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## Ten Second Reviews

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# TEN SECOND REVIEWS



Winter '77

Allington, Richard L., "A Note on the Jordan Left-Right Reversal Test," *Academic Therapy*, (Summer 1976) 11:409-414.

This article of evaluation and criticism would not be as informative and educational as it is, if it were not for the fact that the author of the Left-Right Reversal test, Brian T. Jordan, were not present in the next article to defend his work. Allington, who is known to regular readers of RH, has helped all reading professionals take a close look at reversals and the problems inherent in measuring and interpreting results in diagnosis.

Bradley, John Michael, "Using Readability to Improve the Content Validity of Informal Placement Tests," *Reading Improvement*, (Fall 1976) 13:182-191.

The author did a comprehensive study of the amount of variation within and between basal readers and workbooks. He found much disagreement between readability levels and publishers' designated reading levels. The article includes names of series and variance ranges found.

Chall, Jeanne S., *Reading and Development*, International Reading Association, 800 Barksdale Road, Newark, Delaware, 19711, 20 pps.

The booklet is a printed form of a keynote address, given at the opening of the twentieth annual IRA convention in New York, brings up some important questions about the state of reading and the progress made in reading education. Doctor Chall's talk is essentially a plea for less specificity in testing and diagnosis, and for more flexibility in the relationship of teacher to student. The report on the state of reading is optimistic and positive.

Carver, Ronald P., "Word Length, Prose Difficulty, and Reading Rate," *Journal of Reading Behavior*, (Summer 1976) 8:193-203.

Students tend to read materials at a rate which is influenced by the level it is written for and by the reasons for reading. Carver's study seems to refute the idea that reading rate rests mainly on difficulty which is measured by word length and sentence length.

Dyrli, Odvard Egil, "Programmed Piaget," *Learning*, (October 1976) 5: 78-86.

Because important principles expressed by Piaget have been misunderstood and/or misapplied in schools, the author has adapted a chapter of his new book *Implementing Intellectual Development Assessments* to help readers take a fresh look at the stages of mental growth.

Frederick, E. Coston, "The Peripatetic Professor Learns," *Journal of Reading*, (October 1976) 20:9-13.

Often, a single sentence or line will stand out in an article as a gem of wisdom. This article has several such lines, being a frank account of a teacher's hitchhiking trip to Alaska. Chance acquaintances' reflections on their impressions of the good that teachers do are worth thinking about.

Ganier, Ann S., "The Post Oral Reading Cloze Test: Does It Really Work?" *Reading World* (October 1976) 16:21-27.

A variation of the cloze test is described here as useful in measuring student comprehension of material, after tests which compared the conventional cloze procedure to a cloze test administered after oral reading of the passage. While the results are not of immediate use to the classroom teacher, the ideas generated by the research are most stimulating.

Hall, Mary Anne, "Prereading Instruction: Teach for the Task," *The Reading Teacher*, (October 1976) 30:7-9.

Because the prereading activities are so important to the development of concepts and skills which lead to reading, this author suggests involving print in the foundation work with children. Citing convincing evidence in the literature, Hall points out many advantages and benefits to be gained through the use of letters and words in readiness activities.

Heath, Earl J., Patricia Cook, and Nancy O'Dell, "Eye Exercises and Reading Efficiency," *Academic Therapy*, (Summer 1976) 11:435-445.

While most experts agree that "smooth, coordinated ocular-motor control" and the achievement of efficient reading are related, they do not agree on the theory that eye movement drills lead to better reading. This article concludes that use of the "Bender facilitation exercise program" yields convincing evidence of greater skills and efficiency in reading.

Heinrich, June Sark, "Elementary Oral Reading: Methods and Materials," *The Reading Teacher* (October 1976) 30:10-15.

While accepting the school's major goal of producing independent silent readers, the author argues in favor of teaching good oral reading in elementary grades. This cogent article includes a list of sources for oral reading instruction, as well as many suggestions for application.

Hill, Charles H., and Linda J. Gattis, "Teaching the Restless Ones," *Reading World*, (October 1976) 16:28-34.

A capable writer working in the area of special education gives the reader a bonus. The article, written with facility and acumen, deals with that area of remedial work we call hyperactivity and its accompanying difficulty, inattention. Besides dispelling some mistaken ideas many teachers tend to have about hyperactivity, the article offers a few truly original and practical thoughts on how teachers should regard these students who cannot pay attention.

Kaufman, Maurice, "The Oral Reading Sample in Reading Diagnosis," *Reading World*, (October 1976) 16:39-47.

This scholarly paper takes note of the questions which have been raised regarding the usefulness of oral reading for purposes of diagnosis, and proposes procedures by which diagnosis of word analysis needs can be accomplished.

Lamme, Linda Leonard, "Are Reading Habits and Abilities Related?," *The Reading Teacher*, (October 1976), 30:21-27.

Lamme refutes the assumption that good readers are avid readers, and shows that we know little about students who score high on reading ability tests. She further suggests that we have been so busy teaching reading skills that we have neglected our obligation to encourage free reading among our students.

Marzano, Robert, Donna J. Barbar, Nan Breen, Colleen Larson, Sheryl Larson, and Patricia Tilton, "Sound Discrimination and Reading Comprehension in Middle School," *Journal of Reading*, (October 1976) 20:34-36.

The results of this study indicate a definite relationship between auditory discrimination and reading achievement. The authors suggest more emphasis and care in reviewing vowel sounds with middle school students.

McWilliams, Lana, and Perry McWilliams, "What are Reading Teachers Doing to Their Students' Personalities?," *Reading Improvement*, (Fall 1976) 13:174-179.

All reading teachers share a common concern for the welfare and growth of students in their charge under atypical school conditions. In this article, the research centers around the effects of one-to-one teaching in reference to student self-confidence and perceived ability to control forces which affect one's life. Conclusions imply some need to re-examine our remedial programs and teaching strategies.

Pýrczak, Fred, "Reducing Reading Illiteracy by Improving Reading Materials," *Reading Improvement*, (Fall 1976) 13:159-162.

In this article, the author examines the assumption that publishers have made "everyday reading materials as readable as possible." His findings do not support the assumption. His recommendation is that many companies would benefit greatly if they re-wrote materials (contracts, directions, etc.) so they might be more easily understood by more people.

Shender, Karen Joseph, "Bilingual Ed," *Learning*, (October 1976) 5:32-41.

Shender's article is comprehensive, and is especially helpful for readers who want to know more about the history and development of programs for students who come from other than the Anglo tradition and language. The author includes much factual data and addresses of agencies from which resource material may be obtained.

Shuman, R. Baird, "Open-ended Stories and Basic Reading Skills," *Journal of Reading*, (October 1976) 20:18-22.

The author, one of the feature writers in RH, suggests ways to entice even the most severely handicapped students to attempt the thinking and reading that accompanies carrying unfinished stories to some conclusion. Shuman goes into detail to demonstrate the versatility and high yield benefits of the technique.