

COMPREHENSION: ORAL VERSUS SILENT READING  
WITH SECOND GRADE STUDENTS,

MASTER'S PROJECT

Submitted to the School of Education,  
University of Dayton, in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

by

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## CHAPTER I

### INTRODUCTION

One of the most significant aspects concerning reading is the ability of students to comprehend what they read. Bloom (1976, p. 48) states that reading comprehension learned in grades one to six is likely to influence much of the later learning in school and college, because most of the learning materials used in school require reading. Reading crosses all areas of one's life. Filling out job applications, ordering food from menus, taking history, math, science, and other tests, assembling toys, lawnmowers, and other merchandise, reading a bus schedule, following a recipe, and other everyday activities, makes it mandatory to comprehend in order to be successful and have a sense of accomplishment. Since it is not practical to read and explain all forms of printed materials (newspapers, books, magazines, cartoons, etc.) to children, we as teachers must prepare our students with comprehension skills.

### Student's Interest

The interest in the study of oral reading versus silent reading in relation to comprehension had been stimulated by the Silver Burdett Ginn basal readers and the emphasis the series placed on oral reading compared to silent reading. The goal is to identify the best method of learning for students, and to discover which technique, oral or silent reading, is best for improving student's comprehension. Is there any difference at all between oral and silent reading for comprehension? If so, what are the differences, and how significant are they?

### Statement of the Problem

The purpose of this study is to determine which approach is more effective to the teaching of second grade reading comprehension, oral or silent reading.

### Research Question

To what extent does oral reading improve comprehension compared to silent reading?

### Null Hypothesis

There will be no significant difference in scores using oral and silent reading to teach reading comprehension.

### Scope of the Project

The study was carried out in a second grade class in the Dayton Public School District at Ruskin Elementary.

### Definition of Terms

Oral Reading is guided reading in which each student takes a turn reading a small portion aloud to his or her reading group while the other students follow along silently.

Silent Reading is students reading silently to find specific information in a passage. Occasionally a child will be required to read a certain page for enjoyment.

Round Robin Reading is the practice of having students take turns reading from the textbook.

### Limitations

Some factors that may or may not impose limitations are: inner city students, male/female ratio, racial makeup, age, physical health of students (vision, hearing, dyslexia, drugs, hyperactivity, illness, attention deficit disorder), acoustics of the room, temperature, distractions (announcements, traffic on McClure), discipline problems, transient students, class size, attendance, academic level of students, reading series, and test used.

## CHAPTER II

### REVIEW OF LITERATURE

There is a controversy in the literature regarding oral and silent reading comprehension. At one point, educational researchers and theorists have been in general agreement that classroom teachers should emphasize more silent reading and less oral reading (Durkin, 1970). It was thought that silent reading facilitated comprehension better than oral reading.

In Jones' (1932) study, comprehension in oral and silent reading varied with the individual; some pupils comprehended better while reading silently while others comprehended better when reading orally. There was a greater number whose comprehension was higher when reading silently. Jones felt that one of the advantages of silent reading was the acquisition of speed.

Lynch (1988) compared listening, silent, and round robin reading. Lynch found round robin reading by itself inhibited reading comprehension. He felt round robin



reading was one of the most common practices that was criticized by professional reading experts. The study found clear evidence that reading comprehension performance declines from listening to silent reading to round robin reading. In other words, silent reading was superior to round robin reading.

In Bernhardt's (1983) study, silent reading significantly enhanced comprehension for all students regardless of their German language abilities. One reason was that students could focus their metacognitive capacities on the message in the text, rather than on how the words were pronounced. Pronunciation is a big reason why these studies preferred silent reading over oral reading. Durkin (1970, p. 187) described the good silent reader as, "one who translates written words into some type of communication without pronouncing the words, even at a mental or subvocal level."

Hall (1983) stated that children who cannot read a textbook, those whose learning style is more auditory than visual, and those who have difficulty paying attention to their study tasks would gain benefits from oral reading. The author discussed how round robin reading, used with certain criteria, could improve oral reading comprehension.

Finch (1980) found round robin oral reading would not improve reading skills or the learning of social studies. He felt that it was time for this "robin" to be as extinct

as the dodo bird. Oral reading was recommended in social studies with certain guidelines.

In Rowell (1976), oral reading comprehension was found to be significantly higher than silent reading comprehension for urban and suburban students. Rural students showed no difference between oral and silent reading comprehension.

Some authors broke the reading groups up into ability levels. Fuchs and Maxwell (1988), McConaughy (1985), Miller and Smith (1985), and Swalm (1973) discovered that oral reading was the dominant reading modality for low achieving readers (Level L). Silent reading was superior to oral reading comprehension for average achieving students (Level M). Oral and silent reading comprehension were equal for high achieving readers (Level H).

Many studies have found no significant difference between oral and silent reading comprehension (Holmes, 1985; Juel and Holmes, 1981; Allen, 1985; Salasoo, 1986; Pick, 1979). Cheyney (1984) found teaching with the newspaper lent itself to oral and silent reading. In some ways, it was more beneficial to use both methods in either a group or individual setting.

In the studies dealing with recall, there seemed to be no difference between oral and silent reading. Boys recall after silent reading was very low, while girls results with silent reading was acceptable, but still below those of oral reading (Gold, 1983; Johnson, 1982).

Shrimp (1978) recommended that the oral method be used with the slower students and the silent method be used with the better students. This way, the better students were not held back by waiting for others to read orally. Black's (1987) study found that the students who read silently became upset because they would rather read aloud to the reading group. She found an increase in comprehension when students read orally rather than silently.

Strickland (1979) used an uninterrupted, sustained silent reading time to see if six month's growth could be obtained in comprehension. The students flourished. Children read books that interested them. The silent reading achieved and exceeded the expected growth.

McClaran's (1986) study with Chapter I students concluded that all children made progress reading aloud daily no matter what group they were in. None of the children regressed while comprehension and vocabulary increased.

Bryant (1984) discovered that frequent oral reading for slower third grade students increased their oral reading speed and comprehension.

Walcott, Lamport, and McCracken (1974) argued that group reading does not provide a group experience. It was through meaning that the student came to feel how a good sentence was formed. The authors believed choral reading was a good way to accomplish this.

Even though there is much literature comparing oral and silent reading, there is still no consensus on which method is better. The results will help in future instruction and hopefully help other teachers as well.

## CHAPTER III

### METHODOLOGY

#### Procedure

This project was conducted in the Dayton Public School District, which consists of five high schools, eight middle schools, and 35 elementary schools. The population count for students K-12 and special education is 26,695.

The project was conducted from September 14, 1992 to November 14, 1992 in a second grade class at Ruskin Elementary. Ruskin, an inner city school, serves 670 students, most of which come from a low socio-economic background, with 449 students eligible for free lunches and 50 students for reduced lunches. The rest either pack lunch or pay full price.

The students were being studied to determine the effect of oral reading versus silent reading for comprehension. All vocabulary and word analysis skills were taught in the same method to both groups.

The second grade class had 12 boys and 12 girls. The class was almost racially balanced with 13 whites and 11 blacks.

The Silver Burdett Ginn reading series was selected because its whole language approach to reading prompted this research. There are 14 levels a student may complete by the eighth grade. For this project Level 4, Make A Wish, Level 5, A New Day, and Level 6, Garden Gates were used.

The Comprehensive Based Education Test (CBE test) Level A was administered as a pretest and Level B as a midtest. A CBE test Level C was developed as a posttest from Levels A and B.

The class was divided into two reading groups based on the students' reading ability. Group B, the higher reading group, was composed of 14 students and used the Level 5 and Level 6 readers. Group A, the lower reading group, was composed of 10 students and used the Level 4 reader. Group B read silently and Group A read orally for about thirty minutes, two or three times a week.

The reading groups met daily with the teacher for reading lessons. The areas in comprehension that were covered were recall of details, sequence of events, identify the main idea, anticipate or predict outcomes, draw conclusions, make judgments, and follow written directions.

The following procedures were taught in both groups. The first objective was for groups A and B to become

familiar with the textbook. The students were given time to look through their textbook, examine pictures, and look at the various stories they would be reading. Students were shown the glossary and given time to glance through it. The table of contents was located and students were then asked teacher directed questions pertaining to what they saw in the textbook. Examples of questions:

What is the title of our book? (A New Day, Make a Wish).

What do you see on the cover? (Racoons on a flying carpet for Make a Wish. Big sunflowers with happy faces in a garden for A New Day.)

The second session was used to teach reading skills and introduce vocabulary words before the story was read. Group A worked on distinguishing between reality and fantasy using a teaching chart to facilitate the lessons. Students read together such sentences as:

The pig said, "Stop!" to the big yellow dog. (Fantasy)

The dog walked and wagged his tail. (Reality)

With the students' eyes closed, thumbs went up if the sentence was something that could happen (reality), and down if the sentence could not happen (fantasy).

Group A also worked on the vowel digraphs ai, ay, /a/ as in wait, stay. The teacher used a teaching chart. The

children sounded out words and completed sentence with the long "a" sound. For example:

rain play pain day grain stay plain gray way

1. My cat is not yellow and orange. She is \_\_\_\_\_ gray (plain).
2. She likes to \_\_\_\_\_ outside all \_\_\_\_\_ (stay, day).
3. She even stays outside in the \_\_\_\_\_ and gets wet (rain).

Group B worked on compound words. The teacher had the children throw two fingers up and rub them together to emphasize that compound words are two words put together to make one. The children read compound words from the teaching chart. For example:

rainbow bathtub seesaw everyone outside  
toothache corncob pocketbook birthday lemonade  
butterfly

1. Farmer Lee gave the pigs fish and a \_\_\_\_\_ to eat (corncob).
2. One pig did not eat. He had a \_\_\_\_\_ (toothache).

This is the process used all the way through the project. Work on different skills, go over vocabulary words, and read the story in the manner designated for each group.

Both groups then worked on vocabulary words. Students would take turns figuring out words through decoding or sight. The whole group would then say the word and read the



sentence that has the word in it to gain meaning. For example:

1. farm

You can have fun on a farm.

2. cows

The cows wait for morning.

3. calf

They watch the calf play in the sun.

Words that were unfamiliar to the students were found in their glossary and the students read the definition of that word. Students were asked to use the vocabulary word in a sentence to show that they understood the meaning of the word.

The teacher gave instructions for reading to each separate group in the following manner. For the first four weeks, group A read orally. The round robin reading approach was used. Students discussed the title of the story and what it meant to them. After having discussed the story title and the author, students were ready to read. After reading a page, questions were asked concerning that page. Students were chosen randomly to answer questions that the teacher asked. These questions helped with the comprehension workbook page that was given at the end of the story.

Sample questions asked in the story A Morning in Fall, from Make a Wish, are listed below.

How did the farm look in the morning? (recall details).  
Which animals were awake in the morning? (recall,  
retelling a story).

What was this page about? (main idea).

What happened first in the story? (sequence of  
events).

How do you think the story will end? (predictions and  
drawing conclusions).

Students were given a workbook page to test  
comprehension when the story was finished. The directions  
were read orally by the students. Five words were given to  
complete sentences about the story (example, Appendix.).  
Students proceeded to get to work independently. The  
teacher kept results of each comprehension page for personal  
reference.

For the first four weeks group B read silently to  
themselves in their reading group. Before each story,  
students were given vocabulary words following the procedure  
outlined above. After having instruction in this area,  
group B discussed the story title, what it meant to them,  
and what an author is. Students were directed to read  
silently. After having a sufficient amount of time to read  
the page, the teacher asked questions referring to the page  
that was read. The students were chosen randomly to answer  
questions orally, then the process was repeated for each  
page.

On completion of the story, the comprehension workbook page was given. The students read the directions orally. Five words were given that the students had to use to complete sentences about the story. Students completed the work individually at their seats.

At the end of the four weeks, the groups were switched. Group A became the silent reading group and group B became the oral reading group. Group B completed Level 5 and were moved to Level 6 for their reading book. All the procedures discussed for reading the stories and teaching the skills continued as in the first four weeks.

## CHAPTER IV

### RESULTS OF THE STUDY

In the study the writer started off with 24 children. Four students were placed in the writer's class because the Dayton Board of Education dropped the idea of having a transitional class between first and second grade. After about three weeks, one student moved. Another student should have been tested for L.D. (a student with limited disability-high IQ and performing below grade level). Writer had to start procedure for testing. Aforementioned student remained in class throughout the project.

There was Group B that read silently for four weeks, then switched and read orally for four weeks. Group A read orally for four weeks, then switched and read silently for four weeks. Group B was my average to above average group and Group A was below average. This group consisted of students already in my class plus four transitional students).

Each group was tested over seven areas of comprehension; details in sentences, sequence of events, main idea, predicting outcome, drawing conclusions, making judgments and following oral and written directions.

The CBE test, Form A, was given as a pretest on September 14, 1992. Form B was given as a midtest on October 13, 1992 and Form C, which was developed especially for this project (located in Appendix B), was given on November 13, 1992. The purpose of the test was to determine would there be any difference between oral or silent reading in comprehension.

In Table One the writer noted the percent of each group and the mean (the t-score) was used to measure growth and gains between the two groups. The writer found that throughout the testing, Group B that read silently first then orally had more growth in all areas; however, statistically there were only two areas of comprehension with a significant difference of .05; sequence of events and drawing conclusions when comparing the pretest with the midtest. The Group B difference was during the silent reading time, in the two areas mentioned. There was no significant difference when comparing the midtest with the posttest. In Details in Sentences Group B pretest 66.07, Midtest 82.14 and Posttest 83.92, as shown, each test denoted a gradual growth. In each of the groups, the pattern continued except for Predicting Outcome; pretest

TABLE 1

Comparison of Two Groups Reading Orally and  
Silently Related to Comprehension

---

 TC V05 = 2.16

 $\bar{x}$  - Mean = The sum of the scores divided by the number of cases
 

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	GROUP B (SILENT/ORAL)			Pre vs Mid	Mid vs Post
	Pre Test	Mid Test	Post Test		
1. Details in sentence (adv)	66.07 33.41	82.14 18.16	83.92 12.43	+ = 1.57	+ = .29
2. Sequence of events (adv)	35.71 28.95	82.14 18.16	82.14 15.28	+ = 2.53	+ = .00
3. Main Idea	33.93 30.39	41.04 25.21	50.00 32.52	+ = .67	+ = .81
4. Predicting Outcome	64.29 36.39	87.50 23.51	69.64 24.37	+ = 2.01	+ = 1.97
5. Drawing Conclusions	39.29 28.96	71.43 32.31	89.29 16.16	+ = 2.77	+ = 1.85
6. Making Judgments	32.14 22.85	51.79 28.53	67.86 33.15	+ = 2.01	+ = .20
7. Following Directions	46.64 36.92	73.21 28.53	83.71 21.29	+ = 2.13	+ = .31
	GROUP A (ORAL/SILENT)				
1. Details in sentences	25.00 27.95	36.11 28.26	37.50 32.73	+ = .84	+ = .10
2. Sequence of events	27.78 31.73	27.78 26.35	41.67 27.95	+ = .00	+ = 1.08
3. Main Idea	27.78 29.17	33.33 27.95	33.33 33.07	+ = .41	+ = .00
4. Predicting Outcome	55.56 24.30	80.56 27.32	50.00 33.07	+ = 2.05	+ = 2.14
5. Drawing Conclusions	30.56 24.30	47.22 31.73	47.22 38.41	+ = 1.25	+ = .00
6. Making Judgments	22.22 9.54	27.78 19.54	22.22 19.54	+ = .61	+ = .61
7. Following Directions	13.89 33.33	33.33 17.68	41.67 25.00	+ = 1.55	+ = .82

---

 \*Significant difference of .05

64.29, Midtest 87.50, and Posttest 69.64. Group B appeared to work well in both modes; orally and silently. After switching groups, the posttest still showed an increase in growth in most cases.

Group A had some growth on Table 1 in every group. The growth was not as substantial as in Group B, but under the circumstances it is understandable; Details in Sentences Pretest 25.00; Midtest 36.11 and Posttest 37.50. Some areas had no change from Midtest to Posttest, like Main Idea Pretest 27.78, Midtest 33.33, Posttest 33.33; Drawing Conclusions Pretest 30.56, Midtest 47.22, and Posttest 47.22. Group A statistically had no significant differences in any groups. Group A did not enjoy reading silently at all. In fact, the group would ask if they could read orally. Writer thinks because of the level of difficulty for them, there was no enjoyment while trying to read by themselves silently. Orally, other students could help if student did not know words.

The writer found there is a difference in the level of the children. With the higher level students, it is a good experience for the children to switch up and be exposed to oral and silent reading. Group B also enjoyed reading with expression when coming across certain punctuation marks. There also was no frustration level in this group (B) when reading either way. Group A, the lower level students, had a problem with silent reading; it was a chore. It was hard

to keep their attention on the story. The frustration level of this group of students during silent reading was extremely high; in fact, some students asked if they could read orally. Since there was no significant difference, writer would suggest reading most stories orally but a little exposure to silent reading would be challenging to the student. The writer feels no one method should be used in teaching an entire class. Using both methods could ensure trying to reach all students instead of a select few.

Group B seemed to flourish during silent reading time. I believe that is why there was a significant difference in two areas. Students had a chance to read at their own pace.

For Group B the null hypothesis was not accepted. For Group A, it was accepted. Group B had the two areas which made the writer reject the hypothesis just for Drawing Conclusions and Sequence of Events.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study was very narrow, limited to one classroom of second grade students. The students involved in this study were below or average in academic performance.

The students came from a low social-economic environment with few experiences. Most of the students were on the free lunch program. Four of the students were placed in second grade because there should have been a transitional room between first and second, but this idea was dropped and the students were placed instead in the writer's room. One student should have been tested for L.D. (A student with limited disability, high IQ and performing below grade level.) The writer had a lot of obstacles to contend with. Five of the students should not have been in second grade. There were eight students who had repeated

----- grade. These circumstances are not uncommon for an urban school district.

The students were selected for Silent B Reading Group and Oral A Reading Group by reading level. Twelve girls and twelve boys were involved in the project in the very beginning; one student moved away. The final tabulations were eleven boys and twelve girls. The racial balance was ten blacks and thirteen whites.

### Conclusions and Recommendations

Several observations were made from this study on the effects of methods used in teaching reading comprehension.

The t-score in two areas with Group B - Silent/Oral had a significant difference of (.05); Sequence of Events and Drawing Conclusions. There was growth in every area. The Group A - Oral/Silent had growth in each area but there was no statistical difference in any areas.

The writer of this study believes that to establish the validity of the results, the study would need to be conducted over a longer period of time with a larger sampling of students. The writer's school has four second grade classes. All of the classes could be part of a study. Another method of choosing the groups could be utilized.

The writer noticed Group B the higher group loved to read with expression orally. Group B should be exposed to both modes with some emphasis placed on silent. Group A was

uncomfortable while reading silently.. Even though Group A struggled and was frustrated, some exposure to each mode should be tried.

## APPENDICES

# A New Day in the City

Write a word to complete each sentence about "A New Day in the City."

Benita    park    pictures    showed    talk

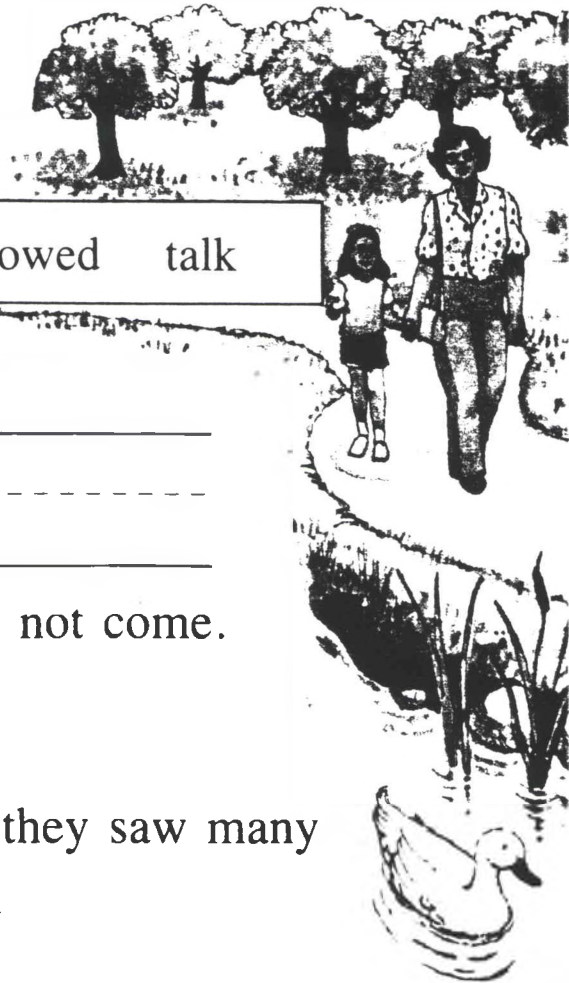
In this story, \_\_\_\_\_  
and her mother took a walk. Lisa could not come.

At the \_\_\_\_\_, they saw many  
animals. Benita wished that each animal

could \_\_\_\_\_. Then they went to the

park again. Each animal \_\_\_\_\_  
Benita what it wanted to tell her. When Benita got home, she

made \_\_\_\_\_ of all the  
animals for Lisa. Then they looked at them together.



# APPENDIX B

Read the paragraph. Choose the answer to each question. (PPO 3a)

Paul went to the park. He took his dog Pal with him. At the park he saw Jim. Jane was also playing in the park.

29. What is the name of the dog?

- A. Jim
- B. Paul
- C. Jane
- D. Pal

30. Who did the dog belong to?

- A. Pal
- B. Paul
- C. Jim
- D. Jane

Denise likes to go to school. She likes to read books best of all. She likes to draw pictures and spell new words. She does not like to work with numbers. She is a good student.

31. What does Denise like best in school?

- A. draw pictures
- B. work with numbers
- C. read books
- D. spell new words

32. What does Denise not like to do?

- A. read books
- B. work with numbers
- C. draw pictures
- D. spell new words

Read each paragraph. Choose the answer to each question. (PPO 3c)

Tom went outside and got on his bike. He rode it to Jim's house. Tom and Jim rode their bikes to the park. The boys played on the swings in the park.

33. What happened first in this story?

- A. Tom rode his bike to Jim's house.
- B. The boys played on the swings.
- C. Tom went outside and got on his bike.
- D. Tom and Jim rode to the park.

Jill and Pat were playing baseball. Jill threw the ball to Pat. Pat swung the bat at the ball. Pat hit the ball in the air. Jill caught the ball.

34. What happened last in the story?

- A. Jill threw the ball to Pat.
- B. Jill caught the ball.
- C. Pat swung the bat at the ball.
- D. Jill and Pat were playing baseball.

Read each paragraph. Choose the answer to each question. (PPO 3c)

Karen went to the kitchen. She opened some cans of food. She went to the backyard. She put the food in the dog's dish. She went back into the house.

35. What happened first in this story?

- A. She put the food in the dog's dish.
- B. Karen went to the kitchen.
- C. She opened some cans of food.
- D. She went back into the house.

The girl ran down the road. She saw a small dog sitting beside the road. She bent over to pet the dog. The dog ran away.

36. What happened last in this story?

- A. She bent over to pet the dog.
- B. The girl ran down the road.
- C. The dog ran away.
- D. She saw a small dog sitting in the road.

Read each paragraph. Choose the answer to each question. (PPO 4a)

David likes to eat ice cream. He likes to eat ice cream on pie. He likes ice cream with his cake. David likes to put ice cream on fruit. His mother wants him to stop eating so much.

37. What is the main idea of this story?

- A. David likes ice cream with cake.
- B. David's mother does not like ice cream.
- C. David likes candy.
- D. David likes ice cream very much.

There are many things to do inside the house. It is fun to play fireman and policeman. You can play circus in your bedroom. In the kitchen you can play cook. It is fun to play store in the house.

38. What is the main idea of this story?

- A. You can play circus in your bedroom.
- B. It is fun to play inside.
- C. It is fun to play store.
- D. You can play cook in your kitchen.



Read each paragraph. Choose the answer to each question. (PPO 4a)

Robin made a very funny hat. She stuck a feather in a small basket. Then she tied some fruit to the basket. She used oranges and apples. Next she put some old buttons on the top. She painted the basket blue and white.

39. What is the main idea of this story?

- A. painting a hat
- B. a funny looking hat
- C. a hat made of fruit
- D. a hat made of feathers

Tom was having a very bad day today. First, he fell asleep in school. The teacher was very unhappy with him. After school he found his bike had been broken. A big truck had run over it.

40. What is the main idea of this story?

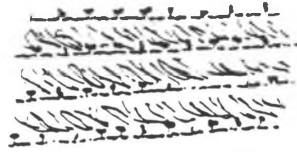
- A. a broken bike
- B. falling asleep in school
- C. a mad teacher
- D. Tom's very bad day

Choose the picture that shows what happened next. (PPO 4b)

41.

- A.                      B.                      C.

ITEM 41



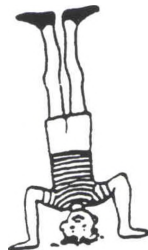
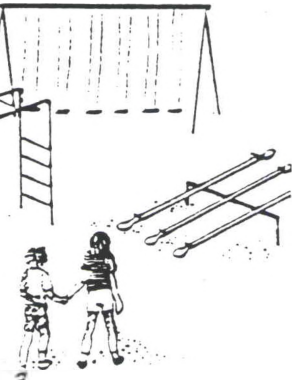
ITEM 42



ITEM 43



ITEM 44



Read each paragraph. Choose the answer to each question. (PPO 4C)

45. It has a long bill. It can swim. It makes a funny sound.  
What is it?
- A. a snake
  - B. a duck
  - C. a robin
  - D. a camel
46. They help people. They teach us new things. They work in schools. Who are they?
- A. bankers
  - B. firemen
  - C. policemen
  - D. teachers
47. It is big. People ride it. Cowboys use it for work.  
What is it?
- A. a sheep
  - B. a cow
  - C. a horse
  - D. a dog
48. People drink it. It is good for you. It is white.  
What is it?
- A. water
  - B. meat
  - C. milk
  - D. soda pop

Read each paragraph. Choose the answer to each statement. (PPO 5)

Bill and Judy were walking through the park. They saw a cat stuck in a tree. Bill tried to get it down. Judy told Bill to leave it in the tree. Judy said it looked too dirty to touch.

49. Describe Bill.

- A. glad
- B. kind
- C. mean
- D. sad

50. Describe Judy.

- A. helpful
- B. unhappy
- C. nice
- D. mean

Mary was a new girl in school. She would not talk to anyone. She was afraid to look at anyone. Alice sat beside her and talked to her. Alice took Mary with her to play.

51. Describe Mary.

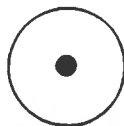
- A. mean
- B. unfriendly
- C. shy
- D. sad

52. Describe Alice.

- A. friendly
- B. bossy
- C. happy
- D. mean

3. Choose the circle with a triangle in it.

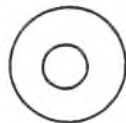
A.



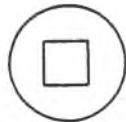
B.



C.



D.



54. Choose the triangle with a square in it.

A.



B.



C.



D.

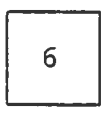


55. Choose the square with a circle in it.

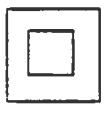
A.



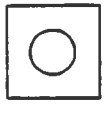
B.



C.



D.



56. Choose the rectangle with a letter in it.

A.



B.



C.



D.



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