selection; shared use of basal series with nongifted students; came under the regular classroom teacher’s responsibilities; and featured high degrees of parent-school communication.


Presents results of reading attitude instruments administered to 124 sixth-, seventh-, and eighth-grade students (gifted, average, or below average). Provides suggestions for classroom activities; selecting reading materials; designing prereading activities; providing challenge; and assessing interests and attitudes.


Discusses the need for athletic coaches to help their athletically gifted students also achieve academic success. Disputes three largely discredited but widely held concepts: 1) the gifted need no coaching; 2) intelligence is inherited; and 3) a physically skilled child should learn to read easily. Includes several case histories.


Examines whether gifted and non-gifted middle school students differ in TV viewing habits, family rules, TV heroes/heroines, programming preferences, violence, grades in reading, bedtime hours, out-of-school lessons and hobbies, and ownership and use of TV sets and computers. Responses to a questionnaire suggest that significant differences exist between gifted and non-gifted students with respect to these categories.


Reviews research on teacher effectiveness in reading instruction and notes implications for gifted students in four areas: reading diagnosis, teacher-directed instruction, opportunities to learn and practice, and engagement in learning.


Presents results of survey analyzing pleasure reading habits of gifted and other elementary school students covering types of books, where books are obtained, favorite authors, importance of reading, activities that encourage reading, early childhood books, number of books owned, and enjoyment of reading. Discusses the role of schools and libraries.


Examines three gifted students (ages 7 to 8 years) with reading problems who experienced more difficulty than their peers in science. Incorporating the science inquiry approach into their reading program helped them realize that reading was not a separate activity and improved their reading skills.


Investigates the reading comprehension process of gifted readers, specifically their use of comprehension strategies and their metacognitive awareness. Examines grade level differences in strategy use and metacognitive awareness.

Program Suggestions

Abbott, Barbara; Diers, Russell. *Technology and Man: The Humanities and Science (Selected Study Topics for Gifted Students in Grades 9-12)*. Bucks County Intermediate Unit 22, 1981. 17 p. [ED 251 993]

Focuses on humanities and science. Offers three sample units for students in grades 9-12. “Man’s Origins: Where Did He Come From?” examines conflicts over evolution versus crea-
of genetic control, and economics and politics of population problems; “Man's Future: Where Is He Going?” involves students in questions of utopia, behavior control, nationalism, and futurism; “Man’s Search for Immortality: Can He Overcome Death?” examines literature on death and dying, religious concepts of the Savior, and empirical and rational arguments for and against immortality. Includes suggested reading and audiovisual materials.

Baskin, Barbara; Harris, Karen H. “Reading for the Gifted.” 1985 Digest. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA, 1985. 3p [ED 262 513]

Emphasizes the importance of reading in the curriculum for gifted students. Emphasizes that highly able readers have needs for specific assistance in developing more complex skills, in choosing books and materials for particular purposes, and in applying learning to real-life problems. Components of superior reading curricula should include language-related strategies, context-related strategies, meaning-related strategies, and reasoning-related strategies.


Argues that reading for primary-level gifted children should provide for more appropriate experiences than mere adaptations of the regular reading program; and that early identification should be followed by small group instruction in which gifted students are encouraged to read widely, creatively, and critically.


Illustrates how the use of the cluster approach in a reading/language arts program for gifted first-graders (in a classroom with peers of varying ability) allows gifted students to work with others who have similar abilities and provides time-saving opportunities for teachers and modeling opportunities for non-gifted students.

Carr, Kathryn S. “What Gifted Readers Need from Reading Instruction,” Reading Teacher, v38 n2 p144-146 Nov 1984.

Notes that while gifted students have characteristics that suggest superior reading ability, not all of them become capable readers. Proposes a teaching program that is different in content, method, and pacing to help these children reach their potential.


Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Describes several model programs for gifted students that can be implemented in schools.


Outlines diverse strategies for increasing vocabulary skills of gifted readers in the lower primary grades, using children’s literature to supplement good tradebooks.


Focuses on creative pupils and creative reading, special considerations when developing programs for gifted students, materials and resources, meeting the writing needs of gifted students, suggestions for meeting their unique needs, and future trends regarding education of the gifted.

McIntosh, Margaret E. An Historical Look at Gifted Education as It Relates to Reading Programs for the Gifted. 1982. 63 p. [ED 244 472]

Reviews the history of gifted education in the United States since the late 1800s, with particular emphasis on reading and reading instruction. Examines definitional issues; analyzes the impact of social forces upon the changing conceptions of the population; considers research on the kinds of reading experiences and instruction needed by gifted students; and stresses the importance of teaching critical and creative reading.


Describes a systematic approach to reading instruction with gifted students that increases their reading ability and broadens their interests.

Norsen, Barbara G.; Wick, Christine. Individual Progress Program for the Extremely Gifted Student in
the Greater Seattle Area. Seattle Public Schools, WA, 1983. 10 p. [ED 232 347]

Describes the Individual Progress Program (IPP) which is designed to serve extremely advanced gifted students (grades 1 through 9) in the Seattle area.


Describes an independent reading program for gifted students used by the Blue Mountain Union Schools in Wells River, Vermont.


Argues that assigning student journals not only gets students started on an expressive writing project, it achieves a number of other educational objectives: (1) starts classroom discussions; (2) focuses attention on salient points; (3) summarizes germane materials; (4) reorients classes; (5) evokes responses to films and readings; (6) generates paper topics; (7) creates a personal dialogue with students; (8) encourages students to air frustrations; and (9) helps students relax and enjoy writing.


Presents characteristics of the gifted and ideas for working effectively with gifted students. Lists behavioral traits exhibited by gifted students. Discusses the myth that gifted individuals can be expected to perform perfectly in all areas of endeavor. Suggests ways teachers can plan the learning environment and develop good student-teacher relationships.


Argues that classical studies and translation have value for all students and particular benefits for gifted students at all educational levels. Results of English reading scores of students with one year of Latin instruction were higher than those who were in their fourth year of Spanish or French.
Ability Grouping in Reading Instruction: Research and Alternatives

by Mary Morgan

Ability grouping—grouping students for instruction by ability or achievement to create homogeneous instructional groups—has long been an accepted technique for teaching reading. Recently, however, some research has indicated that ability grouping does not enhance student achievement and may, in addition, have negative effects on the self-concepts of students in lower groups. Yet if ability grouping is not an effective instructional technique, what are the valid alternatives for reading instruction?

This FAST Bib addresses the issue of ability grouping in reading instruction, particularly at the elementary level, and begins with an overview discussing the social and political implications of classroom organization. The next section presents citations concerning research on ability grouping, focusing on its instructional effectiveness as well as its effect on students' self-concepts. In the final section, possible alternatives to ability grouping are considered, including documents on cooperative learning and whole language techniques.

Overview


Questions the nature of classroom instruction in general, and mathematics and reading instruction in the lower elementary school grades, in particular. Focuses on the following aspects of the social organization of instruction: 1) the diversity of student populations, 2) the motivating force behind instruction, and 3) the social arrangements through which the ongoing monitoring of student work transpires.


Argues that the relationships of power and influence between people in schools dramatically affect the kinds of opportunities available to low-income children learning to read.

Recent Research


Synthesizes reading research in several significant areas and makes concrete suggestions for using this research to improve reading instruction. Chapter 10 focuses on grouping in reading instruction.


Examines the effect of ability grouping on first-grade students' reading achievement. Contradicts the contention that grouping has a negative effect on low-achieving students. Finds that students' success depended on the quality of instruction, referring to the appropriate combination of instructional conditions.


Examines: 1) the degree to which first-grade students engaged in within-group and across-group comparisons and were aware of group differences; and 2) the relationship between teacher praise and students' group levels and academic performances.

Because of concern about the harmful effects of placing children in low reading groups, this study tested several "sacred cows" in reading, including the homogeneous grouping practices currently utilized in most classrooms in the United States.


Examines how students' ability group assignments affect their attention spans. Finds that assignment to low-ability groups had a strong negative effect on student attentiveness, suggesting that classroom factors are important in shaping student behavior.


Reviews research findings on ability grouping. Attempts to document the mechanisms through which stratification in schools influences student achievement, focusing on within-classroom ability grouping in 12 first grade classes. Results indicate that grouping has no direct effect on reading achievement by the end of the year.


Investigates two questions about the effects of grouping: 1) does a student's within-class group rank affect his or her learning when individual ability and instructional content are held statistically constant? and 2) do teachers utilize grouping in ways that have varied effects on student learning? Suggests that the consequences of grouping are not inherently detrimental but rather depend on how grouping is employed.


Investigates the simultaneous effects of the rank of students' reading groups in first grade and their first grade achievement on their assignment to reading groups at the beginning of second grade.


Concludes that children's reading ability is not the sole reason behind their placement in particular reading groups and that teachers also consider such things as their ability to do academic work, work habits, classroom behavior, personality, and, occasionally, their home environment.


Examines the relationship between grouping and friendship in a longitudinal data set containing information on students in 110 reading groups in 32 fourth, fifth, and sixth grade classrooms.


Using empirical evidence from 48 classrooms, this article argues that structural and organizational factors affect the stability and the formation of ability groups in an elementary classroom, which in turn affect growth in academic achievement. Holds that teachers are often impeded from forming the types of groups most conducive to student learning.

Harp, Bill. "What Do We Know about Ability Grouping? (When the Principal Asks)," Reading Teacher, v42 n6 p430-31 Feb 1989.

Reviews research on ability grouping. Notes several negative effects of ability grouping, and discusses the implications of this research for classroom practice.


Investigates the claim that pupil race affects the reading grouping decisions of elementary school teachers, causing Black children to be overrepresented in lower ability groups. These analyses failed to uncover evidence of racial bias, though Black pupils were more likely to be placed in the lowest groups.


Reviews the literature on the nature of processes within reading groups of different ability levels and the effects of these processes on
children's reading development. Presents a perspective on instructional-social contexts for reading instruction.


Reviews research of between-class and within-class ability grouping on the achievement of elementary students. Ability grouping appears most effective for specific subjects with students remaining in heterogeneous classes most of the day. Cross-grade assignment for selected subjects can increase achievement.


Reviews briefly the research on achievement effects of the following: (1) ability-grouped class assignment; and (2) student grouping alternatives that would accommodate learning differences among students. Discusses instructional effectiveness of those alternatives and their potential impact on segregation.


Reviews research on student grouping, focusing on these types: tracking; grouping within classes (reading and mathematics); ability grouping for just one or two subjects; and classes for the gifted and handicapped. Asserts that ability-grouped class assignment is the most harmful form.

Alternatives To Ability Grouping


Summarizes some of the criticisms which have been directed at basal instruction. Discusses how whole language approaches enhance the ability to teach children to read, and engage students in a democratic and democratizing educational experience.


Presents two basic parallel block elementary school schedules (schedules in which a block of time is scheduled for essential and/or desired small skill groups parallel to instructional activities in large groups). Contends that parallel block scheduling in elementary schools can lead to improved instructional programs for low achievers.


Advances the notion that students should be assigned to classes according to the time of day they learn best.


Intended for teachers and prospective teachers, this book provides information about reading instruction from kindergarten through the elementary grades. Includes a chapter on organizing for instructional needs.


Concludes that three experimental programs were more effective than traditional approaches in beginning reading instruction: (1) a literature program using special decoding strategies; (2) a literature program not using the special strategies; and (3) a traditional basal approach using the special decoding strategies.


Describes a variety of methods that can be used for instructing classes with students whose abilities and backgrounds vary widely, including individualization of instruction, homogeneous grouping, team teaching, and modifying whole-class instruction.


Presents effective methods for the discussion, sharpening, and enrichment of readers' responses. Includes methods to teach students how to choose a good book, an individualized and/or group reading and response program, and journal writing techniques. Provides a bibli-
Harp, Bill. "What Do We Do in the Place of Ability Grouping?" Reading Teacher, v38 n5 3435 Mar 1989.

Presents two alternatives to ability grouping—flexible grouping (based on students' level of independence as learners), and cooperative learning groups—discusses the benefits of cooperative learning and provides a sample cooperative learning lesson.


Presents a kindergarten reading curriculum, including a description of major instructional techniques, a timeline illustrating how instruction might evolve across the school year, and finally, a battery of informal tasks for assessing reading ability at the end of the kindergarten year.


Points out that traditional teaching methods, which have been replaced by more effective methods for the majority of students, are still used for low-ability students. Argues that these students need the best materials available and teachers who are knowledgeable about current educational theories.


The concept of student team learning is described, with details on cooperative learning techniques developed for reorganizing classrooms into exciting, high-achieving places.


Offers an example of how to use flexible reading groups to attain the greatest level of student achievement.
Much has been written on and about word processing and writing instruction. But is there anything addressing the problem of students with special needs? The ERIC database includes several resources that will provide useful and informative suggestions on the integration of computers in basic writing classes, in classes with the learning disabled (LD), and in the English as a second language (ESL) classroom.

The citations in the first section discuss the advantages and disadvantages of using word processors in writing instruction with LD students and suggest instructional approaches to use. The second section lists sources that examine the benefits of word processors to basic writers, along with ideas on how and when to introduce word-processing skills. Articles and papers in the last section deal with how to integrate the use of computers into the ESL classroom.

Learning Disabled (LD)


Reviews the advantages and disadvantages of using word-processing programs with LD students, describes some available programs, delineates criteria for selection of word-processing programs, and considers expanded uses of word processing with this population. Suggests word-processing programs recommended for LD students: "Bank Street Writer," "Talking Screen Textwriting Program," "Quill," and "Magic Slate."


Discusses what needs must be addressed when selecting word-processing software for use in helping LD adults overcome writing problems. Lists five criteria: (1) visible program logic; (2) clarity of on-screen working features; (3) the manufacturer's documentation and tutorial; (4) on-screen working features; and (5) multisensory approaches.


Records in an interview format the responses of LD college-aged writers to a research program that used word processors and was intended to help understand their writing processes.


Focuses on ways to teach normally achieving and LD students the machine skills they need to make the computer a fluent writing tool. Identifies the word-processing skills that students need to learn and the ones that are most difficult, and the instructional approaches that work best in teaching word-processing skills. Suggests several factors that contribute to students' difficulties and points to some practical directions for teaching word-processing skills more effectively.


Describes the Learning Disabled College Writers' Project, implemented at the University of Minnesota during the 1985-86 school year and designed to aid LD college students to mas-
ter composition skills through training in the use of microcomputer word processors.


Annotates works in the following areas: the role of microcomputers in mainstream writing instruction; characteristics of LD college students; writing instruction for LD college students, with special attention to applications on microcomputers; and writing-related career and vocational options for LD college students.


Contains annotations of selected recent articles that discuss how learning disabled writers in college are affected by microcomputer applications in word processing.


Describes the application of a computer-assisted writing program in a special high school for LD and dyslexic students and reports on a study of the program's effectiveness.


Presents principles for effectively teaching writing skills to mildly handicapped and LD students. Suggests three varying approaches: (1) Direct Reading and Writing program, integrating regular class content with writing instruction; (2) self-instructional control strategies to reduce the complexity of writing tasks; and (3) computer word processing.


Describes a research study on the effects of word-processing use in teaching writing to four fifth-grade boys in a special education program, and reviews other studies on word-processing use with LD students. Concludes that word processing offers great promise to the special needs student.


Examines the influence of team teaching, the use of computers, conferencing, and one-to-one immediate feedback on the development of writing skills of LD students. Finds that the creation of a special English section for LD students was helpful to the students involved.


Investigates the use of word-processing technology with LD intermediate-grade children and remedial teachers in five Massachusetts school districts. Finds that of three teaching approaches—substantive instruction, procedural instruction, and direct instruction—procedural instruction, in which teachers provide students with strategies for generating ideas, was the most effective.


Considers the research basis for use of word processing with learning disabled fourth grade students, notes the special demands word processing makes on teachers and students in the initial learning stage, and suggests instructional approaches.

Basic Writing


Examines the effects of word processing on basic writers by comparing two classes of basic writers—one class using word processors and one class using handwriting. Finds a significant increase in the quantity of writing produced by the word-processor students, although holistic evaluation showed no significant difference in
the growth of writing quality between students using word processing and students using handwriting.


Reports results of a preliminary investigation of the feasibility and effectiveness of using word processors for students with poor writing skills.


Describes the use of microcomputers and text editing functions in a remedial writing course. Presents survey results showing generally positive student responses to using text editing. Sees microcomputers as enhancing students' writing abilities and self-esteem.


Conducts a study to see if the use of word-processing programs during composition instruction for basic writers would result in a larger quantity of writing and more global revision while writing. Finds that while it appears that word processing can be used to enhance the teaching of written composition, it cannot substitute for good instruction in the entire writing process.


Determines whether basic writers revise more successfully using word processors as opposed to pen and paper. Finds that revising on the word processor in a writing laboratory outside of class produces the most significant effect on the overall quality of revision.


Asserts that the computer can pose some problems for the student in the writing center. Contends that teachers should take a critical attitude toward educational computing—continuing to learn about it while asking questions—and that pedagogy should take precedence over technology.


Studies the effects of word processing on the composing process of six basic writers. Concludes that the quantity and quality of revising are not likely to increase, that word processing initially causes many interventions in composing, and that better writers are more likely to use word-processing programs in advantageous ways.


Explains how students in a basic writing course gained confidence and independence as writers by producing and revising their texts on screen.


Suggests that since basic writers tend to learn best when only a few skills are presented at a time, composition teachers should introduce these students to word processing and writing simultaneously, demonstrating word-processing commands as they complement the writing process. Finds that the computer helps students concentrate on their work and become independent writers.

English as a Second Language (ESL)


Discusses how creating a writing workshop atmosphere using computers in the ESL classroom improves the opportunities for integrating all language skills: listening, speaking, reading, and writing. Argues that by using word processing, students become highly engaged in writing and learning language, gain new sensitivity to the flexibility of language, appear more receptive to feedback concerning the need for revision and editing, and improve their overall writing and language ability.

Reviews specific word-processing programs to teach foreigners English language composition. Discusses advantages and disadvantages of such features as spelling checkers, prompting markers, and formatting programs. Presents suggestions for enhancing students' writing skills both with and without word-processing help.


Discusses the value of using a word processor and its features which help ESL students improve their writing, including student assessment, possible teaching methods, and possible learning activities.


Examines the state of the art of computer-assisted language learning (CALL) in instruction of English as a Second Language. Discusses computer roles in language learning, computers and the standard curriculum, computer requirements for different types of CALL (instructional, collaborative, and facilitative), the promise of CALL in the ESL curriculum, and the benefits offered by computer-assisted learning.
ERIC/RCS
Clearinghouse on Reading and Communication Skills

THE ERIC NETWORK
ERIC, the Educational Resources Information Center sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to do the following:

MAKE AVAILABLE hard-to-find educational materials, such as research reports, literature reviews, curriculum guides, conference papers, projects or program reviews, and government reports.

ANNOUNCE these materials in Resources in Education (RIE), a monthly journal containing abstracts of each item.

PUBLISH annotations of journal articles in Current Index to Journals in Education (CUE), a monthly guide to current educational periodicals.

PREPARE magnetic tapes (available by subscription) of the ERIC database (RIE and CUE) for computer retrieval.

CREATE products that analyze and synthesize educational information.

PROVIDE a question-answering service.

Most of the educational material announced in RIE may be seen on microfiche in one of the more than 700 educational institutions (college and university libraries; local, state, and federal agencies; and not-for-profit organizations) that have complete ERIC collections. It can also be purchased from the ERIC Document Reproduction Service (EDRS) on microfiche, a 4" x 6" microfilm card containing up to 96 pages of text; or paper copy, a photographically reproduced copy.

Journal articles announced in CUE are not available through ERIC, but can be obtained from a local library collection, from the publisher, or from University Microfilms International.

ERIC/RCS
Where would you go to find the following kinds of information?

Suggested activities and instructional materials to teach elementary school students listening skills.

Instruction in writing that focuses on the writing process.

A list of suggestions for parent involvement in reading instruction.

Your answer should include the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS). Each year ERIC/RCS helps thousands of people find useful information related to education in reading, English, journalism, theater, speech and mass communications. While we cannot meet every educational information need, anyone with a strong interest in or involvement with teaching communication skills should look to ERIC/RCS as a valuable resource.

The ERIC/RCS Clearinghouse is now located at Indiana University, in Bloomington, Indiana.

Write or call ERIC/RCS for the following information:

- How to submit material for inclusion in the ERIC database.
- How to conduct manual or computer searches of the ERIC database.
- Where to get an ERIC computer search.
- Which organizations and institutions near you have ERIC microfiche collections.
- To obtain a list of ERIC/RCS publications.

ERIC/RCS PUBLICATIONS
These publications represent a low-cost way to build your own personal educational library and are an excellent addition to a school professional library. They are the results of the clearinghouse's efforts to analyze and synthesize the literature of education into research reviews, state-of-the-art studies, interpretive reports on topics of current interest, and booklets presenting research and theory plus related practical activities for the classroom teacher.

ERIC/RCS FAST BIBS (Focused Access to Selected Topics): abstracts or annotations from 20-30 sources in the ERIC database.

ERIC/RCS NEWSLETTERS concerning clearinghouse activities and publications, featuring noteworthy articles for communication skills educators.
ERIC DIGESTS with information and references on topics of current interest.

ERIC/RCS SERVICES
As part of its effort to provide the latest information on education research and practice, ERIC/RCS offers the following services:

- Question-answering, a major clearinghouse priority along with processing documents and producing publications.
- ERIC orientation workshops at local, regional, and national levels, at cost.
- Multiple copies of ERIC/RCS no-cost publications for workshop distribution.
- Clearinghouse-sponsored sessions at professional meetings on timely topics in reading and communication skills.
- Customized computer searches of the ERIC database. (The charge for this service is $30 for the first 50 citations.)

ERIC COMPONENTS

ERIC Clearinghouse on Adult, Career, and Vocational Education
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Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

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610 East University Street
Ann Arbor, MI 48109-1259
(313) 764-9492

ERIC Clearinghouse on Educational Management
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Eugene, OR 97403-5207
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805 West Pennsylvania Avenue
Urbana, IL 61801-4897
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Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

ERIC Clearinghouse on Higher Education
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Suite 630
Washington, DC 20036-1183
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ERIC Clearinghouse on Information Resources
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150 Marshall Street
Syracuse, NY 13244-2340
(315) 443-3640

ERIC Clearinghouse for Junior Colleges
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Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564
(213) 825-3931

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
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Washington, DC 20037-0037
(202) 429-9551

ERIC Clearinghouse on Reading and Communication Skills
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

ERIC Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory
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P. O. Box 1348
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ERIC Clearinghouse for Science, Mathematics, and Environmental Education
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Columbus, OH 43212-1792
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Bloomington, IN 47408-2698
(812) 855-3838

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One Dupont Circle, N.W., Suite 610
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Washington Research Center
3333 K Street, N.W.
Washington, DC 20007-3541
(202) 342-5060

ERIC Clearinghouse on Urban Education
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Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998
(212) 678-3433

ERIC Processing and Reference Facility
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Information Systems Division
2440 Research Boulevard, Suite 400
Rockville, MD 20850-3238
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WOULD YOU LIKE EASY ACCESS TO EDUCATIONAL INFORMATION?

If you are involved in graduate studies, developing and evaluating programs or curricula, designing a new course or revamping an old one, writing a report, or any of countless other projects in the areas of reading, English, journalism, speech, or drama, then you already know how important it is to locate and use the most relevant and current resources. And if you have not been using ERIC, you have been missing a lot, simply because many resources in the ERIC database are not available anywhere else.

These resources cover all areas of education, including research reports, case studies, bibliographies, surveys, government reports, curriculum guides, teaching guides, program descriptions and evaluations, instructional materials, course descriptions, speeches, and conference reports.

Currently about 700,000 document abstracts and journal article annotations make up the ERIC database, which grows at the rate of approximately 30,000 entries per year. In order to make these resources more accessible to you, the ERIC Clearinghouse on Reading and Communication Skills offers a computerized database search service.

WHAT IS THE DIFFERENCE BETWEEN A COMPUTER SEARCH AND A MANUAL SEARCH?

The computer is much faster and far more efficient. Some highly complex searches that a computer can do in minutes would be virtually impossible for a person to do using the ERIC indexes Resources in Education and Current Index to Journals in Education. The computer offers the opportunity to search under several index terms at the same time.

HOW DOES A COMPUTER SEARCH WORK?

ERIC uses a coordinate indexing system, with each document indexed under as many as 12 index terms, or "descriptors." These descriptors identify the educational level and content areas of a document. A computer search involves combining the descriptors for the specific search question into a search statement, which is then entered into the computer. Those documents that meet the requirements of the search statement are retrieved.

WHAT DO I GET?

You receive a printout of ERIC references that include complete bibliographic citations, annotations of journal articles, and 150- to 250-word abstracts of documents on your topic.

WHAT DOES IT COST?

The minimum charge for a customized computer search is $30 for up to 50 journal citations and/or document abstracts, plus $.10 for each additional reference. This fee includes handling and mailing. You will be billed for the cost upon completion of the search.

HOW LONG DOES IT TAKE?

Generally, the time from our receipt of your request to your receipt of the printout is two weeks.

WHAT DO I HAVE TO DO?

No prior knowledge of computer or computer searching is necessary. A member of our staff can help you define your search question. Our knowledge of the ERIC database, especially in the areas of reading and the other English language arts, can be an important aid in developing a successful search.

If you would like our clearinghouse to run a computer search on a topic of your choice, fill out and return the attached order form. If your question needs further clarification, a member of our staff will call you before conducting the search.
COMPUTER SEARCH SERVICE ORDER FORM

Name ____________________________________________

Position ____________________________________________

Organization ____________________________________________

Street ____________________________________________

City ____________________________ State ____________

Zip ____________________________________________ Phone ____________________________________________

Purpose of search:

Education level ____________________________________________

Format (circle one):

- Research reports
- Practical applications
- Both

- Journal citations only
- Document abstracts only
- Both

Known authority in field (if any) ____________________________________________

Possible key words or phrases:

Restrictions: Year(s) ____________________________________________

Monetary ____________________________________________

Statement of search question:
Searching ERIC in Print

ERIC (the Educational Resources Information Center) is an information resource designed to make educational literature easily accessible through two monthly bibliographic publications: Resources in Education (RIE) and Current Index to Journals in Education (CUE). By following the steps below, individuals can quickly locate literature for their specific educational information needs.

1. **Phrase Your Question as Precisely as Possible.** Then list the key concepts of that question in as few words or phrases as possible.

2. **See If Your Indexing Terms Are Listed in the Thesaurus of ERIC Descriptors.** If they are listed, look for other descriptors that come close to matching your terms. To help you in this procedure, most descriptors are listed with a display of cross-references to other descriptors, including narrower terms (NT); broader terms (BT); and related terms (RT) within the same area of classification.

3. **Go to the Subject Index Sections of the Monthly, Semiannual, or Annual Issues of RIE.** Read the titles listed under the descriptors you have chosen and note the six-digit ED (ERIC Document) numbers for those documents that seem appropriate for your information needs.

4. **Locate and Read the Abstracts of These Documents in the Main Entry Sections of the Monthly RIEs.** Main entries are listed consecutively by ED number.

5. **To Find the Complete Text of the Document, First Examine the Abstract to See If It Has an EDRS Price.** If it does, the document is available both in ERIC microfiche collections (which are owned by 500 libraries nationwide) and through the EDRS Document Reproduction Service in Virginia. EDRS ordering information is given in the back of every RIE. If the document is not available through EDRS, it is due to copyright restrictions placed on the document by its author or publisher. In these cases, ordering information will be given in the document abstract in a note labeled "available from."

6. **If You Have Trouble With Your Search (e.g., the documents are not exactly what you want or you find no documents), return to steps one and two, checking your search terms. You also may want to ask your librarian for assistance in identifying descriptors.**

If you want to expand your search to include journal articles, use CUE in addition to RIE. Remember, however, that copies of journal articles are not available from EDRS. If you want to read the complete article, you must obtain the journal from a local library, the publisher, or University Microfilms International.

**A.** A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

**B.** The teacher checks that term in the ERIC Thesaurus at a nearby university library and finds it listed.

**C.** Selecting one of the library's volumes of RIE, in this case the January-June 1988 semiannual index, the teacher finds the following documents in the subject index:

**Writing Readiness**

- Children's Names: Landmarks for Literacy?  ED 290 171
- Integrating Reading and Writing Instruction at the Primary level.  ED 286 158
- Sister and Brother Writing Interplay.  ED 285 176
- Writing Begins at Home: Preparing Children for Writing before They Go to School.  ED 285 207

**D.** ED 285 207 Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of RIE. "January 1988" in the document resume section:

ED 285 207  CS 210 790

Clay, Marie

Writing Begins at Home: Preparing Children for Writing before They Go to School.

Pub Date 87
Note 64p.
Available from Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type Books (010) - Guides - Non-Classroom (055)
Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other RIE documents to review from other volumes of the RIE index, or check C1JE for journal articles on writing readiness.

KEYS TO USING ERIC

Thesaurus of ERIC Descriptors

The ERIC Thesaurus is the key to a search of the ERIC database, with approximately 10,000 terms and cross-references in the fields of education. Scope notes serve as definitions for most descriptors. Each document in the ERIC system is assigned several descriptors from the Thesaurus that indicate the essential content of the document. Once you have familiarized yourself with ERIC's descriptors and the Thesaurus, you have put thousands of pages of educational materials at your fingertips.

Resources in Education (RIE)

This publication prints the abstracts of documents processed and indexed for the ERIC system. About 1000 abstracts from ERIC Clearinghouses appear each month, arranged by ED number in the main entry section of RIE. In addition to the main entry section, each volume of RIE contains three indexes. Document titles are listed by subject (descriptor term), author, and institution. Unless otherwise noted, copies of documents abstracted in RIE are available from the ERIC Document Reproduction Service.

Current Index to Journals in Education (C1JE)

This ERIC publication directs you to educational articles from over 800 educational journals. Annotations describing over 1400 articles each month are arranged in the main entry section of C1JE according to EJ (ERIC Journal) number and are listed in subject, author, and journal indexes. Copies of journal articles annotated in C1JE are not available from the ERIC Document Reproduction Service but may be obtained from local library collections, from the publisher, or (first cases) from University Microfilms International.

Semiannual and annual issues of RIE and C1JE consolidate the monthly subject, author, and institution indexes.

COMPUTER SEARCHES

Over 900 organizations across the nation, including the individual ERIC Clearinghouses, provide computerized searches of the ERIC database. The search strategy—selecting the key descriptors and scanning the documents under those subject headings—is the same as for manual searching. The differences are in time and cost. When you search by computer, you can combine several terms instantaneously for any or all issues of RIE/C1JE; in effect, you thumb through more than 200 issues of RIE at once. Costs for these services vary; while some institutions offer computer searches at no cost to in-state educators, others may charge from $5 to $300, depending upon the complexity and depth of the search or the kind of feedback requested. Our Clearinghouse can assist you in developing computer search strategy, and can provide information about computer search facilities near you. No prior knowledge of computers or computer searching is necessary.

CUSTOMIZED SEARCHES AVAILABLE

Customized computer searches of the ERIC database will be performed for you by the ERIC/RCS Clearinghouse, if you wish. The charge for this service is $30 for the first 50 citations. If your search problem does not fall within the scope of ERIC/RCS, we will refer your question to one of the other Clearinghouses in the ERIC System, or help you contact the appropriate Clearinghouse directly.
WHY NOT SEND YOUR MATERIAL TO ERIC/RCS?
The ERIC system is always looking for high-quality educational documents to announce in Resources in Education (RIE), ERIC's monthly index of document abstracts. ERIC, Educational Resources Information Center, sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to make available hard-to-find educational materials (such as research reports, literature reviews, conference papers, curriculum guides, and other resource information). Through a network of clearinghouses, each of which focuses on a specific field in education, materials are acquired, evaluated, cataloged, indexed, abstracted, and announced in RIE.

The Clearinghouse on Reading and Communication Skills is responsible for educational materials and information related to research, instruction, and personnel preparation in such areas as English language arts, reading, composition, literature, journalism, speech communication, theater and drama, and the mass media.

ERIC relieves you of the need to maintain copies of your materials for distribution to people or organizations requesting them, since documents can be ordered individually in both microfiche and paper copy formats from the ERIC Document Reproduction Service (EDRS) in Springfield, Virginia.

Dissemination through ERIC provides a wide audience for your materials since there are more than 700 ERIC microfiche collections throughout the world. In addition, your material can be retrieved at more than 450 locations that provide computer searches of the ERIC database.

Because your documents are permanently indexed in RIE and on computer tape, ERIC serves an archival function as well as keeping users informed of current theories and practices.

We depend on our network of volunteer contributors to accomplish our goal of making information readily available to the educational community and to the general public.

HOW TO SUBMIT YOUR MATERIAL
Please follow the guidelines listed below for preparation of documents. Send two clean, dark-print copies, at least six pages in length, either in original or photocopied form to Coordinator of Documents, ERIC/RCS, 2805 East Tenth Street, Smith Research Center, Suite 150, Bloomington, Indiana 47408-2698.

Document Preparation. The following guidelines are designed to ensure that documents will be legible on microfiche and that readable copies will be available to ERIC users:

- Standard 8 1/2" x 11" white or light-tinted paper is preferred.
- Double-spaced pages printed on a laser printer or typed on a standard typewriter (pica or elite) photograph best. Dark-print dot-matrix computer printouts are acceptable.
- Letters and line drawings must be unbroken and as black as possible. Very small or finely drawn letters, as well as photographs and edited copy, will not reproduce well.
- Purple dittoes and most colored pages will not photograph clearly.

WHAT HAPPENS NEXT...
To ensure its usefulness to the educational community, each document submitted is evaluated for quality and significance by one of approximately 200 specialists from various universities and the following professional organizations:

- International Reading Association; Western College Reading Association; College Reading Association; National Reading Conference; National Central Reading Association; National Council of Teachers of English; Conference on College Composition and
Communication; Association for Education in Journalism and Mass Communication; Journalism Education Association; and Speech Communication Association.

If your document is approved by the reviewers, it will be indexed and an abstract of it will appear in RIE in approximately three to four months. At the time of issue you will be sent a complimentary microfiche of your material.

If you would like to know the disposition of your document please include a stamped, self-addressed envelope.

The inclusion of your document in the ERIC database in no way affects your copyright or your right to submit it for publication elsewhere. Your document will not be edited but will appear in its entirety.
How do you meet the challenge when they mainstream LD, ESL, and other special students into your classroom?

A teacher with fresh ideas, solid lesson plans, and high energy, has got the right stuff.

Here are two books that give you the right stuff to meet the needs of your special students.

**Working with Special Students in English/Language Arts**, by Sharon Sorenson, lays out in clear and specific detail methods that work with mainstreamed learning-disabled students and students for whom English is a second language.

- how to organize your classroom to include special students
- how to use computers with LD and ESL students
- how to adapt your instruction to their needs
- how to organize your instructional media
- how to evaluate special students
- reading and writing for special students

*Working with Special Students in English/Language Arts* is a set of precision instruments for working on a delicate problem. The more than 30 lesson plans include these:

- "Whole Language and ESL Instruction"
- "Outlining for Mainstreamed Students"
- "Guidelines for Bilingual Education"
- "Teaching Punctuation to Special Students"

Sorenson's *Working with Special Students in English/Language Arts* relieves the new teacher's anxiety over meeting mainstreamed students for the first time, and supplies experienced teachers of special students with an extensive collection of new ideas and workable lesson plans.

**Remedial Reading for Elementary School Students**, by Carolyn Smith McGowen, will make you the teacher whom a grateful child remembers forever as the one who made the difference.

Individual lesson plans in *Remedial Reading for Elementary School Students* enable you to teach those students whose "frame of mind" does not make them natural readers.

- For the visual child who learns to read by looking at pictures, use "Critical Reading: Drawing Pictures from Directions."
- For the spatial child whose natural acting talent can help teach reading skills, use "Reading Motivation: Dramatizing Stories with Puppets"
- For the intrapersonal child holding perpetual conversation with him- or herself, use "Story Structure: Use Your Imagination"
- For the logical child whose mind likes puzzles, use "Spelling: Word Scramble"
- For the interpersonal child who is a people person, use "Cooperative Team Reading"

*Remedial Reading for Elementary School Students* is full of bright ideas for lively reading classes.

- Play games to teach reading
- Build comprehension ability
- Sharpen reading skills
- Discover critical thinking
- Share the joy of literature
Both Remedial Reading for Elementary School Students and Working with Special Students in English/Language Arts are TRIED volumes.

TRIED—Teaching Resources In the ERIC Database—volumes contain a series of lesson plans specially selected from among the nearly one million entries in the ERIC database, and expertly redesigned for effective teaching and learning. One good way to manage the information explosion, a TRIED volume saves you time, keeps you professionally up-to-speed, and puts a staff of experts at your disposal.

TRIED lessons are organized for ease of application:

- brief description
- objectives
- materials needed
- procedures
- source reference in the ERIC database
- supplementary comments
- results/benefits
- space for your own notes and comments

Each TRIED volume contains an activities chart covering all the lessons, and an annotated bibliography from the ERIC database providing further resources.

TRIED volumes are $12.95 each.

Reading Specialists and Directors of Reading Programs, please take note! A special price is available on quantity orders. For a complete list of titles in the TRIED series, either use the order form or call ERIC/RCS User Services at 812/855-5847.

ANOTHER TRIED FOR TEACHERS OF SPECIAL STUDENTS

Reading Strategies for the Primary Grades, by Kim & Claudia Katz

Kim and Claudia Katz are a Chapter 1 director and a Chapter 1 teacher. While their book was not written primarily with “special students especially in mind, they are experienced teachers of beginning readers who need extra help to get started. You will find their book of reading strategies—another in ERIC’s TRIED series—full of ideas that you can use with your special readers and writers.

The Katzes’ book enables teachers to accomplish a prime goal of elementary school: making certain of basic literacy. A storehouse of clever ideas—using rhymes, pictures, and students’ experiences to begin reading and writing & to build vocabulary and comprehension; story, poem, and semantic mapping; family stories, response logs, oral reading, Whole Language, and much more.
Peer Tutoring Works Especially with Special Students.

*Peer Teaching and Collaborative Learning in the Language Arts*, by Elizabeth McAllister, will come as a great relief to many teachers. McAllister puts together two strategies, peer teaching and collaborative learning, in a novel way that holds the promise of success for any classroom. Much of the research scholarship on peer teaching and collaborative learning upon which McAllister has drawn was developed in "Special Ed." contexts for students with a variety of learning handicaps.

McAllister starts off by telling a story about "a friend of mine"—a school teacher who had just concluded a "frustrating year with 28 first-graders who had a wide range of abilities with few available sources and no teacher's aides." McAllister's friend (one begins to suspect that it is McAllister herself) used summer vacation to immerse herself in a summer of study in her field. By reading the research, she discovered that "children, even very young children, can think, can study and learn, without the droning mediocrity of round-robin reading."

Emboldened by radical discovery, this "brave woman," gratified by her principal's enthusiastic support, reorganized her physical classroom away from "the old rows of desks, and gone with them was the mindset of sameness." When the kids came back in September, they found that "as the room was restructured, so also was the curriculum." This formerly frustrated teacher had, through a one-woman peer-tutoring revolution, set herself free from the ho-hum of the traditional classroom.

In six different scenarios, McAllister details with narrative vividness how to set up classes at different age and grade levels so that the students can teach and tutor one another. Older students can tutor younger ones, more advanced students can teach the less accomplished, and equals can help each other. Peer tutoring works well in a single classroom or throughout the whole department or school. With the help of half the class helping the other half learn, the teacher is free to work on the problems that are too big for the kids themselves to solve.

McAllister defines peer teaching/peer tutoring, gives a brief history of the method, and ties this together with a discussion of the theory and economics of cooperative learning. She describes four ways of organizing a peer program, and she offers suggestions on how to train the tutors and design tutoring lessons. Further, she explains how to evaluate the effects of a program in cooperative learning. McAllister reviews the research on peer tutoring, both past and in-progress, and supplies a bibliography, including some of the books and articles that, no doubt, her "friend" read that revolutionary summer.

McAllister's book comes equipped with sample evaluation and accomplishment forms, and is delightfully illustrated with an "Indiana Jones" map of peer-tutorial progress (photocopiable for student use). Adventurers in collaborative learning make progress over the "Foothills of Effort" through the "Forest of Imagination" under the "Caves of Curiosity" right on up to the "Gateway to Enlightenment," behind which stands the "Castle of Knowledge," its banners flying.

Roger Farr, Director of the Center for Reading and Language Studies at Indiana University, praises McAllister's combination of cooperative learning with peer instruction because she both "tells how to do things" and "explains the principles behind the practices." He also comments that her summation of the method reflects what "researchers and teachers have shown to be successful over and over."

$12.95; copublished by ERIC/RCS and the Center for Reading and Language Studies, Indiana University at Bloomington
**Order Form**

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Subtotal

Minimum order $5.00

Plus Postage and Handling

TOTAL Purchase

**method of payment:**
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[ ] cardholder ______________________ [ ] card no. ______________________ [ ] expiration date ______________________

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**Order Form**

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Dyslexic Students

Some students exhibit symptoms of a particular reading disability or syndrome called dyslexia. These students have specific difficulties in learning to read; many also have problems with writing, spelling, and working with numbers. *FAST Bib No. 37, Strategies to Help Dyslexic Students,* was compiled by Michael Shermis. It is divided into three sections: Overview, Instructional Strategies, and Research.

At-Risk Students

Students who are at risk of failure—sometimes for reasons that have more to do with the home or school environment than with lack of ability—present a special challenge to educators. In many cases, appropriate intervention can prevent failure and its attendant consequences for the student’s self-concept. Jerry Johns and Joann Desmond have assembled a bibliography entitled *At-Risk Students in Reading.* Several resources refer specifically to Reading Recovery Programs; others discuss the importance of early intervention, to make later remediation unnecessary.

Grouping for Reading Instruction

For many years, the standard practice in reading classrooms was to have three (or more) reading groups with whom the teacher met in rotation. Often they were called by names that left little doubt about the readers’ ranks: “Cardinals,” “Robins,” and “Buzzards.” Over the past few years, this practice has been challenged, and across the country a variety of techniques for reading instruction are being tried. One of the annotated bibliographies in this collection (*FAST Bib No. 21, Ability Grouping in Reading Instruction: Research and Alternatives,* by Mary Morgan) contains a list of some of the papers describing research in this area, and also those discussing alternatives to long-term ability grouping—e.g., short-term instructional groupings and other arrangements. Another bibliography is a collection of sources whose authors discuss cooperative learning as a method of developing reading skills (*Cooperative Learning and Reading,* by Jerry Johns, Carol J. Fuhler, and Claudia M. Furman, *FAST Bib No. 58).* One section is devoted to “Special Populations.”

Reading Aloud to Students

Recent research has underscored the importance of what many parents and teachers have been doing with young children for a long time—reading aloud and talking about the stories being read and listened to. People are now realizing that reading aloud is beneficial for older students as well, even those who read well on their own. Even grownups enjoy being read to! Teachers, as well as parents, are being encouraged to read aloud. It’s a good idea for children to read aloud to other children and to their parents, too.

Developing positive attitudes toward reading is just one of the benefits of reading aloud. It also provides opportunities for teachers and parents to introduce students to literature that they might not read for themselves, and it encourages language and vocabulary development. Discussions often arise quite naturally from the shared experience of hearing a passage, or an entire book, read aloud. Reading aloud can also provide a stimulus for writing and further silent reading. An annotated bibliography on this topic is part of this collection (*FAST Bib No. 49, Reading Aloud to Students,* by Jerry Johns and Joelle Schlesinger).

Family Involvement

Parents, we all know, play an extremely important role in their children’s education. While this is true for all students, it may be particularly true in the case of special students, who often need extra encouragement. School districts, recognizing the important role that parents play, generally make special arrangements so that parents will be included in the formulation of individualized educational plans for their children.

Many books provide suggestions for parents: lists of books (for reading aloud or recommending to children and adolescents), community resources, and activities to undertake with children and adolescents. However, many of the parents most in need of this information do not consult books available in bookstores or the public library. A series of booklets for parents, published and distributed cooperatively by ERIC/RCS and the International Reading Association, is a fund of information in an easy-to-read, user-friendly format. (See the list below for titles of interest.)