

**A COMPARISON OF COMPREHENSION BETWEEN SILENT READING
VERSUS ORAL READING WITH EIGHTH 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

Victoria A. Edmundson

**School of Education
UNIVERSITY OF DAYTON
Dayton, Ohio
June 1994**

UNIVERSITY OF DAYTON ROESCH LIBRARY

APPROVED BY:

TABLE OF CONTENTS

| | |
|---|-------------|
| ACKNOWLEDGEMENTS..... | iv |
| Chapter | Page |
| I. INTRODUCTION..... | 1 |
| Purpose of the Study | |
| Student's Interest | |
| Scope of the Project | |
| Hypothesis | |
| Definition of Terms | |
| Limitations | |
| II. LITERATURE REVIEW..... | 5 |
| III. METHODOLOGY..... | 8 |
| Setting | |
| Subjects | |
| Procedures | |
| Construction of the Tests | |
| Administration of the Tests | |
| IV. RESULTS..... | 14 |
| Presentation of Data | |
| Discussion of Results | |
| V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS..... | 18 |
| APPENDICES..... | 21 |
| A. Worksheet Packet | |
| B. Copies of Quizzes | |
| BIBLIOGRAPHY..... | 41 |

ACKNOWLEDGEMENTS

The writer wishes to thank Dr. Gordon Anderson who has given so graciously of his time and assistance to help in the completion of this project. It seems only fitting that my last masters program experience be with Dr. Anderson as was my first. Best wishes to you on your retirement.

A special thanks goes to my family for their constant support throughout my graduate school experience and project. Thank you to my husband, Tom Edmundson; to my daughter, Rachel Victoria Edmundson; and to my parents, George and Joan Mote.

CHAPTER I

INTRODUCTION

All teachers hope that their students comprehend what they read as well as enjoy what they read. Comprehension is one of the most important aspects concerning reading, and comprehending what is read could be the link to students reading voluntarily and for personal pleasure both now and in the future. With the ever-changing world we live in, it is important for students to develop a desire to read as it will be an essential element for their future success. In order for students to do well, it may be beneficial for both the teacher and the students to experience both silent reading and oral reading to determine which method better enables comprehension.

The Purpose of the Study

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

The Student's Interest

This writer's interest in the study of silent reading versus oral reading in relation to comprehension gained stemmed from her nineteen years as a secondary teacher. Instinctively, she felt that both methods were worthwhile approaches, but she noted over the years that her colleagues questioned her frequent use of oral reading with her older students. More recently, since beginning her masters course of study in reading, she found that in her coursework many references were made to using the oral reading approach, but, generally, they were linked to younger learners. The goals were to identify the better method of learning for her grade level students and to discover which technique, silent reading or oral reading, was better for improving students' comprehension. Were there any differences between silent reading and oral reading for comprehension?

The Scope of the Project

This study was carried out in the writer's two eighth grade reading classes of the same average reading ability in the Mad River Township School District at Spinning Hills Middle School.

The Hypothesis

The study was conducted to distinguish if there is a difference in quiz scores of reading comprehension when using silent reading versus oral reading to teach reading comprehension to eighth grade students.

Definition of Terms

Silent reading is reading in which the students read silently to both find information and find enjoyment.

Oral reading is reading in which the teacher reads aloud to the class while the students follow along silently.

Limitations

Some factors that may or may not have imposed limitations include male/female ratios, age, physical health of students (vision, hearing, dyslexia, drugs, hyperactivity, illness, attention deficit disorder), acoustics of the room, temperature, distractions (announcements, traffic on Woodman Drive, noise in the hallway, fire/tornado drills), discipline problems, transient students, class size, attendance, academic level of students, personal achievement level of students, reading selection,

classes interrupted or missed due to school assemblies held, and evaluations used.

CHAPTER II

LITERATURE REVIEW

Much recent literature is available comparing silent reading versus oral reading, and the research findings are varied.

Beginning with the 1970's, one study stated that educational researchers were in general agreement that classroom teachers should emphasize more silent reading and less oral reading because it was thought that silent reading facilitated comprehension better than oral reading (Durkin, 1970).

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

Shrimp (1978) recommended that the oral method be used with the slower students and the silent method be used with the better students. In this way the better students were not held back by waiting for others to read orally.

A slight deviation--uninterrupted, sustained silent reading time --

was used by Strickland (1979) to see if six months' growth could be obtained in comprehension. The children selected books that appealed to them, and they both achieved and exceeded the expected growth.

The studies of the 1980's still revealed varied findings. Bryant (1984) discovered that frequent oral reading for slower third grade students increased their oral reading speed and comprehension.

With Chapter I students, McClaran (1986) concluded that all children made progress reading aloud daily no matter what group they were in. Comprehension and vocabulary increased for all children.

For low level readers, McConaughy (1985), Miller and Smith (1985), and Fuchs and Maxwell (1988) all found that oral reading comprehension was more effective for low level readers. For average level readers, silent reading was superior to oral reading comprehension. For high level readers, oral and silent reading comprehension were equal.

Allen (1985), Holmes (1985), and Salasoo (1986) were among authors whose studies found no significant difference between oral reading and silent reading comprehension.

In conclusion, this researcher found the results of this literature review reveal no consensus among reading researchers on which method--

silent reading or oral reading--is better.

CHAPTER III

METHODOLOGY

Setting

This project was conducted in the Mad River Township Local School District which consists of one high school, one seven-eight grade middle school, one five-six grade middle school, and four elementary schools. The district, according to a district prepared profile, is part of a county system bordered by Dayton City Schools as well as four suburban city school districts and is situated between the City of Dayton on the west and Wright-Patterson Air Force Base and Wright Field on the east. The district is in a geographical location of 30 thousand people rather than a community and has a demographic range from university/military base personnel to low income housing residents. With the district's close proximity to Wright-Patterson Air Force Base, approximately one-third of the school population is made up of families connected in one way or another with the military installation. Mad River's labor force, employed largely at Wright-Patterson Air Force Base, and nearby industrial installations in and around the city of Dayton, has the following

composition: 30% skilled labor; 25% business and professional; 17% clerical; 13% non-labor, and 15% military. The average education of township residents is illustrated by the following figures: 34% have not completed high school; 41% have completed high school; and 25% have completed post-high school (11% of these have completed college). The close proximity of several colleges allows residents to pursue courses above high school level. The Mad River school system is the largest local district in the Montgomery School System with a 1993-94 total population count for students K-12 and special education of 3665.

Subjects

Much emphasis is placed at Spinning Hills Middle School on providing a balanced curriculum, a variety of extracurricular activities, and structured learning activities that allow students to participate at levels of their abilities, skills, and interests. Spinning Hills serves 632 students with 130 students eligible for free lunches and 61 students eligible for reduced price lunches which combined is 30.2% of the total building enrollment. The rest either pack or pay full price.

One class (Group A) had 10 boys and 13 girls. One week into the project, an additional boy moved into the district and into the class but was familiar with the reading selection as his former class had just begun reading it prior to his move. He was only two chapters behind upon his arrival but caught up right away. The other class (Group B) had 12 boys and 12 girls. Consequently both classes had 24 students each for the majority of the project. The age of the students ranged from thirteen to sixteen years old.

Procedures

The project was conducted in two eighth grade reading classes of the same average reading ability at Spinning Hills Middle School over fourteen consecutive class periods during the third quarter of the 1993-94 school year. The students were studied only to determine the effect of silent reading versus oral reading for comprehension gained. Therefore, all other skills were taught by the same method to both classes.

The same young adult realistic fiction novel, The Pigman, by Paul Sindel (1968), was read in both classes. Each student had a paperback

copy to use individually in the classroom daily

Both classes met daily for 44 minutes with the teacher in what the district terms a developmental reading class which indicates an average eighth grade reading level. The areas in comprehension which were covered included identifying plot, characters, setting, theme, conflict, and point of view; recalling details; sequencing events; predicting outcomes; drawing conclusions; making judgments; and following written directions.

Both classes were familiar with oral reading through routine usage of the method during the first semester reading classes. Both classes were conducted the same way each day.

Initially, both classes became familiar with the book by examining the cover, reading the introduction, reading and hearing information shared by the teacher about the author, discussing what the title might mean or pertain to, reading the oath which prefaced the story and speculating as to its importance to the story, and receiving worksheet packets prepared, collected, and compiled by the teacher (samples located in Appendix A). The first assignment was to complete activity sheet 1 of the worksheet packet as a prereading activity.

At the beginning of the second session, the classes reviewed

activity sheet 1 before reading by discussing some of the ways in which people deal with their feelings of guilt and again speculating as to what importance guilt had to do with the meaning and outcome of the story.

The teacher then gave instructions that for the first eight chapters, both classes would be reading silently and completing study guide worksheets to challenge comprehension as reading took place, and that for the final seven chapters, both classes would be following along while the teacher read orally still completing study guide worksheets to challenge comprehension as reading took place.

The students were now ready to begin reading, so the rest of that session and the next was spent with the students silently reading Chapters 1-4 and completing corresponding worksheets individually. The teacher made herself available to answer any questions which arose during the silent reading periods. After having a sufficient amount of time to read the assignment, the teacher reviewed with the students the worksheets assigned by discussing any questions that caused consternation. At this time a ten-point quiz was administered to evaluate comprehension gained.

This same method was also used for Chapters 5-8 in both classes.

Beginning with Chapter 9 and until the end of the novel, in both classes the students listened and followed along as the teacher read orally. The students were still responsible for completing corresponding worksheets and for discussing the same. Additional ten-point quizzes were also administered after Chapters 9-12 and 13-15.

Students' questions and reactions, class discussions, and results of all quizzes were noted and compared. The entire project took place over a period of fourteen classes.

Construction of the Tests

A series of ten-point quizzes (located in Appendix B) covering material read in the sets of chapters were created by the teacher to evaluate comprehension gained.

Administration of the Tests

After reading a set of chapters, completing the corresponding worksheets, and discussing the story plus any questions that arose, the students were given a ten-point quiz to evaluate comprehension gained.

CHAPTER IV

RESULTS

The purpose of this study was to determine which approach is more effective to the teaching of eighth grade reading comprehension, silent reading or oral reading. Ten-point quizzes given to determine the comprehension gained were administered regularly during both the silent and oral reading portions of the study, and the results of those are reported here.

Presentation of Data

Table I
Ten-Question Quiz Results after Silent Reading

Quiz 1--Chapters 1-4

| Number Right | Student Scores | Percentage |
|--------------|----------------|------------|
| 10 | 3 | 12.5 |
| 9 | 4 | 16.6 |
| 8 | 4 | 16.6 |
| 7 | 7 | 29.1 |
| 6 | 1 | 4.1 |
| 5 | 1 | 4.1 |
| 4 | 3 | 12.5 |
| 3 | 0 | 0 |
| 2 | 1 | 4.1 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |

Quiz 2--Chapters 5-8

| Number Right | Student Scores | Percentage |
|--------------|----------------|------------|
| 10 | 4 | 19 |
| 9 | 8 | 38 |
| 8 | 5 | 23.8 |
| 7 | 3 | 14.2 |
| 6 | 1 | 4.7 |
| 5 | 0 | 0 |
| 4 | 0 | 0 |
| 3 | 0 | 0 |
| 2 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |

Table II

 Ten-Question Quiz Results after Oral Reading

Quiz 3--Chapters 9-12

| Number Right | Student Scores | Percentage |
|--------------|----------------|------------|
| 10 | 4 | 20 |
| 9 | 14 | 66.7 |
| 8 | 1 | 5 |
| 7 | 1 | 5 |
| 6 | 0 | 0 |
| 5 | 0 | 0 |
| 4 | 0 | 0 |
| 3 | 0 | 0 |
| 2 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |

Quiz 4--Chapters 13-15

| Number Right | Student Scores | Percentage |
|--------------|----------------|------------|
| 10 | 6 | 26 |
| 9 | 3 | 13 |
| 8 | 9 | 39 |
| 7 | 5 | 21.7 |
| 6 | 0 | 0 |
| 5 | 0 | 0 |
| 4 | 0 | 0 |
| 3 | 0 | 0 |
| 2 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |

Discussion of Results

In Table 1 which evaluated the students' comprehension of reading assignment after reading silently, the writer noted a wider range of errors and more errors over-all. The students did not enjoy reading silently at all; in fact, both groups asked if the teacher could read orally.

In Table 2 which evaluated the students' comprehension of the reading assignment after being read orally to, the writer noted a narrower range of errors and fewer errors over-all. The students were attentive, focused, and much more positive in their approach to the daily reading assignment.

The results of this study showed an increase in comprehension and
enjoyment when the students were read orally to rather than when the
students read silently to themselves.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Educators, this writer included, want to teach reading using methods so students can comprehend what they read as well as enjoy what they read. With the ever-changing world we live in, it is important for students to develop a desire to read as it will be an essential element for future success. In order for students to do well, it may be beneficial for both the teacher and the student to experience many methods of teaching to improve comprehension.

This study was conducted to determine which approach is more effective to the teaching of eighth grade reading comprehension, silent reading or oral reading.

For this project the writer started off with 47 students which rose quickly to 48 and remained the same throughout the study. The students chosen to participate were from a suburban school district, had similar average academic levels, but had mixed achievement levels. Silent

reading and oral reading approaches were used with the two separate classes in the study to determine which approach to the teaching of reading comprehension was more effective with the eighth grade students.

Both classes, Group A and Group B, read a popular novel silently for eight chapters, then switched and were read orally to for the remaining seven chapters. Comprehension areas covered included identifying plot, characters, setting, theme, conflict, and point of view; recalling details; sequencing events; predicting outcomes; drawing conclusions; making judgments; and following written directions. All of these areas were evaluated at the end of every four chapters with a ten-point comprehensive quiz; the results of which were used to compare the effects of silent reading versus oral reading upon comprehension gained.

Conclusions

The results of this study showed an increase in comprehension when the students were read to orally rather than when the students read silently to themselves.

The majority of these students preferred to hear the chapters read aloud. The writer believes that this was due in part to their maturity

level, their personal frustration in their attempts to understand and stay on task, and their lack of personal discipline and motivation. The students when being read to orally showed more interest in the story and understood better what was being read when they were able to hear the expression and enthusiasm the reader put into the words.

Recommendations

The findings of this study validate for the writer the opinion she has held for many years that it is quite beneficial for eighth grade and older students to read both orally and silently instead of just silently alone.

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.

APPENDICES

THE PIGMAN

Worksheet

1
2, 3, 4, 5
6
7, 8, 9
10
11
12
13 & 14

When to do

Before reading begins
After reading Ch. 1-4
After reading Ch. 5 & 6
After reading Ch. 7 & 8
After reading Ch. 9 & 10
After reading Ch. 11 & 12
After reading Ch. 13 & 14
After reading Ch. 15

Watch for **quizzes** after Ch. 1-4, 5-8, 9-12, and 13-15.

Final Test after completion.

Name _____



Guilt is a short word with a long conscience. Most people have done something impulsively that they deeply regretted and wished to make up for later. Read the following list of situations in which you may have been a guilty party. Check the items that apply to you. In the space below each one, tell how you tried — or could have tried — to make up for your wrongdoing.

- making a mean remark about a friend
- cheating on a test or on a homework assignment
- deliberately starting a fight or argument
- ridiculing or making fun of someone else
- stealing
- causing physical harm to another person
- being cruel to an animal
- shouting at a parent or other adult
- damaging the property of another person
- lying to avoid punishment



Listed below are some of the ways in which people deal with their feelings of guilt. In the space under each item, explain how each response might be helpful or might not be helpful in dealing with feelings of guilt.

- trying to forget about the incident
- apologizing to the person involved
- talking it over with a friend or a parent
- analyzing actions and the reasons behind them
- writing about the incident in a diary or journal
- doing nothing, but resolving not to repeat the wrongdoing
- making up in some way for the wrongdoing
- openly confessing the guilt
- hating yourself

NAME**ACTIVITY SHEET 1**

Name _____

Directions: Answer the following in complete sentences.

Chapter 1:

1. Why didn't the narrator ever get caught when he set off firecrackers in the bathroom?
2. What is a fruit roll?
3. What grade is the narrator in?
4. Why is Miss Reillen called the Cricket?

Chapter 2:

1. Who was the narrator in the first chapter, and who is the narrator in the second chapter?
2. Describe John physically.
3. How does Lorraine describe Miss Reillen that is different from the way John describes her?
4. What is your opinion of Lorraine's mother and John's father?
5. How did Lorraine first meet John?

Name _____

Directions: Answer the following in complete sentences.

Chapter 3:

1. What do John and Lorraine want to be when they are older?
2. Why couldn't Lorraine and John use the phones at their own houses?
3. Why did John's father put a lock on their phone?
4. Who first called the Pigman?

Chapter 4:

1. Why is Norton a social outcast?
2. What charity did Lorraine say she was calling for?
3. What is the Pigman's real name?
4. How much money did the Pigman agree to give to the L and J Fund?

The meaning of an unfamiliar word is sometimes given or implied in another part of the passage in which the word appears. Read each of the following sentences from the novel and look for clues that indicate the meaning of the underlined word. Then put an X in the blank next to the correct definition.

1. John distorts — when he isn't out-and-out lying.
 - twists the truth
 - twists the body
 - dances

2. The one big difference between John and me ... is that I have compassion... He pretends he doesn't care about anything in the world.
 - quality of bravery
 - intelligent view of complex situations
 - ability to feel pity for others

3. He prevaricates just for prevaricating's sake ... He can get so involved in a fib that you can tell he believes it enough to enjoy it.
 - plays pranks
 - remembers small details
 - lies

4. The third omen that this was going to be a bad day was when we went into the nocturnal room of the Mammal Building.
 - conviction that something exciting will occur
 - a happening supposed to foretell a future event, either good or evil
 - one of the set of three objects or events.

5. You should have seen Lorraine carrying eleven gladiolas. She looked like a Mongolian peasant hawking flowers in a flea market.
 - plants in the iris family
 - birds native to the Far East
 - lucky charms

6. I don't like spaghetti when it's normal, let alone congealed.
 - thickened by cooling
 - uncooked
 - formed in long pieces

7. I was mortified picking it up ... I was sure I'd look like an enormous cow bending over to get it.
 - stiffened
 - amused
 - embarrassed

8. Norton has a reputation for going especially berserk at parties. Even when we used to have kiddie parties and play spin the bottle, the girls were terrified when it was his turn because he'd bite.
 - enthusiastic
 - violent
 - popular

Name _____

Directions: Answer the following in complete sentences.

Chapter 5:

1. Who is Kenneth?
2. How did John's father find out John had put glue in the telephone lock?
3. Where does the Pigman say his wife is?
4. Where does the Pigman want Lorraine and John to go with him?
5. What does the Pigman's wife collect?

Chapter 6:

1. What does Lorraine's mom do for a living?
2. Why didn't John and Lorraine get caught for cutting class to go to the zoo?
3. What were the three omens that made Lorraine think she should leave the zoo?
4. Who was the Pigman's best friend at the zoo?

Name _____

Directions: Answer the following in complete sentences.

Chapter 7:

- . What does John's father suggest John do after school a few days a week?

- . What does John's mother suggest John do after dinner in order not to aggravate his father anymore?

- . What was the Pigman's wife's first name?

- . What does John discover at the end of this chapter?

Chapter 8:

- . Why does Lorraine feel sorry for her mom?

- . Where were John and Lorraine supposed to meet the Pigman on this particular day?

- . What does Lorraine plan to do with the nylons the Pigman bought for her?

- . What does the Pigman buy John and Lorraine at Beckman's and what do they do with what he bought them?

- . Do you think the Pigman is crazy? Why or why not?

Note to teacher: Assign after students have finished reading Chapter 7

Choose the phrase that tells what happened as a result of each incident below. Write the letter of that phrase in the blank next to the sentence number.

1. _____ John was impressed by the substitute teacher's enthusiasm about commemorative stamps.
 - a. Many students began to collect stamps.
 - b. There was no supercolossal fruit roll that day.
 - c. Lorraine called John a lunatic.
2. _____ No one spoke to Lorraine when she first moved into John's neighborhood.
 - a. She joined the Latin Club.
 - b. She deliberately annoyed John on the bus.
 - c. She was depressed and lonely.
3. _____ John talked too much on the Conlan family telephone.
 - a. Lorraine was unable to phone John from her house.
 - b. Mr. Conlan had a lock put on the telephone.
 - c. Mrs. Conlan wanted to have the phone disconnected.
4. _____ Norton was caught stealing in the supermarket.
 - a. He was nicknamed the Marshmallow Kid.
 - b. He served a sentence in the reformatory.
 - c. Lorraine felt sorry for him.
5. _____ Mr. Pignati donated ten dollars to the L and J Fund.
 - a. John and Lorraine spent the money as soon as they could.
 - b. John decided that he and Lorraine should accept Mr. Pignati's invitation for an outing to the zoo.
 - c. John and Lorraine plotted to get more money from him.
6. _____ Lorraine's mother believed that her employers underpaid her.
 - a. She yelled at Lorraine for spending too much money.
 - b. She quit her job in protest.
 - c. She felt no guilt after taking food from their refrigerator.
7. _____ A peacock backed Lorraine against a fence at the zoo.
 - a. Lorraine decided that the peacock was a second bad omen.
 - b. Lorraine never returned to the zoo.
 - c. Mr. Pignati introduced her to Bobo as a distraction.
8. _____ John imitated the gorilla's noises.
 - a. The floorwalker told him to stop.
 - b. Mr. Pignati was afraid that Bobo would be upset.
 - c. His two companions joined him in creating a din in the monkey house.
9. _____ Mr. Conlan had taken John to see the Coffee Exchange.
 - a. John did not want to work there.
 - b. John became jealous of Kenneth's success in business.
 - c. John gave up drinking coffee.
10. _____ John explored the second floor of the Pignati house.
 - a. He discovered the Pignati pig collection.
 - b. He found the papers from the funeral director.
 - c. He decided that Mr. Pignati was a rich man.

NAME _____

ACTIVITY SHEET 8

Note to teacher: Assign after students have finished reading Chapter 8

Complete each of the following statements, using details from the novel.

1. John earned the reputation of a practical joker at school because
2. Lorraine interpreted John's behavior in psychological terms because
3. Lorraine felt that John really was a compassionate person because
4. Lorraine believed that John was laughing at her on the bus because
5. John resented his brother Kenneth because
6. Lorraine lied to her mother because
7. Lorraine did not enjoy visiting the zoo with Mr. Pignati and John because
8. John and Lorraine began to feel at home in Mr. Pignati's house because
9. Lorraine felt a degree of sympathy for her mother because
10. Mr. Pignati took Lorraine and John to Beekman's store because

NAME _____

Directions: Answer the following in complete sentences.

Chapter 9:

What does John say caused Norton's craziness?

What did Norton want to know about the Pigman?

Why did John nickname his parents "Bore and the Old Lady"?

Chapter 10:

What lie did Lorraine tell her mom about how she got the money to buy the stockings?

What do Lorraine and John tell Mr. Pignati that has been on their consciences since they met him?

What does Mr. Pignati tell John and Lorraine that has been on his conscience?

What happens to the Pigman at the end of this chapter?

Name _____

Directions: Answer the following in complete sentences.

Chapter 11:

- . What lie does John tell the police about their relationship with Mr. Pignati?

- . What kind of flowers do Lorraine and John bring Mr. Pignati and where did they get them?

- . Where do Lorraine and John go after they leave the hospital?

- . What do they do once they get there?

Chapter 12:

- . Why didn't John get to school until second period?

- . Why did John and Lorraine cut school on Friday?

- . What is the nightmare Lorraine has about?

- . What does John decide to do at the end of the chapter?

Name _____

Directions: Answer the following in complete sentences.

Chapter 13:

1. Does Lorraine agree with John's idea to have a few freinds over? Why or why not?
2. Who did Lorraine not want invited to the party and why?
3. What did Lorraine find Norton doing when she went upstairs to check on him?
4. Who returns at the end of this chapter, and what is the expression on his face?

Chapter 14:

1. Who brought John and Lorraine home from Mr. Pignati's?
2. How does Lorraine's mother react to what had happened at Mr. Pignati's?
3. What had happened to Bobo?
4. What happens at the end of this chapter?

Name _____

Directions: Answer the following in complete sentences.

Chapter 15:

1. Why does John tell Lorraine to leave before the ambulance arrives?

2. What are some of the things running through John's head while he is waiting for the ambulance?

3. Who does Lorraine believe is responsible for the Pigman's death?

4. What realization do John and Lorraine come to at the end of the book?

5. What do you feel caused the Pigman's death? Explain your answer.

Each of the incomplete sentences on the left-hand side states a cause. Choose the phrase (or effect) from the right-hand side that best completes the sentence. Write its letter in the blank.

CAUSES

EFFECTS

- | | |
|--|---|
| _____ Because Norton was teased about playing with dolls, he | a. earned a tough reputation by fighting and stealing. |
| _____ Because Mr. Conlan seemed amused by John's drinking, John | b. confessed about the fake charity. |
| _____ Because the Pigman had been so good to John and Lorraine, they | c. continued the habit as a way of getting attention. |
| _____ Because Mrs. Jensen had been betrayed by her husband, she | d. distrusted and seemed to hate all men. |
| _____ Because John began combing his hair and using shaving lotion, Lorraine | e. got to go home rather than to the police station. |
| _____ Because John and Lorraine had never been able to return their friends' hospitality, they | f. sensed their relationship was changing. |
| _____ Because Melissa Dumas joined John in dancing on roller skates, Lorraine | g. telephoned Mr. Pignati and asked him to go to the zoo with them. |
| _____ Because Mr. Pignati had not pressed charges, John and Lorraine | h. was pink with jealousy. |
| _____ Because John and Lorraine felt extremely guilty about the damage done at the party, they | i. went overboard in asking guests to the party. |
| _____ Because she could not look anyone in the eye after the party, Lorraine | j. wore Ben Franklin sunglasses to the zoo. |

APPENDIX B

QUIZ

THE PIGMAN

Name _____

True or False:

1. Lorraine and John take turns writing chapters.
2. This novel is a memorial epic.
3. Lorraine has a lot of confidence in herself.
4. Lorraine meets John on a bus when he starts laughing.
5. John was the Bathroom Bomber during his eighth grade year.
6. Miss Stewart is the librarian at John and Lorraine's school.
7. John and Lorraine work for a charity.
8. Lorraine's mother is a nurse.
9. Norton is also known as the Marshmellow Kid.
0. Mr. Pignati refuses to give Lorraine any money for charity.

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Chapters 1 - 4

Name _____

True or False:

- 1. John's older brother's name was Randy.
- 2. John blamed the ghost of his Aunt Ahra for the bad things that happened at his house.
- 3. Mr. Pignati is very good at memorizing long lists of words.
- 4. John did not cash the check Mr. Pignati gave to the L and J. fund.
- 5. Lorraine's father is dead.
- 6. Both John and Lorraine lie to their parents quite a bit.
- 7. John calls his mother the Bore.
- 8. Mr. Pignati's favorite animal at the zoo is an elephant.
- 9. Lorraine finds out Mrs. Pignati is dead while looking through some of her things.
- 0. Mr. Pignati likes some strange types of food.

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Name _____

True or False:

- . Norton played with dolls when he was little.
- . Norton wants to know about the Pigman's house because he's interested in stealing anything that is valuable.
- . Mr. Pignati had a heart attack while he was watching television.
- . Lorraine and John don't go to Mr. Pignati's house while he was in the hospital.
- . John lies to the police about his relationship to Mr. Pignati.

| |
|--|
| |
| |
| |
| |
| |

Answer in a complete sentence:

1. What is the omen of death Lorraine has in Chapter 12?

Name _____

True or False:

1. Lorraine invited Norton to the party.
2. Lorraine lies to her mother about where she will be on the night of the party.
3. Norton's last name is Kelly.
4. John found Norton stealing from the Pigman.
5. John and Lorraine feel tht Mr. Pignati never forgives them for the party.
6. Mr. Pignati never shows up at the zoo to meet John and Lorraine.
7. Lorraine makes the phone call to Mr. Pignati.
8. John does not care about Mr. Pignati.
9. Lorraine feels responsible for the Pigman's death.
0. Lorraine and John remain until the ambulance arrives.

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

BIBLIOGRAPHY

- Allen, J. (1985). Inferential comprehension: The effects of text, source, decoding ability, and mode. Reading Research Quarterly, 20, 603-615.
- Anderson, G.S. (1984). A Whole Language Approach to Reading. London: University Press of America.
- Black, C.B. (1987). Comprehension: Oral versus silent reading with third grade students. (Unpublished Masters Thesis, University of Dayton, 1987).
- Bowling, A.J. (1992). Comprehension: Oral versus silent reading with second grade students. (Unpublished Masters Thesis, University of Dayton, 1992).
- Bryant, M.K. (1984). The influence of oral reading practice on speed and comprehension. (Unpublished Masters Thesis, University of Dayton, 1984).
- Clarke, L.M. (1991). Getting adolescents to read. Journal of Reading, 340-345.
- Durkin, D. (1970). Teaching them to read. Boston: Allyn and Bacon, 186-190.
- Fuchs, L.S. & Maxwell, L. (1988). Interactive effects of reading mode, productive format, and structural importance of text among L.D. pupils. Learning Disability Quarterly, 11, 97-105.

- Grimes, M. (1991). Finding hooks to catch reluctant readers. English Journal, 45-47.
- Hill, C.H. (1983). Oral reading as a content area teaching method. The Clearing House, 57, 56-58.
- ✓ Holmes, B.C. (1985). The effect of four modes of reading on children's comprehension. Reading Research Quarterly, 20, 9-20.
- ✓ Juel, C. & Holmes, B. (1981). Oral and silent reading of sentences. Reading Research Quarterly, 16, 545-568.
- Kimmel, M.M. & Segel, E. (1991). For Reading Out Loud! New York: Dell Publishing.
- McClaran, V. (1986). The effect of daily reading aloud on the vocabulary and comprehension of Chapter 1 children. (Unpublished Masters Thesis, University of Dayton, 1986).
- ✓ McConaughy, S.V. (1985). Good and poor readers comprehension of stor structure across different input and output modalities. Reading Research Quarterly, 20, 219-232.
- ✓ Miller, S.D. & Smith, D.E.P. (1990). Relations among oral reading, silent reading, and listening comprehension of students at differing competency levels. Reading Research Quarterly, 29, 73-84.
- ✓ Miller, S.D. & Smith, D.E.P. (1985). Differences in literal and inferential comprehension after reading orally and silently. Journal of Educational Psychology, 77, 341-348.
- Ross, E. (1989). How to use the whole language approach. Adult Learning, 23-29.
- ✓ Rowel, E.H. (1976). Do elementary students read better orally or silently? The Reading Teacher, 29, 267-270.

- Salasoo, A. (1986). Cognitive processing in oral and silent reading comprehension. Reading Research Quarterly, 21, 59-69.
- Shrimp, B.D. (1978). Oral reading versus silent reading. (Unpublished Masters Thesis, University of Dayton, 1978).
- Strickland, C.L. (1979). Improving reading comprehension in second and third grade students through a daily, uninterrupted, sustained silent reading period. (Unpublished Masters Thesis, University of Dayton, 1979).
- Swalm, J.E. (1973). A comparison of oral reading, silent reading, and listening comprehension. Education, 92, 111-115.
- Trelease, J. (1989). Jim Trelease speaks on reading aloud to children. The Reading Teacher, 200-205.