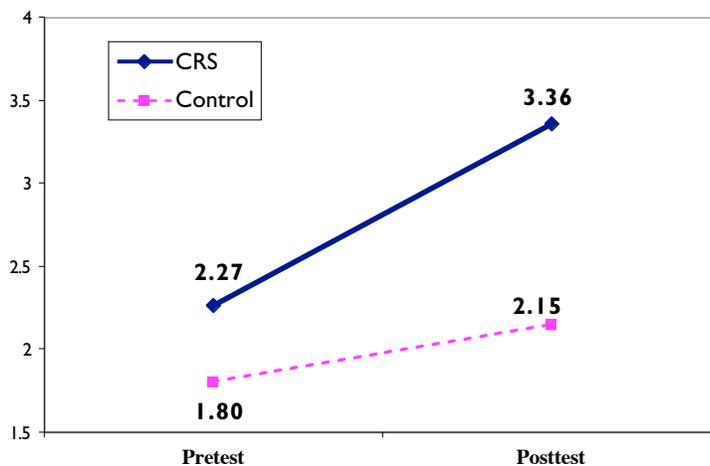


2.10 *Teaching to Identified Learning Styles: The Effects Upon Oral and Silent Reading and Listening Comprehension.* Brooks, J.D. (1991). Doctoral Dissertation, University of Toledo. This study reported significantly higher reading gains for the Carbo Reading Styles group in silent reading comprehension ($p < .01$), compared to the control group. Subjects for this one-semester study were 42 Chapter 1 students in grades 2-6 who scored at the 36th percentile or lower in reading on the Metropolitan Achievement Test. The researcher taught reading to the experimental group (CRS subjects, $n=22$) in School A two days per week, and to the control group ($n=20$) in School B two days per week, during their Chapter 1 Remedial Reading Program. Both schools were inner-city elementary schools in a greater metropolitan area. Experimental subjects were pretested with the *Reading Style Inventory* (Carbo) and their reading program was designed based on RSI recommendations. Both the experimental and control groups were pretested and posttested with the Spadafore Diagnostic Reading Test. CRS subjects scored higher than their controls in oral reading comprehension and significantly higher in silent reading comprehension.

Chapter 1 Students in Grades 2-6 Score Significantly Higher Than Their Controls on the Spadafore Diagnostic Reading Test After One Semester of CRS



2.11 *An Investigation of Patterns in Reading Style Preferences Among Remedial and Developmental Readers.* Oglesby, F. (1990). Doctoral Dissertation, University of Arkansas. Significant growth on the Gates-MacGinitie Reading Test was evidenced by CRS subjects compared to their controls. The study population included 198 remedial and developmental students in grades 3 and 6 from two predominantly black city schools within the Little Rock Public Schools. In addition, it was found that high-achieving subjects tended to have stronger visual abilities, less strong tactile preferences and liked to read alone more often than did low-achieving subjects. Low-achievers had poor visual abilities and strong tactile preferences. Also see item number 2.6.

2.12 *Effects of Matching Kinesthetic Modality Preferences with Corresponding Reading Instruction on Comprehension Ability and Vocabulary Development of Below-Grade-Level Readers.* Gull, R.L. (1990). Doctoral Dissertation, Auburn University. This study consisted of 75 Chapter 1 students from grades 2-4. Results indicated that matching students with kinesthetic reading styles with corresponding kinesthetic instruction promotes significantly greater achievement in reading and comprehension when compared to the control group. Effects of the treatment were measured using the Degrees of Reading Power Test (Koslin, Koslin and Zeno) and the Analytical Reading Inventory (Woods and Moe). Students' reading styles were measured using the *Reading Style Inventory* (Carbo).