

## Matching Reading Styles: Correcting Ineffective Instruction



Photograph by Ken Frazier

To improve literacy in America, we need to give all children an equal chance to learn to read.

Recent findings in reading styles can help educators to raise substantially the literacy of youngsters in U.S. schools. Three findings are particularly worth noting. First, matching students' learning styles for reading, or "reading styles," brings about dramatic improvement in reading achievement and enjoyment, sometimes within weeks. Second, today's emphasis on low-level "reading skills" is particularly counterproduc-

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tive for young children. Third, current instructional practices in reading do not accommodate the reading styles of many learners, especially poor readers.

Educators are aware of the dangerously high number of illiterates and poor readers in the United States. Only 19 percent of our "disadvantaged" youngsters have reached the "adept" level of reading by age 17, and illiteracy among our minority youth has been estimated at about 40 percent.<sup>1</sup> These figures are corroborated by reading styles investigations which indicate that present developmental and pull-out reading programs are hampering the reading progress of some youngsters and *creating* many poor readers. Indeed, it has become apparent that sweeping changes must occur in the way we teach and test our students in reading, if we are to provide an equal educational opportunity for every child. Learning to read must become pleasure and quality oriented rather than "skills" and stress based so that children will associate reading with enjoyment and good books and spend more time reading—a crucial step toward becoming life-long readers. Toward that end, here is a brief summary of recent research in reading styles (see fig. 1 for an outline of five reading style stimuli).

**Major Conclusions of Reading Styles Research**

I have organized the findings into four categories with specific recommendations for improving reading instruction.

1. *No single reading method, including phonics, is "best" for every child.* An outworn debate over which works better, phonics or the whole-word method, has emphasized the wrong aspect of learning to read. Any one of a dozen reading methods is "best" if it enables a child to learn to read with facility and enjoyment.<sup>2</sup> Re-

grettably, in 1986 the Education Department sided with phonics in its publication, *What Works*.<sup>3</sup> Previously, in 1984 the Commission on Reading had made the following statement regarding phonics instruction in its report, *Becoming a Nation of Readers*:

The issue is no longer, as it was several decades ago, whether children should be taught phonics. The issues now are specific ones of just how it should be done (p. 36).<sup>4</sup>

But more precisely, the issue now should focus on *which children* should be taught phonics and when? *Some students need phonics to become good readers, some are capable of learning phonics but do not need it to read well, and others are incapable of mastering phonics.* In particular, many global/visual students derive little, if any, benefit from phonics instruction because their strong *intuitive* abilities enable them to perceive the patterns of entire words and phrases with relative ease. They learn to read most easily through such holistic activities as reading books of their own choosing, engaging in choral reading, writing stories, and listening to tape recordings of interesting, well-written books. For example, the language-experience method (learning to read by writing stories) is excellent for global/visual/tactile children. Such youngsters will read and retain words with the least amount of effort when they write the words (thus involving their visual and tactual senses) and when those words are embedded in a meaningful, high-interest context like their own stories.

Phonics instruction, on the other hand, is most beneficial for children with an auditory/analytic style. These students are capable of learning linguistic details presented sequentially in discrete steps (the way phonics usually is taught). They can discriminate easily among sound differences, associate sounds with letters and letter clusters, and blend sounds quickly to form words. Competence in phonics, therefore, should not be the focus or the goal for every child.<sup>5</sup>

2. *Lack of mastery of a decoding skill does not necessarily indicate a need for that skill.* Many of today's basal reader and achievement test

publishers have presumed that the mere identification of a decoding skill renders it a prerequisite for reading and that students should, therefore, demonstrate mastery of that skill. Basal reader publishers, however, have never validated the lists of skills they claim are needed by every student to read well, nor have publishers of achievement tests validated the so-called "reading skills" on which students are tested.

Many students, particularly global/visual learners, can learn to read with fluency and good comprehension without being taught word analysis skills. In fact, the probability is strong that millions of today's teachers became excellent readers without the aid of the decoding skills they now labor so hard to teach.

In my travels during the past two years to schools in nearly every state, thousands of educators have expressed lofty long-term goals in reading. Most want their students to enjoy reading, to read with fluency and good comprehension, to read voluntarily, to read critically, and to read well enough to "survive" in our technological society. Too often, however, their short-term goals—to raise reading scores, to complete a workbook, or to "prepare" a child for the next grade level by teaching a prescribed number of word attack skills—can actually delay or impede the attainment of their long-term goals. Unfortunately, those short-term goals are, to a great extent, now determined by basal reader and achievement test publishers.

3. *Most primary children are global/lactile/kinesthetic learners, who need to learn to read with holistic reading methods.* Although the phonic and whole-word methods are now used extensively and exclusively in many U.S. classrooms, research indicates that those methods may be the least effective approaches for many primary children. In a study of 213 second-graders conducted at Temple University, Mary Sudzina found that the reading styles of the vast majority of her subjects matched "holistic" reading methods,<sup>6</sup> "hands-on" resources, kinesthetic experiences or materials, and high-interest stories. The extraordi-

nary success rate of the holistic reading programs in Australia, New Zealand, and Canada for primary-level youngsters further attests to the global/tactile/kinesthetic nature of young children."

David Elkind reminds us that young children learn differently and that their education "must be in keeping with their unique modes of learning." He finds that "parents, educators, administrators, and legislators are blatantly ignoring the facts, the research, and the consensus of experts about how young children learn and how best to teach them" (p. 632), and goes on to describe the potential harm in "exposing young children to formal instruction involving the inculcation of symbolic rules" (p. 634).<sup>8</sup>

4. *Many poor readers may be created by their present developmental and "pull-out" reading programs.* Two research findings support this conclusion. First, Sudzina's study indicates that the reading methods most used in developmental reading programs (whole-word and phonics) severely mismatch the reading styles of many poor readers, thereby making learning to read difficult and unpleasant.<sup>9</sup> Second, poor readers have made rapid progress in reading, enjoyed learning to read, and greatly improved in self-concept, when reading instruction accommodated their natural reading style strengths and requirements. In several investigations, students classified as poor readers were found to be both strongly global/tactile/kinesthetic and weak auditorially and visually. But the current focus of most reading instruction in the U.S. matches only those students with strong analytic abilities who are capable of performing (and enjoying) detailed word analysis skills and who learn easily through their visual and auditory senses.<sup>10</sup>

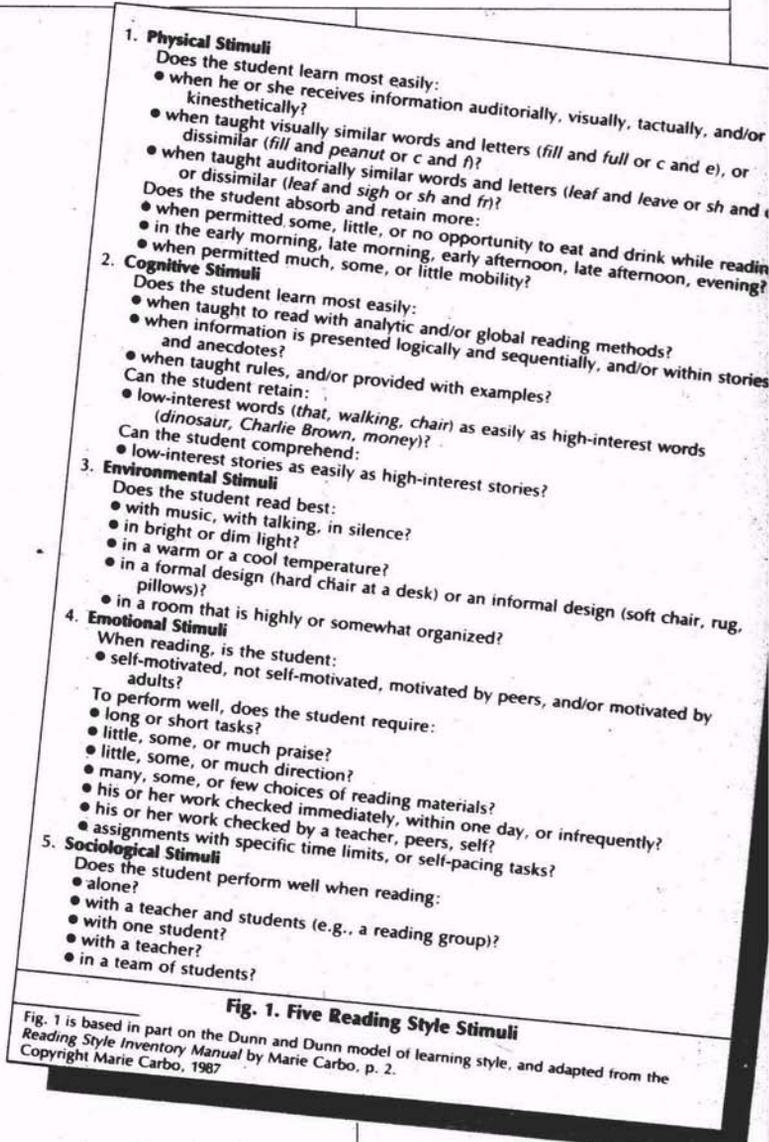
What happens when students' reading styles and their instruction are mismatched? Many children feel tense and even physically ill when trying to read. Their anxiety and frustration involve their brains more in coping with stress than in learning to read. What they learn instead is a patterned response to the source of stress. Leslie

Hart explains how the slow-moving cerebrum "downshifts" during times of anxiety.

The student seems frozen, unable to think, and either can't talk or makes wild stabs at right answers. The less-able students, particularly, downshift under threat of public failure.<sup>11</sup>

For good reason, frustration and stress often lead to unacceptable conduct. Psychologists explain that many students prefer to be regarded as "behavior problems" rather than as stupid. Thus, the behavior difficulties of

many poor readers are a major concern of reading educators. In early 1987 the International Reading Association published and sent to its members a book entitled *Stress and Reading Difficulties*.<sup>12</sup> Included is a "Stress Reaction Scale for Reading," describing some 30 behaviors that indicate the degree and kind of stress being displayed by a student, such as "becomes sullen or exhibits aggressive acting out behavior"; "throws temper



**Fig. 1. Five Reading Style Stimuli**  
Fig. 1 is based in part on the Dunn and Dunn model of learning style, and adapted from the *Reading Style Inventory Manual* by Marie Carbo, p. 2. Copyright Marie Carbo, 1987.

**"The probability is strong that millions of today's teachers became excellent readers without the aid of the decoding skills they now labor so hard to teach."**

tantrums, cries, or becomes verbally abusive"; or "provides sarcastic, bizarre, or nonsensical answers to teachers' questions, makes weird sounds, sings, or bursts into loud, raucous laughter." When students' reading styles are gravely mismatched to instruction, children exhibit debilitating, stress-producing, antisocial, or withdrawn behavior. The need for such a wide distribution of the International Reading Association book serves as testimony to the anxiety-causing reading approaches being used in many U.S. classrooms.

### **How to Increase Reading Achievement**

To improve literacy in the United States, educators need to make learning to read as easy and pleasurable as possible for all students. Based on what we know about children's individual styles, I offer the following general recommendations.

1. *Eliminate decoding from achievement tests and state competency exams.* The addition of decoding skills to standardized achievement tests in 1972,<sup>15</sup> and more recently to state competency examinations, has forced phonics to be a major focus of instruction for all students. Phonics, however, is an instructional method and should not be a goal for every student; students should be tested on their *genuine* reading ability, indicated by their fluency and increasingly deeper levels of reading comprehension. All so-called "reading skills" are peripheral to the central process of reading and have not been validated as being necessary for every student.

Reading objectives should be more rational and germane and must accommodate students' individual styles. Cyndy Fels, who helped revise her district's reading goals along these lines, has described specific procedures for doing so. For example, her district's objective stating that "the student will be able to identify long and short vowels" was changed to "The student will be able to read words containing short and long vowels"; and "Identify the 220 Dolch words" became "Read common words (such as the 220 Dolch words or Fry's Instant 3,000 words) in context."<sup>14</sup>

2. *Deemphasize decoding scores when determining student placement.* If the decoding portions of achievement tests are administered, those scores should be deemphasized when determining placement within a school or classroom. Global students who read well may receive a low score on decoding skills, but that does not necessarily indicate a need for remedial work in decoding. On the contrary, when good readers perform poorly on decoding skills, the logical conclusion is that they did not need to learn those skills to become good readers. This fact alone may invalidate that section of the test for those students.

If students are to be grouped for reading instruction by ability, then groups should be determined based primarily on students' reading fluency and level of comprehension.

3. *Accommodate students' reading*

*styles.* A number of sources are available for assessing students' reading styles. The Reading Style Inventory is a group-administered, diagnostic questionnaire that identifies students' individual reading styles and recommends appropriate instructional techniques.<sup>15</sup> Another resource is *Teaching Students to Read Through Their Individual Learning Styles*, which contains checklists for informal reading style diagnosis and ideas for implementation.<sup>16</sup> Items 6-10 in this section also offer suggestions.

4. *Provide reading styles courses and inservice.* Many successful reading styles programs have begun with inservice sessions. Names and phone numbers of inservice specialists who have implemented successful reading styles programs are available from Learning Research Associates.<sup>17</sup> Another good resource is the Clearinghouse on Learning/Teaching Styles and Brain Behavior, an ASCD-sponsored network.<sup>18</sup>

5. *Evaluate basal readers and workbooks.* Poorly written and boring stories and unnecessary workbook pages contained in most basal series should be omitted. This procedure will accomplish two important objectives. First, the overall quality of the basal reader program will be improved.<sup>19</sup> Second, teachers will have fewer basal reader stories and workbook exercises to complete with their students and therefore will be able to schedule reading groups a few times a week instead of every day. The time saved may be used to match students' reading styles as described in the recommendations that follow.

6. *Read excellent literature to students at least once every day, and make those readings exciting and enjoyable.* Teachers, peers, volunteers, and older students can be enlisted to read good literature aloud or act it out. One building principal read to each class in his building a few times weekly. His enthusiasm captured the interest of the students, who began to use the library more and to read voluntarily in school and at home. The predictable result: a sharp increase in reading achievement scores.



*A quiet, informal reading area and a chance to read alone accommodate the preferences of intermediate and junior high students.*

7. *Create comfortable, relaxing reading environments and well-stocked classroom libraries.* According to reading styles research, most students prefer to read for some part of the day in a quiet, informal area with rugs, pillows, and soft furniture; and they will read for significantly longer periods when that preference is accommodated. In addition, small, well-stocked classroom libraries help primary children and poor readers to select good reading materials.

8. *Use a variety of reading methods.* The reading methods selected should help children to read with ease, enjoyment, fluency, and good comprehension. An extremely effective reading approach for poor readers is a special tape recorded book method.<sup>20</sup> For students who read at least on grade level, commercial book recordings can help to increase reading fluency and comprehension. Phonic instruction should be reserved for those youngsters who can learn and/or apply phonic rules, and, as a result, read better and enjoy it more.

9. *Use many reading materials and instructional techniques that match global/tactile/kinesthetic reading styles.* As stated previously, many pri-

mary students and poor readers are global/tactile/kinesthetic learners. Global children need high-interest reading materials that have an emotional impact upon the learner. In addition, tactile/kinesthetic resources (paints, crayons, games, typewriters,

sand trays to write words in, floor games), and tactile/kinesthetic experiences (writing stories and skits, pantomiming, acting in plays, reading directions and making a model, drawing a picture and writing about it, creating and using puppets for storytelling) are not frills but techniques that are necessary to help many primary youngsters and poor readers learn to read well, and can serve as an excellent reinforcement for other students.<sup>21</sup>

10. *Allow primary children time to read in pairs, and provide sustained silent reading time (SSRT) for older students.* Most primary children prefer to read in pairs, while intermediate and junior high students prefer to read alone. Intervals of 30 to 40 minutes of SSRT for intermediate students, and 15 to 30 minutes of paired reading time for primary youngsters, at least twice weekly, have been found to be effective for many students.<sup>22</sup> Additional time should be allocated for youngsters to share their reading interests with their peers through reading clubs, writing and acting in plays, school newspapers, and bulletin board displays.



*A small, carefully selected classroom library and soft cushions create an inviting reading corner for young readers.*

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### **Mistaught and Mistested: Reversing the Trend**

Current developmental and pull-out reading programs often delay or block learning because they do not sufficiently accommodate students' reading styles. Students who are most at risk tend to have global/tactile/kinesthetic reading styles and learn best with holistic reading approaches, "hands-on" reading materials, and high-interest storybooks. Researchers and practitioners invariably have found that the students who perform most poorly are the same youngsters whose reading styles are most severely mismatched. Many students are incorrectly taught and unfairly tested. When they fail, they undergo countless years of remediation—often being mistaught again and again. When, however, their individual reading styles are accommodated, those same students gain confidence and often make extraordinary gains in reading achievement, and their behavior problems diminish.

To improve literacy in this country, reading programs must be refined so

that each child is given an equal chance to learn to read. To expect that one reading method, instructional focus, or set of materials can provide

that opportunity for every student, or even for most children, is both ingenious and inequitable. Unless decisive action is taken soon to reverse it, the

### **Research Results from Five Pilot School Districts**

Field research in reading styles was conducted from 1982–1986 in five school districts. Teachers in each district received inservice on reading styles as well as administrative support and materials for implementation. Each pilot program used the Reading Style Inventory (RSI) to identify each youngster's reading style and to obtain recommendations for compatible reading strategies, methods, and materials.<sup>1</sup> The following is a brief summary of a few of the findings.

*Increased reading achievement.* After instruction that accommodated their individual reading styles, in only three to ten months, youngsters in both remedial and developmental programs made excellent progress in reading. For example, after one year, Juanita Elementary's sixth-graders made an 11-point gain in reading comprehension, moving up to the 92nd percentile; fourth-graders moved from the bottom third of their 20,000 student district to second place in reading vocabulary, and third in reading comprehension (Lake Washington School District, Kirkland, Washington).<sup>2</sup> Following the first year of reading styles implementation at Roosevelt Elementary School, 24 remedial reading students in grades one through six averaged a three-year increase on the six subtests of the Stanford Diagnostic Reading Test (Hutchinson Public Schools, Hutchinson, Kansas).<sup>3</sup> Further, at an inner-city school in Harlem, the 20 poorest readers achieved average reading gains of 2.9 years on the California Achievement Test (Key School, School District 4, New York City).<sup>4</sup>

An investigation conducted by Lois LaShell indicated that many learning disabled children with reading difficulties had been both mistaught and misidentified. (An appalling statistic from the field of special education estimates that approximately half of the million children categorized in U.S. schools as learning disabled have been incorrectly identified.)<sup>5</sup> After LaShell implemented a reading styles pullout program for learning disabled youngsters for a year, 37 of 40 students achieved reading scores that qualified them to be mainstreamed, compared to only 2 of 40 handicapped youngsters the previous year (Lake Stevens School District, Everett, Washington).<sup>6</sup>

In a follow-up study, LaShell investigated the reading achievement of 90 subjects in grades two through six who had been identified as learning disabled.<sup>7</sup> The control group received the district's prescribed reading instruction for learning disabled students, which included a good deal of phonic skill work. The experimental group was given reading instruction that matched individual reading styles, as identified by the RSI. Most of the subjects were global, tactile, and kinesthetic; and within both groups, half the children had been retained at least once. At the end of the school year, the experimental group quadrupled the reading progress of the control group, gaining 16 months in reading, compared to the control group's 3.9-month gain. Those data became even more compelling when LaShell discovered that the previous year, when the experimental group had the same teachers for reading, but no attempt was made to match the group's reading styles, the children gained an average of only 4 months in reading achievement.

LaShell made another important discovery: most of the youngsters in the experimental group were students who had been taught with reading approaches that did not match their natural reading style strengths. LaShell deduced that many of the children in her investigation were not, in fact, learning disabled but instead had been incorrectly taught, inaccurately labeled, and unnecessarily retained. The ethical, legal, and educational implications of this realization are formidable.

*Decreased discipline problems and improved attitudes toward reading.* As director of the Key School in Harlem, Helené Hodges noted that many of her

miseducation of our young will quickly become a spiral of frustration and failure which not only denies the promise of personal fulfillment for

many, but also endangers the very fabric of our free society. Let us not make this lesson the longest or hardest to learn. □

twice-retained junior high students who had attended an RSI Reading Lab for one month experienced a remarkable change in attitude—from having a severe dislike of reading to voluntarily visiting the lab at lunchtime and after school.<sup>8</sup> Within a few months, many Key School students chose the RSI Lab as an elective over their usual favorites, such as aerospace, music, art, physical education, and dance.

At the beginning of the 1982 school year, a group of Sue Hamilton's sixth-grade poor readers were often absent from their reading class; and when they did attend, they were discipline problems. After implementing the RSI recommendations for one month, she noted that absenteeism decreased dramatically. Hamilton no longer had to issue detention slips—compared with an average of two weekly. By May 1983, Hamilton, a teacher for 12 years, reported that she had "absolutely no discipline problems"; her classroom environment was "much less stressful"; and her students "did their work, enjoyed it, and completed it in half the time."<sup>9</sup>

Although summer remedial reading classes seldom capture the interest and enthusiasm of students, David Adams and his staff were able to alter their students' pervasive negative reading attitudes. Following Adams' five-week summer reading styles program, 71 percent of the youngsters' parents reported that their children read more for pleasure and enjoyed reading more. By viewing reading as "fun," students devoted more time to it, and their reading ability improved.<sup>10</sup>

Positive changes seen in the teacher's role and ability to teach reading. Another important benefit of reading programs that match students' reading styles has been, as Hamilton reported, "a much less stressful" environment. Teachers perceive their role as changing from one of authoritarian to facilitator and helper. For example, LaShell found that the atmosphere of her resource room became "very relaxed," with "kids really in charge" and "many activities going on but very little need for direction."

Following the one-year field study using reading styles at Juanita Elementary, teachers' beliefs about how reading should be taught changed substantially. Most were convinced that one reading approach cannot be best for all youngsters. In addition, they were willing to try a variety of methods, depending upon the reading styles of the majority of the youngsters. Juanita's teachers also improved their management techniques and used more audiovisuals, computer software, and tactile/kinesthetic devices (e.g., games, typewriters, electroboards, sandpaper letters).

—Marie Carbo

1. The Reading Style Inventory (Grades 1-12) is published by Learning Research Associates, P.O. Box 39, Roslyn Hts., NY 11577, (516) 248-8002.

2. Marie Carbo, *Reading Style Inventory Research Supplement* (New York: Learning Research Associates, 1983).

3. *Ibid.*, pp. 1, 5.

4. See Chapter 2 and Appendix B of Marie Carbo, Rita Dunn, and Kenneth Dunn, *Teaching Students to Read Through Their Individual Learning Styles* (Reston, Va.: Reston Division of Prentice-Hall, 1986). Available from Learning Research Associates, P.O. Box 39, Roslyn Hts., NY 11577.

5. Samuel A. Kirk, "Redesigning Delivery Systems for Learning Disabled Students," *Learning Disabilities Focus* 2, 1 (1986): 4-6.

6. See note 4.

7. Lois LaShell, "An Analysis of the Effects of Reading Methods on Reading Achievement and Locus of Control When Individual Reading Style Is Matched for Learning Disabled Students" (doctoral diss., Fielding University, 1986).

8. See note 2, p. 2.

9. *Ibid.*, p. 3.

10. *Ibid.*, p. 4.

1. John B. Carroll, "The National Assessments in Reading: Are We Misreading the Findings?" *Phi Delta Kappan* 68, 6 (1987): 424-430.

2. Marie Carbo, Rita Dunn, and Kenneth Dunn, *Teaching Students to Read Through Their Individual Learning Styles* (Reston, Va.: Reston Division of Prentice-Hall, 1986).

3. Copies of *What Works* are available without charge from the Consumer Information Center, Pueblo, CO 81009.

4. Richard C. Anderson, et al., *Becoming a Nation of Readers: The Report of the Commission on Reading* (Urbana, Ill.: Center for the Study of Reading, University of Illinois, 1984).

5. See the following by Marie Carbo, "Reading Styles Research: What Works Isn't Always Phonics," *Phi Delta Kappan* 68, 6 (1987): 431-435, and "Ten Myths About Teaching Reading," *Teaching K-8* 17, 6 (1987): 77-80.

6. See Mary Sudzina, "An Investigation of the Relationship Between the Reading Styles of Second Graders and Their Achievement in Three Different Basal Reader Programs" (doctoral diss., Temple University, 1987). Excellent discussions of holistic reading programs are contained in Yetta and Kenneth Goodman, "Twenty Questions About Teaching Language," *Educational Leadership* 38 (1981): 437-442; Don Holdaway, *The Foundations of Literacy* (Toronto: Scholastic TAB Publications, 1979); and Constance Weaver, *Psycholinguistics and Reading: From Process to Practice*, 2d ed. (Portsmouth, N.H.: Heinemann, in press).

7. Marie M. Clay, "Why Reading Recovery Is the Way It Is" (paper presented at the Reading Recovery Conference, Ohio Dept. of Education, Columbus, Ohio, 4-5 February 1986). To be published in *Proceedings from the First Reading Recovery Conference*, Ohio Dept. of Education, Columbus, Ohio.

8. David Elkind, "Formal Education and Early Childhood Education: An Essential Difference," *Phi Delta Kappan* (May 1986).

9. Mary Sudzina, "An Investigation of the Relationship Between the Reading Styles of Second Graders and Their Achievement in Three Different Basal Reader Programs" (doctoral diss., Temple University, 1987).

10. See J. E. Oexle and R. Zenhausern, "Differential Hemispheric Activation in Good and Poor Readers," *International Journal of Neuroscience* 15 (1981): 31-36; and the following by Marie Carbo, "Reading Styles Change Between Second and Eighth Grade," *Educational Leadership* 40

(1983): 56-59; and "Research in Learning Styles and Reading: Implications for Exceptional Children, *Exceptional Children* 49 (1983): 486-494.

11. Leslie Hart, "Programs, Patterns, and Downshifting in Learning to Read," *The Reading Teacher* 37 (1983): 4-11.

12. Lance M. Gentile and Merna M. McMillan, *Stress and Reading Difficulties* (Newark, Del.: International Reading Association, 1987).

13. Although Jeanne Chall acknowledged in *Learning to Read: The Great Debate* (McGraw-Hill, 1967) that "only a handful—if that many" of the research studies in her book "fulfilled all experimental conditions" (p. 102), the influence of that book on reading instruction was staggering. In 1979, Chall outlined the book's impact, stating that it helped to bring about "more extensive sections on decoding in new textbooks" (p. 31), an "almost universal acceptance of decoding as a major objective for the primary grades" (p. 31), and the inclusion of "Word Analysis" on achievement tests (p. 31). See Jeanne S. Chall, "The Great Debate: Ten

Years Later, With a Modest Proposal for Reading Stages" in *Theory and Practice of Early Reading*, Vol. 1, ed. L. B. Resnick and P. A. Weaver (Hillsdale, N.J.: Lawrence Erlbaum Associates, 1979), 29-55.

14. Cindy Fels, "Creating Reading Objectives that Match Individual Learning Styles," *The Clearinghouse Bulletin on Learning Teaching Styles and Brain Behavior* 2, 1 (1987): 6. (See Note 18 for information about subscribing to *The Clearinghouse Bulletin* and obtaining a copy of Fels' article).

15. The Reading Style Inventory (RSI) (Carbo 1981), for grades 1-12, is published by Learning Research Associates, P.O. Box 39, Roslyn Hts., NY 11577, (516) 248-8002.

16. See note 2, Chapters 3-10.

17. For information about inservice specialists in reading styles contact the author at Learning Research Associates (see note 15).

18. The Clearinghouse on Learning Teaching Styles and Brain Behavior (co-sponsored by ASCD and the Oklahoma State Dept. of Education) distributes free to its membership a triannual newsletter and

a book entitled, *Directory of Learning/Teaching Styles Practitioners*. It also provides at little or no cost copies of articles, resources, videos, and tests related to the field. Membership is \$10 annually. To join, send a \$10 check payable to the Clearinghouse, along with your name, title, organization, address, and phone number, to: Dr. Jerry Wedlund, Education Bldg. A 131, St. Cloud State University, St. Cloud, MN 56301.

19. See Dolores Durkin, "What Classroom Observations Reveal About Reading Comprehension Instruction," *Reading Research Quarterly* 14 (1981): 515-544; Dolores Durkin, "Reading Comprehension Instruction in Five Basal Reader Series," *Reading Research Quarterly* 16 (1981): 515-544; and Mary Thomas Farrar, "Asking Better Questions," *The Reading Teacher* 38 (1984): 10-15.

20. For a description of 12 reading methods and how they match different reading styles, see note 2, Chapter 4. To help visual/global students read with greater fluency and comprehension, teachers can record, with good expression, about two to four minutes of a high-interest book (somewhat above the students' reading level), at a slower-than-usual pace. Students should listen to the selection two or three times, and then read it aloud to a peer or to the teacher. For greatest effect, this activity should occur daily. Chapter 6 of the Carbo, Dunn, and Dunn book (note 2) provides step-by-step directions for using the recorded book reading method. Also see the following by Marie Carbo: "Teaching Reading With Talking Books," *The Reading Teacher* 32 (1978): 267-273; "Recorded Books = Remarkable Reading Gains," *Early Years K/8*, 15 (1984): 44-47; "Advanced Book Recording: Turning It Around for Poor Readers," *Early Years K/8* 15 (1985): 46-48.

21. See note 2, Chapters 6 and 7; David Adams and Jim Worthington, *The Meaning Driven Model* (Kirkland, Wash.: Reading Resources, 11619 106th N.E., 1986); and the following by Marie Carbo: "How to Play With a Book," *Early Years* 9, 6 (1979): 68, 72-74; and "Global/Tactical Learners: How to Teach Them Reading Skills," *Early Years K/8* 16, 7 (1986): 47-50.

22. For a discussion of paired reading, see Margaret A. O'Donnell, "Two by Two," *Early Years K/8* (October 1986): 81-82.

**Marie Carbo** is Director, Research and Staff Development, Learning Research Associates, Inc., P.O. Box 39, Roslyn Heights, NY 11577.

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