Dear Educator,

The 46 research studies in this book attest to the high gains students have made with the nationally recognized Carbo Reading Styles Program®, particularly in reading comprehension, vocabulary, and motivation.

At the core of the Carbo program is the Carbo Recording Method®, which I first described in “Teaching Reading with Talking Books” (The Reading Teacher, 1978). In that article, I told of my students with severe learning disabilities who averaged gains of eight months in word recognition after only three months of working 10-15 minutes daily with books I recorded specially for them. My article was reprinted recently by the International Reading Association in Essential Readings on Fluency (2009).

In this current book of research on the Carbo Reading Styles Program®, all of the exceptionally high gains were accomplished primarily with the use of Carbo recorded books (1978-2001), and with NRSI's Power Reading Program®, which consists of short stories recorded by me and games for each story (2002-2011).

Now Power Reading Online® (PRO®) is available live on the Web (see nrsi.com). PRO® includes over 500 high-interest Carbo-recorded short stories and games online for grades K-12—and provides multi-tiered instruction, instant progress monitoring, formative and summative assessments—and it fulfills RTI requirements.

We strongly believe that the gains students make with PRO® will be even higher than those made with our Carbo recorded books and our Power Reading Program® of recorded short stories.

Sincerely,

Marie Carbo, Ed.D.
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National Recognition of the Carbo Reading Styles Program® and Power Reading® Program
National and Regional Recognition

During the past decade, the Carbo Reading Styles Program (CRSP) has been recognized for its positive effect on improving students’ reading achievement in grades K-12. After extensive evaluations, the Northwest Regional Lab (funded by the U.S. Dept. of Education) listed CRSP in its Catalog of School Reform Models in 1998, in 2002, and in 2006. To be considered for listing in this catalog, invited programs are required to submit 10 research studies conducted on their program. The criteria for inclusion in the Catalog of School Reform Models are:

- evidence of effectiveness in improving student academic achievement;
- widespread replication with organizational capacity to continue gearing up;
- high-quality implementation assistance to schools; and comprehensiveness.

In 1997 the Kentucky Department of Education included CRSP in their Results-Based Showcase which featured reading programs that had demonstrated high reading gains (Results-Based Showcase, 1997-1998), and in 2000 CRSP was listed as one of six reading programs selected for the Milken Foundation’s book, Reading Programs That Work: Programs for Pre-Kindergarten to 4th Grade (Schacter, 1999). The Milken book included reading programs that “helped students learn to read better than traditional methods” and are “driven by reading research, not ideology” (p. 7). In that same year, CRSP was selected for inclusion in A Guide to Research-Based Programs and Practices for Improving Literacy, prepared by the New England Comprehensive Center (NECAC). One year later, in 2000, CRSP was selected by the Education Commission of the States for ECS’s List of Promising Practices in Reading.

And, in 2002, CRSP was selected and listed in What Works in the Elementary Grades: Results-Based Staff Development, published by the National Staff Development Council (Killion, 2002). Killion stated CRSP “has demonstrated its impact on student achievement…offers intensive up-front professional development and an array of follow up support…and is adaptable to nearly any school context and appropriate for any type of learner…grade 1 to middle levels” (p. 49).
Research Summary of the Carbo Reading Styles Program®
Research Summary

More than 20 years of research indicates that when schools accommodate students' reading styles, students improve significantly in reading motivation and achievement, school attendance increases, and discipline problems and retentions decrease significantly. These results have been reported by educators involved in classroom and school-wide implementation of CRSP in grades K-12 (Acceleration Program, 1998; Bradsby, Wise, Mundell, & Haas, 1992; Brooks, 1991; Barber, Carbo, & Thomasson, 1998; Hodgin & Wooliscroft, 1997; Knoop, 2008; LaShell, 1986; Langford, 2000; Molbeck, 1994; Oglesby & Suter, 1995; O’Tuel & Holt, 1992; Skipper, 1997; Snyder, 1994, 1997).

In 2008, a Danish research study conducted at Gauerslund School (K-9) in Denmark, reported unprecedented gains in 100 days. Specifically, Gauerslund rose from a rank of 1197 out of 1600 schools in Denmark, to scores equaling those of the top 100 schools in Denmark in reading, math, and science. During that period, reading was taught using the Carbo Reading Styles Program (Knoop, 2008). For preliminary research reports see www.nrsi.com.

Table 2 from Knoop’s report, lists each class at Gauerslund School, and how each class performed in language arts (reading and writing), before the 100-day study and after the study. Every class made unusually high gains. Knoop (2008) concluded the following:

...concerning vigorous development, academic skills and general pedagogy that have been gained within the 100 days of the project, it is my overall conclusion that Gauerslund School moved up [the equivalent of] over 1,000 places into the top 100 of best performing schools in Denmark…Some classrooms have such remarkably good readers that they are candidates for the title “the Best in Denmark.”

In 1998 Phi Delta Kappa published a two-year study of CRSP involving 561 students in grades 1-6 from six school districts in six states (Barber, Carbo, & Thomasson, 1998). The study compared the effectiveness of many different reading programs to CRSP and found that, when implemented at the 85% level or higher, CRSP was significantly more effective than extant programs. In this carefully controlled quasi-experimental study, both experimental and control teachers and students were matched. Districts used their own standardized achievement tests to measure reading results. The findings indicated that, after two years of implementation, students of the CRSP-trained teachers achieved higher effect sizes on the reading subtests.

### Language Arts Results for Grades 3-9 Before and After the 100 Days (Knoop, 2008)

<table>
<thead>
<tr>
<th>Class</th>
<th>Score/Before</th>
<th>Score/After</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>69</td>
<td>88</td>
<td>+19</td>
</tr>
<tr>
<td>3b</td>
<td>47</td>
<td>85</td>
<td>+38</td>
</tr>
<tr>
<td>4a</td>
<td>33</td>
<td>79</td>
<td>+46</td>
</tr>
<tr>
<td>4b</td>
<td>31</td>
<td>87</td>
<td>+56</td>
</tr>
<tr>
<td>5a</td>
<td>34</td>
<td>67</td>
<td>+33</td>
</tr>
<tr>
<td>5b</td>
<td>51</td>
<td>78</td>
<td>+27</td>
</tr>
<tr>
<td>6a</td>
<td>49</td>
<td>73</td>
<td>+24</td>
</tr>
<tr>
<td>6b</td>
<td>33</td>
<td>71</td>
<td>+38</td>
</tr>
<tr>
<td>7a</td>
<td>20</td>
<td>65</td>
<td>+45</td>
</tr>
<tr>
<td>7b</td>
<td>24</td>
<td>62</td>
<td>+38</td>
</tr>
<tr>
<td>7c</td>
<td>27</td>
<td>66</td>
<td>+39</td>
</tr>
<tr>
<td>8a</td>
<td>17</td>
<td>66</td>
<td>+49</td>
</tr>
<tr>
<td>8b</td>
<td>15</td>
<td>55</td>
<td>+40</td>
</tr>
<tr>
<td>Average</td>
<td>35</td>
<td>72</td>
<td>+37</td>
</tr>
</tbody>
</table>
measured six times more frequently than did the students of the control teachers.

Note: Leading the research team for this study was Larry Barber, then director of research for Phi Delta Kappa. All data from this research study was sent directly from the schools involved to Dr. Barber, who analyzed the data and reported the results of the study. Every district involved had two people who had been trained in research design and data collection by Dr. Barber, and who worked closely with him. Copies of this study are available at www.nrsi.com.

The doctoral research of Suter was described in an article by Oglesby and Suter (1995). Suter’s study involved 198 third- and sixth-graders. All subjects were pre- and post-tested with the Gates-MacGinitie Reading Test. After six months, the CRSP group made significantly higher reading gains than their controls.

Brooks (1991) reported higher gains in oral reading comprehension and significantly higher gains in silent reading comprehension for CRSP students (p<.01), compared to their controls. The subjects for this one-semester study were 42 Chapter 1 students in grades 2-6 who scored at or below the 36th percentile in reading on the Metropolitan Achievement Tests.

Ninety learning-disabled students in grades 1-6 participated in LaShell’s (1986) study—42 from the Lake Stevens School District and 48 from the Arlington School District, both in Washington State. Within eight months, the CRSP students gained 15 months in reading comprehension; the control students gained four months. That difference was significant at the .001 level. The reading styles students also achieved a significantly higher internal locus of control (at the .001 level) than the control group, indicating that the CRSP students felt significantly more responsible for their actions, while the control students believed more strongly that results are caused by powerful outside forces.

Significantly higher reading gains were also reported by O’Tuel and Holt (1992) for the students of CRSP-trained teachers compared to their controls. The control district was selected by the South Carolina Department of Education. This experiment took place over one school year and involved all fifth- and sixth-graders in two participating school districts.

In 1986 the Bledsoe County Schools in Tennessee averaged a stanine score of only three in reading—not unusual for a rural school district in a poverty area. After implementing CRSP for three years, the system equaled state and national averages in reading (approximately the fifth stanine) (Snyder, 1994). In 1992 the school district was honored with the Governor’s Award for Excellence in Education. The Bledsoe County district is a 1,700-student system in the mountains of eastern Tennessee.
Tennessee. The county’s per-capita income was $8,000 in 1994, with approximately 50% to 70% of the students considered to be at risk of failure.

Snyder (1997) conducted a second study with 282 students drawn from grades 3, 4, 6, 7, and 8. The CRSP subjects in all grades under study significantly outperformed students in the control group in total reading as measured by the California Tests of Basic Skills (CTBS), after both the first and second years of the study. Snyder also found that, compared to the controls, the experimental Chapter 1 group had significantly higher social studies scores.

The results reported by Hodgin and Wooliscroft (1997) took place over a period of one year and involved 22 third-grade inclusion students. After implementing CRSP for one year, the authors found that the percentage of students passing the test objectives on the Texas Assessment of Academic Skills (TAAS) rose from 41% to 86%.

In 1997 Skipper reported that only 21% of elementary students in the Uvalde School District were passing the TAAS. After three years of CRSP, that figure rose to nearly 70% passing the TAAS. Two experiments were conducted in Uvalde to test the effectiveness of the program. The first occurred during the summer of 1994 with 42 first-graders considered to be highly at risk of being retained. After the six-week CRSP program, the first-grade retention rate dropped from 8.9% to 1.7%. In six weeks, the youngsters gained more than 3.5 months in reading. The second experiment took place at Robb Elementary School in 1994-95. At the end of the school year, the percentage of students passing the state reading test rose from 46% to 73%. Seventy-eight percent of the students in the Uvalde district were Hispanic, many had limited proficiency in English, and 75% came from families considered economically disadvantaged.

Reading gains with CRSP have not been limited to elementary youngsters. Thornton Township District 205 in Thornton, Illinois, used CRSP to improve the reading skills of 226 remedial students in their high-school English Acceleration Program. These were students who lacked the basic skills to function in their academic high-school classes. After nine months of CRSP, the students averaged an 11.6 NCE growth in reading as measured by the Gates-MacGinitie Reading Test, and 56% of the students were able to move into regular English classes (Acceleration Program, December 1998).

More recently, a series of Reading Styles Model Schools and Reading Labs within those schools, have achieved extraordinary gains in reading, along with much improved student attitudes and lowered discipline problems. For example, West Amory Elementary School
(PreK-2) in Amory, Mississippi, achieved the highest Title 1 scores in their state and were awarded the IRA Distinguished Title 1 School Award (2002). Principal Judy Gaspard of Grand Caillou Middle School in Houma, Louisiana was the only person in North America invited to speak at the United Nations Conference of 2003 in New York City, and 50 or so students attending the Reading Styles Lab at Immokalee High School achieved a remarkable two-year gain in reading comprehension and vocabulary in just seven weeks (2003) using Power Reading®.

Results at Elementary Schools After CRSP and Power Reading®

- 1995-2008 O’Connor Elementary School (PreK-5, Victoria, TX), had 19% of its students passing their state’s reading test in 1994. The percentage of students passing in 1995, 1997, 1999, and 2002, was 83%, 90%, 92%, and 96%, respectively. The school is now rated “Exemplary” by their state and has maintained passing rates in reading in the mid to high 90’s through 2008.
- 2001-2008 Fourth graders in Marion Elementary School (PreK-5, Marion, MI), rose from 42.1% scoring at the proficient level in reading in 2001 to 95% by 2006. Marion has maintained those scores through 2008.
- 1999-2003 West Amory Elementary School (PreK-2, Amory, MS), was one of three Title 1 schools to achieve the highest NCE gains in Mississippi, gaining 38.5 NCEs in that period and winning the IRA Distinguished Title 1 School Award.
- 2006-2007 Grades two and three at Catlettsburg Elementary School (Grades K-3, Boyd County, KY), rose from the 64% to 94.5% on their Reading First assessment.
- 2003-2006 West Haverstraw Elementary (PreK-6, North Rockland, NY), rose from a school in need of improvement to the “Exemplary List of Most Improved Schools” in New York State in 2004, to a High Performing/Gap Closing School in Language Arts and Math in 2006 (their State’s highest ranking).

Results at Middle Schools and High Schools After CRSP and Power Reading®

- 2000-2003 Grand Caillou Middle School (Gr. 4-8, Grand Caillou, LA). In 2000, after only 6 months of CRSP, 24% more eighth graders performed at the “basic” and “proficient” levels, while 22% fewer performed at the “unsatisfactory” and “approaching basic” levels. By 2003, the school performed at higher levels academically, student respect for teachers and for one another was extraordinarily high, and discipline referrals were nonexistent, and principal, Judy Gaspard, became the only person in North America to be invited to a United Nations Conference. Judy spoke about her extraordinary school.
• 2001-2005 Immokalee High School Reading Lab (Grades 10-12, Naples, FL). After only 7 weeks of Carbo recorded materials, 21 regular English students gained two years in reading comprehension, and 23 ESE students gained seven months in reading comprehension on the Gates-MacGinitie Reading Achievement Test.

• 2007-2008 Minor Hill Elementary School (Gr. PreK-8, Minor Hill, TN) In 2007, 22 of Minor Hill’s seventh- and eighth-graders scored below the proficient reading level. After 6 months of attending the Reading Styles Lab at Minor Hill in 2008, 21 of the 22 students achieved proficient or advanced levels in reading, including 5 of the 6 special education students.

• 2007-2008 Boyd County High School Reading Lab (Gr. 9-12, Boyd County, KY). Over a period of 8 months, the 31 special education students in grades 9-12 attending the Carbo Reading Lab gained an average of 1.8 years in reading comprehension and vocabulary on the Gates MacGinitie Reading Achievement Test.

• 2007-2008 Ramey-Estep High School (Gr. 9-12, Boyd County, KY) Ramey-Estep High School is the alternative treatment facility in Boyd County. Students are sent from all over Kentucky and live there year round. In 2007–2008, the 15 students attending the Carbo Lab at Ramey-Estep most frequently during a nine-week period achieved an average reading growth of +1.32 G. E. (Grade Equivalent). The largest class growth was +2.0 in nine weeks, and the largest individual growth was +4.3 in nine weeks. The reading assessment tool used was STAR reading.

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Section 1: Field Studies from Schools and Districts

1.1 Grades 1 Through 5, O’Connor Elementary School, Victoria, Texas, (1993-2008) Before implementing Carbo recorded books, 19% of O’Connor’s fourth-graders were passing the Texas Assessment of Academic Skills (TAAS); only fourth graders were tested. After the implementation of Carbo recorded books and the Power Reading® Program, scores rose dramatically. In 1995, 1997, 1999, 2006, and 2008 the percentage of students passing the TAAS was 83%, 90% and 92%, 96% and 98% respectively for grades one to four. As O’Connor principal Sherry Gorsuch noted,

“Over the past six years, since beginning the Reading Styles Model, according to our TAAS testing data, scores have continued to rise in reading, math and writing.”

Discipline referrals decreased dramatically. O’Connor is both a year-round magnet school and a school-wide Title I campus serving more than 700 students in grades PK-5. In 2007, the school population was 74% Hispanic, 14% Anglo-American and 12% African American, with 75% of the students enrolled in the free or reduced lunch program. O’Connor Elementary School became a National Reading Styles Model School in 1997. It has welcomed thousands of visitors to its campus to experience its outstanding Reading Styles Program. O’Connor also serves as a partnership training school for the local university’s teacher training program. Reporting educator: Sherry Gorsuch, Principal, O’Connor Elementary School.
In 6 Months, 16 of 16 Struggling Readers and 5 of 6 Special Ed Students Grades 7-8 Rise From Below Proficient to Proficient and Advanced Levels in Reading

All Power Reading students in grades 7/8 scored proficient or advanced. But most important, they wanted to know how they did and were sharing their scores with each other as a caring community. 100% attitude turn around! There is a local newspaper article (front page) on our lab.

Minor Hill Elementary is a PreK-8 school. Reporting Educator: Lisa Stogner, Principal, Minor Hill Elementary School.
Grades 9-12, Boyd County High School Power Reading® Lab for Special Ed Students, Boyd County, Kentucky, 2007-2008 (39% free or reduced lunch) Over a period of 8 months, the 31 special education students in grades 9-12 who attended the Power Reading® Lab in Boyd County High School, gained an average of 1.8 years in reading comprehension and vocabulary on the Gates McGinitie Reading Achievement Test.

Each student attended the Power Reading Lab approximately 5 days per week for 30 minutes. The primary materials used in the Power Reading Lab was the Power Reading® Program, which contains high-interest stories, recorded at a special slow pace in small amounts. Students listened to a section of a challenging story a few times and read the section aloud to their teacher. After completing a story, the students played a skill game based on the story and answered the story questions. The Power Reading® Program is structured so that students are consistently challenged with increasingly difficult stories.
1.4 Grades 9-12, Ramey-Estep High School Power Reading® Lab Alternative Treatment Facility, Boyd County, Kentucky, 2007-2008 (88% free or reduced lunch). Ramey-Estep High School is the alternative treatment facility in Boyd County. Students are sent there from all over Kentucky. They live there year round and some stay until they graduate; others earn the right to leave. Most would rather stay because the principal and teachers are so extraordinary.

In 2007 – 2008, for the 15 students attending the Power Reading Lab at Ramey-Estep most frequently, the pre-test and post-test data were as follows: the average growth rate of those students using the Power Reading Lab over a nine-week period was +1.32 G. E. (Grade Equivalent). The largest class growth was +2.0, and the largest individual growth was +4.3.

The class size attending the Power Reading Lab is five students. The reading assessment tool used was STAR.
Grades 2-3, Catlettsburg Elementary School, Boyd County, KY, 2006-2007 (72% free or reduced lunch, 21% special ed). At the end of the 2006 school year, primary students (Grades K-3) at Catlettsburg Elementary School, scored in the 64th percentile on their Reading First assessment (the GRADE test). At the end of the 2007 school year, after using the Power Reading® Program, Catlettsburg’s primary students averaged a reading score of 94.5%. Principal, Marci Prater, wrote:

*I wanted to let you know that we use the GRADE test to assess all primary students. We assess them in August, January and May.

We went from 64% passing to 94.5% of our students reading on or above grade level with full implementation of the Power Reading® Program into our 90 minutes of uninterrupted reading, plus 30 minutes of extra Power Reading® instruction in our lab for those students reading 2 grade levels or below in reading... We are extremely excited and I am sure that these gains are because of Power Reading®.

Reporting Educator: Marci Prater, Principal, Catlettsburg Elementary School.
1.6 Grades PreK-6, West Haverstraw Elementary School, North Rockland, NY, 2003-2006 (Suburban, 79% free or reduced lunch, 63% limited English proficiency). After one year of rising the Power Reading® Program, West Haverstraw Elementary (North Rockland, New York), made the “Exemplary List of Most Improved Schools” in New York State. After three years, they became a “High Performing/Gap Closing school in Language Arts and Math (their state’s highest ranking).

Assistant Superintendent, Robert Katulak, wrote:

“As assistant superintendent for our district, I work hard to find research-based programs that help principals help teachers to raise test scores and close the achievement gap. the Power Reading® Program has done just that with our students, and it is a perfect fit with our literature-based reading series. Using Carbo has reduced discipline referrals and suspensions by more than 50%.”


### ENGLISH LANGUAGE ARTS GRADE 4
**NEW YORK STATE ASSESSMENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Proficiency</th>
<th>Mastery</th>
</tr>
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<tbody>
<tr>
<td>2001</td>
<td>49%</td>
<td>8%</td>
</tr>
<tr>
<td>2002</td>
<td>70%</td>
<td>19%</td>
</tr>
<tr>
<td>2003</td>
<td>61%</td>
<td>12%</td>
</tr>
<tr>
<td>2004</td>
<td>78%</td>
<td>17%</td>
</tr>
<tr>
<td>2005</td>
<td>79%</td>
<td>20%</td>
</tr>
</tbody>
</table>

In 2005, 79% of West Haverstraw’s student attained proficiency and 20% attained mastery, compared to 49% and 8%, respectively, in 2001.
1.7 Marion Elementary School, Marion, MI (2001-2005) (PreK-5, rural, 995 White, one-third of families had no phones, high unemployment, 61% free or reduced lunch). In 2001, 42.1% of the fourth graders at Marion Elementary scored at the proficient reading level on their state test (the MEAP). Training in the Power Reading® Program began at Marion in 2002. By the end of that year, the percentage of students in grades 3-6 scoring at the proficient level was 49% in reading and 23% in mathematics. By 2006, those percentages rose to 95% proficient in reading and 72% proficient in mathematics. In 2005 Marion Elementary School was awarded the prestigious status of a Level 3 “National Reading Styles Model School.” Superintendent of Marion Schools, Charles Chase, wrote the following comment in a letter to Marie Carbo on June 2, 2005:

"During the implementation of the Carbo Reading Styles Program, our achievement scores have increased - most significantly, our mathematics scores. We believe that this is the direct result of the students’ ability to read the problems presented on the test."

Reporting Educator, Charles Chase, Superintendent of Schools.

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**Reading and Mathematics Scores Rise Significantly After 3 Years of Power Reading®**

*(Reading Scores Rise Above State Average)*

**Reading Scores Grades 3-6**

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<td></td>
<td>49%</td>
<td>65%</td>
<td>87%</td>
<td>95%</td>
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**Mathematics Scores Grades 3-6**

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<tbody>
<tr>
<td></td>
<td>23%</td>
<td>67%</td>
<td>70%</td>
<td>72%</td>
</tr>
</tbody>
</table>
Grades 10-12, Immokalee High School Reading Lab, Collier County, Naples, FL, 2001-2005 (94% free or reduced lunch). After only seven weeks of using the Power Reading® Program, 21 regular Anglo-American students gained two years in reading comprehension, and 23 ESE students gained seven months in reading comprehension during that same period on the Gates-MacGinitie Reading Achievement Test. By the second year (2003), Bridget Morris, Power Reading® lab teacher, wrote:

We are bursting at the seams for this term. There are about 200 students utilizing the lab—all English classes, the FCAT skills class, and some ESE classes. We’ve also created a movable Power Reading® Lab for the ESOL students at lower levels. Things are going great!

Immokalee High School has a school population that is 94% minority. Reporting Educator: Bridget Morris, Power Reading® Reading Lab Teacher, Immokalee High School.

High Reading Comprehension Gains in 7 Weeks for Struggling Readers and ESOL Students on Stanford Diagnostic Reading Test
1.9 Grades 4-8, Grand Caillou Middle School, Houma, LA, 1999-2004 (85% free or reduced lunch, 54% minority, 11% migrant). Between 1999 and 2000, achievement scores at Grand Caillou Middle School rose for both fourth- and eighth-graders, the only two grade levels tested annually. Eighth-graders made the highest gains, suggesting that a greater amount of time with the Carbo Reading Styles and Power Reading® Program increases student achievement. Eighth-graders had more than one year of CRS, whereas fourth-graders had only six months. The results were as follows: In eighth grade, 24% more students performed at the “basic” and “proficient” levels, while 22% fewer performed at the “unsatisfactory” and “approaching basic” levels. Fourth-graders recorded a 10% increase in students performing at the “basic” and “approaching basic” levels and a 10% decrease in those at the “unsatisfactory” level. Grand Caillou Middle School achieved the status of National Reading Styles Model School. Grand Caillou Middle School maintained their gains as well as their status as a Level 3 “National Reading styles Model School until 2004, when Judy Gaspard retired as the principal of Grand Caillou.

During 1999-2000, Grand Caillou Middle School served 623 students in grades 4-8. Economically disadvantaged students made up 89% of the student population, which is 46% Anglo, 41% Native American, 12% African American and 1% Asian American. Reporting educator: Judy Gaspard, Principal, Grand Caillou Middle School.

In 2003, Grand Caillou principal, Judy Gaspard, was the only individual in North America invited to address a United Nations panel on education. This great honor was awarded to Judy after a U. N. official visited her school for a few days, and was impressed by the high test scores, respect, and love of learning demonstrated by Grand Caillou’s students and teachers. Reporting Educator: Judy Gaspard, Principal, Grand Caillou Middle School.
1.10 Grades Pre-K-2, West Amory Elementary School, Amory, MS, 1999-2002 (PreK-2, rural, 58% free or reduced lunch, school-wide Title 1). In 2002, after three years of the Power Reading® Program, West Amory Elementary was one of three Title 1 schools to achieve the highest NCE gains in Mississippi. West Amory’s students had gained 38.5 NCEs in reading in three years, and won the IRA Distinguished Title 1 School Award. That same year, West Amory Elementary school was awarded the prestigious status of a Level 3, “National Reading Styles Model School.” West Amory Elementary is a school-wide, Title 1 school in rural Mississippi, with 58% of its students receiving a free or reduced-price lunch. Reporting Educator: Nancy Sullivan, Principal, West Amory Elementary School.
Van Buren R-1 Schools, Van Buren, Missouri, 1999-2000. After one year of Carbo Reading Styles implementation, Van Buren R-1 Schools reported high reading gains across all grade levels on the CTB Terra Nova. Percentile gains were particularly high in the lower grades with kindergartners gaining 22 percentiles, first-graders 18 percentiles and second-graders rising nine percentiles. Grade 3 was tested with the Missouri Assessment Program (MAP), in which the goal is to move 3% of the population from the bottom academic levels (1-2) to the top levels (4-5). Nearly 14% of Van Buren’s third-graders moved out of the bottom levels and 7% moved to the top levels (4-5). Reporting educator: Ella Jean Keeney, Reading Styles Coordinator, Van Buren R-1 Schools.
Jeannette Myhre Elementary School, Bismarck, North Dakota, 1999-2000. Myhre Elementary reported impressive NCE reading gains in the year 2000 on the Gates-MacGinitie Reading Test after one year of the Carbo Reading Styles Program, despite high rates of student poverty, transience and students requiring special education services. In eight months, Myhre’s gains were: 14 NCE’s for grade 1, 6 NCE’s for grade 2 and 7 NCE’s for grade 3. Myhre’s third-graders outperformed all other third grades in the Bismarck School District. Assessment scores for grades 4, 5 and 6 in 2000 were the highest in seven years. Anecdotal records indicated high teacher satisfaction, an increase in student reading enjoyment and an increase in time on task. Approximately 60% of Myhre’s students lived in poverty, and the student transience rate was 31%. Myhre had the highest percentage of special education students in the Bismarck School District (23%), as well as the highest percentage of Native American students and LEP (Limited English Proficiency) youngsters (13.2%). Reporting educator: Bill Demaree, Principal, Myhre Elementary School. In 1999, Bill Demaree received the North Dakota National Distinguished Principal Award, and, in 2000, he was the recipient of the Milken Education Award.
1.13  **Paterson Elementary School, Montgomery, Alabama, 1998-2000.** Despite high rates of unemployment and poverty, Paterson Elementary students showed significant improvement in reading using the Carbo Reading Styles Program. From 1998 to 2000, students in grades 1-6 gained an average of 9.5 percentiles in their total reading scores on the SAT-9. In spring 1999, Paterson met its academic objective by moving from an Alert II status to a Caution status. Note: Paterson Elementary is an inner-city K-6 school. Most residents in the Paterson School District were unemployed. The enrollment was 99.2% African American; 99.9% of the families lived at or below the poverty level as defined by the U.S. Government; 100% of the students received free or reduced lunch and 17% received special education services. Reporting educator: Donna Langford, Reading Resource Teacher, Paterson Elementary School.
1.14 **Gilmer Intermediate School, Gilmer, Texas, 1997-2000.** In 1997, students at Gilmer Intermediate were performing below state averages. By 2000, longitudinal studies of Gilmer’s third-graders showed that, within two years, 22% more students passed the Texas Assessment of Academic Skills (TAAS). During that same period, library circulation rose from 8,263 books (1997-98) to 10,817 books (1998-99) to 52,394 books (1999-00). Gilmer Intermediate has achieved the status of National Reading Styles Model School. Gilmer principal Paula Hill wrote in August 2000, “‘Phenomenal!’ is the first word that leaps to my mind when I think of our school atmosphere now compared to before we began using the Reading Styles Program. The standard at Gilmer Intermediate has become excitement about school, a sense of belonging, celebrations of goals set and met, and books by the thousands checked out of our library each month.” Reporting educator: Paula Hill, Principal, Gilmer Intermediate School.
1.15 Remedial High School Students, Thornton Township District 205, Thornton, Illinois, 1997-1998. In the fall of 1997, District 205’s English Acceleration Program was composed of 226 remedial students who lacked the basic skills needed to function in their academic high school classes. After nine months of the Carbo Reading Styles Program, the students averaged an 11.6 NCE growth in reading comprehension as measured by the Gates-MacGinitie Reading Test, and 56% of the students were able to move into the regular English I curriculum. The reading materials used in this program were high-interest short stories with Carbo audio recordings. Note: District 205’s Acceleration Program holds curriculum standards constant for all students, uses instructional strategies consistent with the research on brain-compatible learning and varies the time needed to complete graduation requirements. Reporting educator: Tim Truesdale, Language Arts Teacher, Thornton High School. Also reported in “Acceleration Program” (December 1998). Thornton Township District 205 Newsletter.

After only four months of Carbo Audio Recordings, 33 severely handicapped 10th-graders achieved average reading gains of 2.2 years on the Gates-MacGinitie Reading Test in reading comprehension. In August 1991, the reading levels of these youngsters ranged from 2.7 to 10.3, with most of the students gaining only a few months in reading each school year. By December 1991, reading levels ranged from 3.9 to 12.2, with several students gaining three and four years in reading comprehension and vocabulary in four months. Note: The 33 youngsters were multiply handicapped with severe learning disabilities, speech and language disorders, hearing impairments and behavioral disorders. Reporting Educator: Linda Queiruga, Special Education Teacher, Canyon del Oro High School from 1983 to 1992.
Wentzville West Elementary School, Wentzville, Missouri, 1999-2000. After one year of implementing the Carbo Reading Styles Program (1999-2000), a high percentage of Wentzville West’s parents rated the program positively. Ninety-five percent of the parents believed that their child was a better reader, 86% would now participate in programs to learn how to help their child, 95% found that their child was more interested in reading at home and 100% said they would recommend the Reading Styles Program to other parents. Reporting educator: Cynthia Fels, Reading Styles Facilitator, Wentzville West Elementary School.
Third-Graders, Roosevelt Elementary School, Medford, Oregon, 1992-1997. Between 1992 and 1997, the percentage of poor and transient students increased at Roosevelt Elementary School. Despite this trend, after three years of Carbo Reading Styles implementation (1994-97), third-graders moved from below to above state and district total scores in reading on the Oregon State Assessments; they scored especially high in evaluative and literal comprehension as well as locating information. Note: Only third- and fifth-graders are tested. Fifth-graders made improvements between 1994 and 1997, with 84% meeting or exceeding Oregon State benchmarks. As principal Ginny Hicks stated in her report, “Reading Styles training for staff and Reading Styles teaching strategies and techniques have played a major role in student success at Roosevelt.” Reporting educator: Ginny Hicks, Principal, Roosevelt Elementary School.
1.19 Margil Elementary School, San Antonio ISD, Texas, 1989-1993. After one year of Carbo Reading Styles (1990-91), the at-risk student population at Margil Elementary dropped from 302 students to 157. At that time, 95% of Margil’s students qualified for free lunch. After three years of CRS, Margil Elementary rose from 61st out of 65 schools academically in San Antonio ISD to ninth. Margil’s scores on the Texas Assessment of Academic Skills (TAAS) had been lower than most schools in the district. By 1993, Margil’s average scores in reading, writing and math were substantially higher than district averages. Reporting Educators: Genevieve Guerrero, Principal, Margil Elementary (1990-95), and Edward Tobia, Director of Elementary Curriculum during that same time period. Dr. Tobia reported these findings at the National Conference of the Association for Supervision and Curriculum Development (ASCD) in March 1994 at a session titled: “Successful Reading Styles Models: Beyond Accountability to Extraordinary Personal and Academic Growth.”
1.20 **Fifth- and Sixth-Grade Students, Florence County School District, Lake City, South Carolina, 1988-1991.** Fifth- and sixth-grade students significantly outperformed control students in reading comprehension and vocabulary during this three-year controlled study of the Carbo Reading Styles Program. CRS fifth-graders scored significantly higher in reading comprehension and higher in vocabulary during all three years, compared to their control groups. CRS sixth-graders scored significantly higher in reading during two of the three years, and higher in the third year, compared to their control groups. These results occurred although the remedial control students received 50 minutes per day of extra instructional time in reading. The South Carolina Department of Education selected the control group for this study which, compared to the Florence County School District, had a similar rural population, similar enrollment, was in the same part of the state and had a similar high percentage of African Americans and percentage of students qualifying for free lunch. The CRS group had 407 students and the controls had 324 students. All fifth- and sixth-grade students in the two participating districts were included in the study. *Reporting educators: Dr. Frances S. O’Tuel, University of South Carolina; Sondra B. Holt, Center for School Leadership, Winthrop University. This study was presented by the authors to the National Conference of the American Educational Research Association, Spring 1992.*

1.21 **Second-Graders, Edgewood Elementary School, Marysville, Ohio, 1998-1990.** This classroom study compared the results of a class using the basal approach with one using the Carbo Reading Styles Program (CRS) in 1989-1990. The CRS children made significantly greater gains than their controls (p<.05). Two second-grade classes participated, with one using a basal approach and the other CRS. Each teacher used the class of heterogeneous children that was assigned at the beginning of the year. The CRS group was taught with materials and strategies that accommodated their reading styles as identified by the *Reading Style Inventory* (Carbo). Among the strategies used were: themes, informal environments, choices, learning centers, recorded books, language-experience stories and phonics games. *Reporting educator: Bonnie Channell, Second-Grade Teacher in 1990, Edgewood Elementary School.*
Sixth-Through Eighth-Grade Remedial Readers, William Byrd Middle School, Roanoke, Virginia, 1987-1989. After two years of CRS, 50 Chapter 1 students gained 31 NCE’s on the California Achievement Test (CAT). The Carbo Reading Styles Program was first implemented in fall 1987. By spring 1988, the students’ average NCE scores tripled, rising from 1.8 (1987) to 5.3 (1988). The real breakthrough came after the second year of CRS, when NCE scores rose six times to 32.8 (1989). Joy Wright, the students’ Chapter 1 teacher from 1987-1989, stated: “Reading Styles not only made my students happier, but I also was a happier teacher. Life in my classroom became less stressful, and the students were motivated to work and to stay on task…My students who did not like to read now became avid readers.” Reporting educator: Joy Wright, Chapter 1 Curriculum Coordinator, Roanoke County Schools, 1987-1994.
First-Grade Chapter 1 Students, Shoreline School District, Seattle, Washington, 1986-1987. A year-long study of 49 Chapter 1 first-graders revealed highly significant gains in reading comprehension on the Stanford Achievement Test for Carbo Reading Styles (CRS) students (p<.0001). At the end of the school year, the 26 CRS students gained 48 percentiles, moving from the 23rd to the 71st percentile. The 23 control students gained 6 percentiles, moving from the 20th to the 26th percentile. The sample of CRS students was drawn from one first-grade class at Ridgemont Elementary School, while the controls were drawn from both a first-grade class at North City Elementary School and one at Parkwood Elementary School. All three classes had similar teachers, students and numbers of boys and girls. The study was conducted during the 1986-87 school year. Reporting educator: David Adams, Educational Service Center during 1986-1990, Seattle, Washington.
Third-Through Fifth-Grade Students, Northfield Elementary School, Ellicott City, Maryland, 1986-1987. A substantially higher percentage of students using Carbo Reading Styles passed the reading section of the Minimal Grade Competency Test (MGC) compared to the control groups. CRS third-graders, in particular, outperformed their controls, with 88.2% passing the MGC compared to 39.2% of the controls. Sixty percent of the CRS fourth- and fifth-graders passed the MGC reading test, compared to fourth-grade controls (49.8%) and fifth-grade controls (46.5%). Control subjects were selected from another school in the district based on similar pretest scores on the California Achievement Test (CAT). The study took place during the 1986-87 school year. Reporting Educator: Donna T. Michel, Reading Specialist during the study period, Northfield Elementary School.
1.25 Grades 1 Through 4 and Grade 6 of Learning-Disabled Students, Red Bridge Elementary School, Kansas City, Missouri, 1986-1987. Twelve students with learning disabilities in grades 1-4 and grade 6 participated in this research. At the onset of the study in 1986, the 12 students were between one and four years below grade level in the basic skills of reading, writing and math. Following an average of nine months using the Carbo Reading Styles Program, the 12 students gained between 1.5 and 3.9 years in basic skills. The pre- and posttests used were: the Brigance Diagnostic Inventory, the Woodcock-Johnson Educational Battery and the Iowa Basic Skills Test. According to Sturges, “Student participants in this program showed a greater level of academic achievement than in their former educational years…the students were highly motivated in their attitudes and desires for learning” (p. 10). Reporting educator: Gloria J. Sturges, Learning Disability Specialist at the time of the study, Red Bridge Elementary School.
Third-, Sixth- and Eighth-Grade Reading Underachievers, Buffalo School District, Buffalo, Minnesota, 1985-1986. Ten reading underachievers were administered the Reading Style Inventory (Carbo) in grades 3, 6 and 8. Between fall 1985 and spring 1986, the three classrooms of these students were adapted physically and methodologically to meet the reading style needs of these underachievers. Each grade of reading underachievers increased their grade-equivalent scores in reading comprehension substantially on the Stanford Achievement Test (grades 3 and 6) and the Gates-MacGinitie Reading Test (grade 8) during the eight months of reading styles implementation. The 10 underachievers in grade 3 increased their reading comprehension scores by 2.0 years, grade 6 by 3.4 years and grade 8 by 1.3 years. Note: In grade 3, five of the 10 students were identified as learning disabled; in the eighth grade, nine of the 10 students were identified as learning disabled. Reporting educator: Barbara Axel, Buffalo Junior High Reading Teacher.
1.27 Roosevelt Elementary School, Hutchinson, Kansas, 1982-1983. After one year of the Dunn and Dunn Learning Styles Program schoolwide and the Carbo Reading Styles Program for 24 remedial readers, the remedial reading students made an average gain of three years on the six subtests of the Stanford Diagnostic Reading Test. The average grade-equivalent gains ranged from 1.5 (grade 1) to 4.1 (grade 6). Note: Grade 1 was tested with the Wide-Range Achievement Test. This study took place during 1982-83. Reporting educator: Patricia Lennon, Principal, Roosevelt Elementary School.
RESEARCH STUDIES

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Section 2: Journal Articles and Dissertations

2.1 Summary
In 100 days, the Gauerslund School (K-9) rose from a rank of 1197 out of 1600 schools in Denmark, to scores in reading, math, and science equal to those of the top 100 schools.

Strategies Used
The enormous gains at the end of the 100 days came from teaching that was based on the student’s individual strengths – their talents, their learning styles, their reading styles, and their interests. For math and science, teaching strategies were derived from Howard Gardner’s work in multiple intelligences, and the Dunn and Dunn model of learning styles. For reading, the teaching strategies of the Carbo Reading Styles Program were used at Gauerslund.

Discussion
Table 1. All 16 classes at Gauerslund School moved from the “Bottom” or “Low” reading levels to the “High” and “Top” reading levels. Specifically, at the inception of the 100-day study, Gauerslund School had 6 classes at the “Top” reading level, 3 classes at the “High” reading level, 5 classes in the “Low” reading level, and 2 classes that ranked at the very bottom level in reading. After the 100-day study, those 16 classes ranked very differently. Thirteen of the 16 classes ranked in the “Top” reading level and 3 classes ranked at the “High” reading level. No classes remained in the “Low” or “Bottom” levels.

Table 2. This table lists each class, and how each class performed in language arts (reading and writing), before the 100-day study and after the study. Every class made unusually high gains.

Conclusion
“…concerning vigorous development, academic skills and general pedagogy that have been gained within the 100 days of the project, it is my overall conclusion that Gauerslund School moved up [the equivalent of over] 1,000 places into the top 100 of best performing schools in Denmark…Some classrooms have such remarkably good readers that they are candidates for the title “the Best in Denmark” (Knoop, 2008).
2.2  *A Comparative Study of the Reading Styles Program to Extant Programs of Teaching Reading*, Barber, L., Carbo, M. & Thomasson, R. (1998). Bloomington, IN: Phi Delta Kappa. This tightly controlled study involved thousands of students in grades 1-9 from 10 school districts. It compared the effectiveness of numerous different programs of teaching reading to the Carbo Reading Styles Program. It was found that, when CRS is implemented to the 85% level or higher, it is significantly more effective than extant site programs used in the regular classrooms. Of the 45 reading subtests, 39 produced positive effects in favor of the experimental (CRS) students, and six produced negative effects favoring the control group over a period of two years. This study compared matched teacher pairs. Both the teachers and students were matched. Insufficient matches or low CRS implementation eliminated four of the 10 participating districts, leaving 561 subjects and 15 matched teacher pairs from grades 1-6 in the following six school districts: Bledsoe (TN), Clark County (NV), Detroit (MI), Dillon (SC), Lindberg (MO) and New Bern (NC). This research used a multi-site simultaneous replications design.
“Reading with Style.” Skipper, B.L. (February 1997). *American School Board Journal*, Vol. 184, No. 2, pp. 36-37. In 1993, only 21% of some grade levels passed the Texas Assessment of Academic Skills (TAAS) in the Uvalde (TX) School District. After three years of the Carbo Reading Styles Program, nearly 70% of the students were passing the TAAS. Results of two experiments spurred the Uvalde school board to implement the CRS program district-wide in grades K-12 in 1995. The first experiment with CRS occurred during summer 1994 with 42 first-graders at risk of being retained. In six weeks, the youngsters gained more than 3.5 months in reading. Grade-equivalent scores rose from K-2.0 to 1.0-2.3. As a result, the first-grade retention rate dropped from 8.9% in 1993 to 1.7% in 1994. The second experiment with CRS was conducted with Robb Elementary School in 1994-95. At the end of the school year, the percentage of Robb’s students passing the TAAS rose from 46% to 73%. Farm families make up most of the Uvalde School District; 20% are migrant farmers. Seventy-eight percent of the students are Hispanic, many have limited proficiency in English and 75% come from families considered economically disadvantaged.
2.4  “The Push Is On to Ensure Literacy by Third Grade.” Henry, T. & Ashley, B. (January 29, 1997). USA Today, pp. D1-2. Describes the high reading gains made by students in the Uvalde (Texas) School District using the Carbo Reading Styles Program. This is a newspaper adaptation of Barbara Skipper’s article, “Reading with Style,” which was published in the American School Board Journal. (See item number 2.3, “Reading with Style,” Skipper.)

2.5  Utilization of a Systemic Design and Learning Styles Model as a Paradigm for Restructuring Education. Snyder, A.E. (1997). Doctoral Dissertation, Tennessee State University. For all the grade levels involved in this study, which was performed in Bledsoe County, Tennessee, the Carbo Reading Styles subjects significantly outperformed students in the control group in total reading as measured by the California Tests of Basic Skills CTB4. In addition, compared to the control students, social studies scores were significantly higher: (a) for CRS Chapter 1 students, and (b) when subjects participated in the study for two years. This quasi-experimental research involved 282 students drawn from grades 3, 4, 6, 7 and 8. The experimental treatment provided instructional strategies as recommended by the Reading Style Inventory (Carbo).
“Eric Learns to Read: Learning Styles at Work.” Hodgin, J. & Wooliscroft, C. (March 1997). *Educational Leadership*, Vol. 54, No. 6, pp. 43-45. This article reports the high gains with the Carbo Reading Styles Program in the academic, social and emotional abilities of 22 third-grade inclusion students at Alta Vista Elementary School in Abilene, Texas. In 1995, after one year of CRS, the number of students in this class passing the Texas Assessment of Academic Skills (TAAS) jumped from 41% to 86%. Over a period of three years (1993-96), the percentage of students mastering state objectives on the TAAS was 11%, 67% and 80% respectively. The authors (who were the children’s teachers) wrote: “The self-esteem, motivation, and attitude of all students improved because they did not feel stress, learning was fun and pleasurable, and it was easy to succeed. We had created a real community of learners.” (p. 45)
2.7 “Matching Reading Styles and Reading Instruction.” Oglesby, F. & Suter, W.N. (1995). Research in the Schools (Mid-South Educational Research Association), Vol. 2, No. 1, pp. 11-15. This article describes the doctoral research of Oglesby (see item number 2.11), which involved 198 third- and sixth-graders. All subjects were pretested with the Gates-MacGinitie Reading Test. Half of the subjects were administered the Reading Style Inventory (Carbo) and were provided with reading instruction using methods, strategies and materials that matched their preferred reading style. Six months later, all students were posttested using the same reading tests. Reading results were significant in favor of the CRS group, supporting the hypothesis that incorporating reading styles in reading instruction resulted in greater reading gains.

2.8 “Using Recorded Books with Reluctant Readers.” Molbeck, C.H. (1994). WSRA Journal (Wisconsin State Reading Association), Vol. 38, No. 2, pp. 39-42. Recounts the positive effect of the Carbo Recorded-Book Method on 22 angry, remedial readers who belonged to various gangs. After receiving training in the Carbo method of recording, the author recorded a high-interest story and played small parts of it aloud each day, helping the students to keep track in their books (note: only one tape player was available). Immediately, positive changes occurred in student behavior and confidence. By the end of the school year, student gains in reading fluency and comprehension were high; some were unprecedented. Example: Andrea “went from anger at the thought of having to read a short book to choosing to read a long one on her own in five months. Her pre-test was fourth grade, her posttest was seventh” (p. 40).
“On the Road to Reading Recovery.” Snyder, A. (January 1994). *The School Administrator*, Vol. 51, No. 1, pp. 23-24. In 1985, Bledsoe County Schools averaged a stanine score of only 3 in reading—not unusual for a rural school district in a poverty area. After implementing the Carbo Reading Styles Program for three years, the system equaled state and national averages in reading (approximately the fifth stanine); in 1992, the community was honored with the Governor’s Award of Excellence in Education. The Bledsoe County district is a 1,700-student system in the mountains of eastern Tennessee. The county’s per-capita income was $8,000 in 1994. Before CRS, approximately 50%-70% of the students were considered to be at risk of failure or dropping out.
“Making a Difference for L.D. Students—Matching Reading Instruction to Reading Styles Through Recorded Books.” Bradsby, S., Wise, J., Mundell, S. & Haas, S. (1992). *Research in the Classroom*, ED 347 765. Significant growth in reading comprehension was made by 30 of 32 severely learning-disabled students in grades 1-6 after one year of Carbo Reading Styles. Overall, the 30 students made an average gain of 1.7 years in reading comprehension on the Brigance Comprehensive Inventory of Basic Skills. The authors noted that the greatest growth in reading comprehension was in sixth grade, while the students who made one year or less reading growth were in first grade. This CRS program emphasized matching reading methodology to students’ strengths as identified by the *Reading Style Inventory* (Carbo), and the use of the Carbo Recorded-Book Method three to five times weekly.

**Devinny Elementary School, Lakewood, CO**

Severely Learning-Disabled Students in Grades 1-6 Increase Reading Comprehension Scores by an Average of 1.7 Years on the Brigance Comprehensive Inventory of Basic Skills After One Year of CRS

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<th>Number of Students</th>
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<td>10</td>
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</table>
2.11 **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.

![Graph showing comparison between CRS and Control groups](image)

2.12 **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 2.7.

2.13 **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 to 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).
2.14 Improvement of Reading Achievement and Self-Concept Through a Reading Curriculum Based on Learning Styles in a Third-Grade Classroom. Potter, A.L. (1989). Master’s Thesis, National College of Education. Of the 28 third-grade subjects in this study, 85% were below grade level in reading at the study’s inception and 70% were reported by their second-grade teachers to have had trouble learning phonics skills. The subjects were taught to read through their reading style preferences and strengths, according to recommendations on the Reading Style Inventory (Carbo), for a period of four months, from October 1988 through January 1989. Posttesting with the Stanford Diagnostic Reading Test revealed a six-month gain (from 3.7 to 4.3) in auditory vocabulary and an eight-month gain in comprehension (from 3.4 to 4.2). Those results were significant at the .01 and .001 levels respectively.

2.15 Instructional Reading Strategies Designed to Match the Individualized Reading Styles of Children: Their Effect on Reading Comprehension. Schuchardt, J.A.B. (1987). Doctoral Dissertation, University of Maryland, College Park. This research used a case-study approach to study the effects of reading styles instruction on the reading comprehension of two second-graders reading well below their expected grade level. The students did master more reading objectives as evidenced on the Minimal Grade Competencies Test: Reading 2, and they demonstrated increased independence and responsibility for their work. According to the author, “The study suggests that early identification of each student’s reading style is important and that reading programs and materials should be designed to teach students through modality strengths.”
An Analysis of the Effects of Reading Methods Upon Reading Achievement and Locus of Control When Individual Reading Style Is Matched for Learning-Disabled Students. LaShell, L. (1986). Doctoral Dissertation, Fielding University. Ninety learning-disabled students participated in this study. The Carbo Reading Styles group achieved significantly higher reading gains (at the .001 level) than the control group. Within eight months, CRS students gained 15 months in reading, while the control students gained only four months. CRS students also achieved a significantly higher internal locus of control (at the .001 level) than the control group. This finding indicated that CRS students felt significantly more responsible for their actions, while the control students believed more strongly that results are caused by powerful outside forces. LaShell also noted that 55% of the subjects in this study had been previously retained. She suggested that retention might have been avoided if the students’ reading styles had been accommodated earlier. LaShell perceived a need to redefine the term “individualized” to include not only differential pacing but also individual reading methods and materials. Note: The CRS group comprised all the learning-disabled students in the Lake Stevens School District (n=42), while the control students were all the learning-disabled students in the Arlington School District (n=48). Both districts are in Washington State.
2.17 *Teaching Reading to Disabled Readers By Eliminating the Necessity for Grapheme to Phoneme Recoding.* Maxwell, M.J. (1983). Doctoral Dissertation, St. John’s University. Subjects for this study were 45 randomly selected first-graders with reading scores on the Metropolitan Achievement Test (MAT) below the 40th percentile. The 45 subjects were randomly assigned to one of three groups. The first group was taught to read using a series of words and pictures, the second group listened to passages recorded with the Carbo Recorded-Book Method and the third group (the control) received work identical or similar to what they had been doing in class all year. After 25 half-hour sessions, compared to the control group, the two experimental groups showed significantly higher gains in reading comprehension on the MAT.

2.18 “Teaching Reading with Talking Books.” Carbo, M. (December 1978). *The Reading Teacher,* Vol. 32, No. 3, pp. 267-73. This article describes the development of the Carbo Recorded-Book Method over a three-year period with severely learning-disabled students. The first pilot experiment was conducted during 1975 with eight LD youngsters. These were the extraordinary gains in word recognition: elapsed time—3 months; average gain—8 months; highest gains—15 months; lowest gains—4 months. Every student experienced immediate success, and discipline problems were greatly reduced during the process. The article ends with a description of how to program recorded books for greater efficiency of use.
“A Word Imprinting Technique for Children with Severe Memory Disorders.” Carbo, M. (Fall 1978). *Teaching Exceptional Children*, Vol. 11, No. 1, pp. 3-5. This article describes the effect of the Carbo Recorded-Book Method on one severely handicapped, total non-reader in second grade. A special word imprinting method led to the development of the Carbo Method, which is characterized by its slow pace, short phrases and small amounts of text. In four weeks, the youngster (Georgette) learned and remembered 31 words. The article describes the effectiveness of the specialized recordings and multiple listenings as needed by the child.
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Section 3: Descriptive Studies of Students’ Reading Styles

3.1 “An Investigation of the Reading Styles of Urban Jamaican Middle-Grade Students with Learning Disabilities.” Duhaney, L.M.G. & Ewing, N.J. (Fall 1998). Reading Improvement, Vol. 35, No. 3, pp. 114-19. This study examined the reading styles of 53 Jamaican students with learning disabilities in the New York Public Schools using the Reading Style Inventory (Carbo). These students’ reading styles indicated a strong preference for: learning through the tactile and kinesthetic modalities; a quiet, informal, organized reading environment and mobility and snacks while working. They were also persistent and responsible, and their least preferred variable was auditory.

3.2 “Modality and Learning Style Among Basic Skill Students.” Geoghegan, S.M. (1996). ED 393 085. Forty elementary students enrolled in a basic skills reading program in Westfield, New Jersey, during the 1995-96 school year participated in this study. The findings indicated that the students’ total tactile and kinesthetic responses exceeded those for the auditory and visual modalities. The author suggested that “teachers need to recognize their students as individuals” and that “teaching to a student’s dominant modality is a low-risk, high-benefit option.”

3.3 Learning Styles and Attentional Lateralization in Dyslexia. Graham, N.C. (1993). Doctoral Dissertation, University of Toronto. As part of this study, the neuropsychological validity of the Reading Style Inventory (Carbo) was tested. Thirty auditory-linguistic learning-disabled students were compared to 30 age-matched normal readers. Normal subjects rated their reading style as strongly auditory and visual, while the learning-disabled students rated themselves as less adequate in visual and auditory processing than did normal readers. When visual and auditory preferences were compared for learning-disabled subjects, they had rated themselves as being more visual learners than auditory. The Reading Style Inventory did identify the auditory weaknesses of these auditorily disabled students.

3.4 Reading Styles of Hispanic Students with Learning Disabilities in Third, Fourth and Fifth Grade. Wilson, I.G. (1993). Doctoral Dissertation, University of Miami. This empirical study identified the reading styles of learning-disabled Central American, Cuban-American and Puerto Rican students in grades 3 through 5 using the Reading Style Inventory (Carbo). A sample of 129 students was selected from six elementary schools in Dade County, Florida. Among the findings were the following: The learning-disabled Hispanic students in this study had strong tactile and kinesthetic styles and moderate visual and auditory preferences. They preferred a cool, quiet, informal environment, were highly motivated by adults and were persistent and responsible. They also required moderate amounts of structure and liked to read with peers and the teacher. Recommended teaching strategies included: real and active learning experiences; high-interest assignments; choices; teacher motivation; reading with peers; using recorded books; afternoon reading and opportunities for movement.

3.5 “An Investigation of the Relationship Between the Reading Styles of Second-Graders and Their Achievement in Three Basal Reader Treatments.” Revised. Sudzina, M. (1993). ED 353 569. An abbreviated version of the study described in item number 3.13. Some passages and references have been updated.
3.6  **A Comparison of Preferred Reading Style Between Chapter 1 Remedial Reading and Average Reading Middle-Grade Students.** Seelbach, M.M. (1992). Doctoral Dissertation, Southern Illinois University, Carbondale. The reading style differences of 100 fifth- and sixth-grade remedial reading students and 100 average students were compared using the *Reading Style Inventory* (Carbo). Findings of the study supported and extended past research regarding the uniqueness of an individual’s reading style. In addition, the results of this research emphasized the importance of providing equal educational opportunities for all students.

3.7  **“Phonemic Awareness versus Meaning Instruction in Beginning Reading: A Discussion.”** Partridge, S. (1992). ED 349 536. This discussion emphasizes the need to use phonemic awareness and also stress meaning while reading according to the needs of individual children. In addition, research has shown that recognizing the global, tactile and kinesthetic reading styles of poor readers will facilitate their learning.

3.8  **“Learning Styles of Poor Readers.”** Mohrmann, S.R. (1990). Paper presented at the annual conference of the Southwest Educational Research Association, Austin, Texas. The reading style characteristics of 200 remedial reading students in grades 3-12 in five school districts in South Texas were identified with the *Reading Style Inventory* (Carbo). Dr. Sue Mohrmann, Director of Reading in the Department of Education of Texas A&I University, reported the following characteristics for the majority of the remedial students: Most preferred quiet while reading, soft light, an informal design and many choices. These students were predominantly global, strongly tactile and kinesthetic, had some visual strengths that increased with age, had high mobility needs and were motivated by self or teacher in the selection of reading material. In addition, the older the student, the less persistent and responsible they were about completing reading assignments and the more they wanted many choices of reading materials.

3.9  **Reading Styles of Spanish-Speaking Students Working Below Grade Level.** Lockwood, F.E. (1989). Master’s Thesis, Eastern Oregon State College. This descriptive study of the reading styles of 38 native-Spanish-speaking students reported that the least recommended reading methods for these subjects were phonics, linguistics and Fernald; the most recommended reading methods were the language experience method, the Carbo Recorded-Book Method and the individualized method. The majority of the subjects preferred quiet while reading, soft lights, informal design and structure. Overall, the students were persistent, reliable and strongly tactile/kinesthetic. Twenty-one percent were poor auditory and 7% were poor visual.

3.10 **“The Relationship Between the Learning Styles and Reading Achievement of Sixth-Grade Students in the State of Alabama.”** Atchison, M.K. & Brown, D.M. (1988). Paper presented at the annual meeting of the Mid-South Educational Research Association. ED 300 722. The 405 sixth-grade subjects in this study represented the eight State School Board Districts in Alabama. Each subject in the study was administered these four instruments to determine whether or not a statistically significant relationship exists between the learning styles and reading achievement of sixth-grade students: Gregorc Style Delineator, Renzulli-Smith Learning Style Inventory, Hunt Paragraph Completion Method and the *Reading Style Inventory* (Carbo). Only the Hunt and Carbo instruments were found to be useful in identifying the learning style preferences for students with low, high and average reading achievement. Also see item number 3.11.
3.11 **The Relationship Between the Learning Styles and Reading Achievement of Sixth-Grade Students in the State of Alabama.** Atchison, M.K. (1988). Doctoral Dissertation, University of Alabama. This doctoral dissertation describes in greater detail the same study as item number 3.10, by Atchison and Brown.

3.12 **“Correlation Between Remedial Students and Learning Styles: Implications for Computer-Assisted Instruction.”** Wheeler, M.C. (1988). ED 297 294. Thirty-one sixth-grade Chapter 1 students from an Idaho middle school were administered the *Reading Style Inventory* (Carbo). Results indicated that all subjects had a strong to moderate kinesthetic preference and that most had high visual strengths. The implication is that computer software which emphasizes problem solving and simulation will address the reading styles of remedial readers.

3.13 **An Investigation of the Relationship Between the Reading Styles of Second-Graders and Their Achievement in Three Basal Reader Treatments.** Sudzina, M. (1986). Doctoral Dissertation, Temple University. This study sought to determine whether random matching or mismatching of students’ reading styles in one of three basal reader programs produced higher reading achievement. A total of 210 second-grade subjects designated as good, average and poor readers were administered the *Reading Style Inventory* (Carbo). Among the findings were the following: (a) higher reading achievement occurred when the basal reader program (phonics, whole-word or phonics and whole-word) matched rather than mismatched the reading styles of the students; (b) compared to good readers, poor readers had significantly fewer reading methods recommended on their RSI profiles, and these methods had seldom or never been used; (c) the visual and auditory abilities of the poor readers were significantly lower than those of the good readers; (d) holistic reading approaches matched the reading styles of the second-grade subjects significantly more often than phonics, whole-word approaches, basal readers or workbooks.
3.14 “Reading Styles Change Between Second and Eighth Grade.” Carbo, M. (February 1983). *Educational Leadership*, Vol. 40, No. 5, pp. 56-59. The *Reading Style Inventory* (Carbo) was administered to 293 students in grades 2, 4, 6 and 8. Among those grades, there were significant differences on 10 elements of reading styles. These were the major findings: Children in the primary grades were teacher-motivated; preferred structure, movement and intake (food and drink) while reading, and wanted to learn to read with their teachers and peers using their tactile and kinesthetic modalities. As children grow older, their visual and auditory strengths increase while their tactile and kinesthetic needs diminish slightly. They become more independent readers who need more choices of high-interest materials and individualized programs in which they read alone or with peers.

3.15 *College Students with Poor, Average or Good Reading.* Koch, C. (1982). Master’s Thesis, Emporia State University. This early master’s thesis examined the differences among the reading levels and perceptual strengths of 96 college students and the implications of those differences for the teaching of college students. Subjects were administered both the *Reading Style Inventory* (Carbo) and the Nelson-Denny Reading Test, Form C. The major findings of this study were that the freshman poor readers had weaker or fewer perceptual strengths on the RSI than did the freshman average and good readers. The author of the study suggested that college teachers might design lessons that involve a variety of modalities so that weaker modalities are reinforced.
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4.1 “Multisensory Approaches and Learning Styles Theory in the Elementary School: Summary of Reference Papers.” Moustafa, B.M. (1999). ED 432 388. Examines learning styles theory and how educational programs using such approaches have been effective in improving student achievement. Recommends that teachers identify and heed their students’ styles when designing instruction and suggests that administrators provide training in learning styles and multisensory approaches.


4.4 “What’s the Right Way to Teach Reading?” Feder-Feitel, L. (November 1997). Child, pp. 18-20, 22. The pros and cons of whole language versus phonics, concluding with a discussion of reading styles and a recommendation for teachers to begin “tailoring reading lessons to meet the individual needs of each child” (p. 22).

4.5 “Reading Instruction: Focusing the Debate on Student Achievement.” Halford, J.M. (September 1997). Infobrief (a newsletter of the Association for Supervision and Curriculum Development), Issue 10, entire issue. The section titled, “Whose Balance?” discusses reading styles-based instruction and the need for a broad repertoire of reading methods. Includes an excellent historical timeline of reading instruction from the 1700’s to 1997 that includes the following: “1988: Marie Carbo reanalyzes Chall’s earlier research on reading, calling some data analysis into question. A lengthy research debate ensues.”

4.6 “Reading Styles Times Twenty.” Carbo, M. (March 1997). Educational Leadership, Vol. 54, No. 6, pp. 38-42. Centers on 10 guiding principles that have arisen from research and practice in the field of reading styles, with examples of each principle.


4.8 “Phonics and Whole Language: Friends or Foes?” Raven, J.N. (1997). ED 413 583. Discusses the reading style demands of phonics and whole language and recommends the inclusion of both approaches. Also recommends that phonics skills be incorporated within a whole language program that includes rich and exciting literature.


4.10 “Creating Classroom Cultures That Foster Reading Motivation.” Gambrell, L.B. (1996). The Reading Teacher, Vol. 50, No. 1, pp. 14-25. Discusses six research-based factors that contribute to increased reading motivation, all of which are part of the Carbo Reading Styles Program, including: modeling by the teacher, choice, social interaction, lots of books, book-rich classrooms and appropriate reading-related incentives.


4.17 Learning Styles: Putting Research and Common Sense into Practice. (1991). Arlington, VA: American Association of School Administrators. Addresses common problems in assessing students’ learning styles, as well as the most common assessment programs (the Reading Style Inventory [Carbo], the NASSP Learning Style Profile and the 4MAT System). The last chapter answers educators’ questions about how to incorporate learning styles into the classroom and discusses the best climate for styles-based learning.


4.19 “Cutting Edge: Not Dumb, Just Different: It’s a Matter of Style.” Conner, J.E. (1991). *Journal of Developmental Education*, Vol. 15, No. 1, pp. 34-35. Reviews research in reading styles and implications for young and adult learners. Conner emphasizes the critical need to accommodate students’ reading styles, or, he warns, the by-product will continue to be the transfer of blame “from teacher and policy maker to student” and the continued labeling of underachieving learners with pejorative terms like “learning-disabled, attention-deficient, hyperactive, mentally retarded and dyslexic” (p. 34).

4.20 Reading by the Colors. Irlen, H. (1991). Garden City Park, NY: Avery Publishing Group. Describes the perceptual problem of Scotopic Sensitivity Syndrome, which causes letters to double or swirl on a page, and explains why colored overlays, colored paper and colored lenses can substantially improve an individual’s ability to perceive letters correctly.


4.25 “The Great Debate—Can Both Carbo and Chall be Right?” Turner, R. (December 1989). *Phi Delta Kappan*, Vol. 71, No. 4, pp. 276-83. Reanalyzed the phonics research described in Marie Carbo’s “Debunking the Great Phonics Myth” and concluded the following: “If one believes that vocabulary size and depth of reading comprehension are at the heart of literacy—as Marie Carbo does—then one would be correct in taking the position that systematic phonics contributes little, if anything, to literacy” (p. 283). (Note: Richard Turner was former vice president of the American Educational Research Association, dean of the School of Education at the University of Colorado and associate dean for Research and Graduate Studies at Indiana University.)

4.26 “The Importance of Neurological and Cognitive Research for Reading Instruction.” MacRae, C.L. (1989). Commissioned by the OERI Literacy Project. ED 328 898. Includes information about students’ differing reading styles and states that this diversity must be considered when developing and implementing reading programs.


4.28 “Research on Instructional Environments: Implications for Student Achievement and Attitudes.” Dunn, R. (Spring 1987). *Professional School Psychology*, Vol. 11, No. 2, pp. 43-52. Reviews the research which indicates that accommodating students’ environmental needs has a positive effect on student learning and behavior.

4.29 “A New Look at an Old Idea: Core Curriculum.” Goodlad, J. (1987). *Educational Leadership*, Vol. 44, pp. 8-15. Includes Goodlad’s research on U.S. classrooms indicating that students spend most of their time in class either doing seatwork or listening to teacher lectures. Rarely are they given opportunities to learn experientially. In addition, “handedness,” or the need to learn tactilely, is perceived as an inferior mode of learning to “headedness.”

4.31 The Preferred Perceptual Modality of Kindergarten-Aged Children. LeClair, T.J. (1986). Master’s Thesis, California State University. Verifies that young children learn most easily through touch and emphasizes the importance of accommodating this need.


4.34 An Analysis of the Relationships Among Preferences for a Formal/Informal Design, One Element of Learning Style, Academic Achievement, and Attitudes of Seventh- and Eighth-Grade Students in Remedial Mathematics Classes in a New York City Alternative Junior High School. Hodges, H. (1985). Doctoral Dissertation, St. John’s University. Dissertation Abstracts International 45, 2791A. Students taught and tested in an environment that matched their need for formal or informal classroom design (i.e., hard chair versus soft furniture, rugs, etc.) scored significantly higher on academic tests and on positive attitudes than those who were mismatched on these elements.

4.35 “The Effects of Repeated Readings and Attentional Cues on Reading Fluency and Comprehension.” O'Shea, L.J., Sindelar, P.T. & O'Shea, D.J. (1985). Journal of Reading Behavior, Vol. 17, No. 2, pp. 129-42. Verifies that re-reading a passage, whether assisted or unassisted, significantly increases comprehension. In addition, when students attend to meaning instead of speed as they practice, comprehension increases even more.


4.37 “Research in Reading and Learning Style: Implications for Exceptional Children.” Carbo, M. (April 1983). Exceptional Children, Vol. 49, No. 6, pp. 486-94. Reviews research indicating that: (a) reading achievement improves significantly when reading programs match individual learning styles; (b) poor readers tend to be tactile-kinesthetic learners with a biased arousal of the right hemisphere of the brain and (c) the learning styles of many poor readers are seldom accommodated in school. Includes a description of the flaws in modality research which had indicated erroneously that teaching to modality strengths has little or no effect on student achievement.

4.39 “An Examination of Ability Grouping for Reading Instruction.” Hiebert, E.H. (Winter 1983). *Reading Research Quarterly*, Vol. 18, pp. 231-55. Reported that research findings consistently agree that the amount of time spent reading is an important variable in reading achievement.


4.45 *An Analysis of the Relationships Between the Modality Preferences of Kindergartners and Selected Reading Treatments as They Affect the Learning of a Basic Sight-Word Vocabulary.* Carbo, M. (1980). Doctoral Dissertation, St. John’s University. Students taught to read words through their stronger modality learned significantly more sight words than when they were taught through their weaker modality. Ninety-seven kindergartners were administered auditory and visual perception tests and taught sight words with methods that matched and mismatched their strengths. Note: This dissertation won the first National Dissertation Award in Curriculum and Instruction from the Association for Supervision and Curriculum Development.


4.50 *The Relationship Between Modality Preferences and Programs Used in Initial Reading Instruction.* Donovan, M.A. (1978). Doctoral Dissertation, University of Hawaii. Students with auditory strengths scored significantly higher than those with visual strengths following the auditory reading treatment; those with visual strengths performed significantly better than those with auditory strengths following the visual reading treatment (n=105 first-graders).


4.53 “The Tyranny of Time.” Trubowitz, S. (October 1972). *Elementary School Journal,* Vol. 73. Describes the negative effect of structured schedules that cause students to be taught during times when their energy levels are low.

4.54 *Integration and Ordering of Bisensory Stimuli in Dyslexic Children.* Heckerl, J.R. (1971). Doctoral Dissertation, University of Michigan. This research indicated that dyslexics were significantly less able than normal students to integrate visual and auditory stimuli.


4.56 “The Cooperative Research Program in First Grade Reading Instruction.” Bond, G.L. & Dykstra, R. (1967). *Reading Research Quarterly,* Vol. 2, entire issue. A major conclusion of this study of 20,000 pupils was that no one method was outstanding enough to be used to the exclusion of others.


Overview of the Carbo Reading Styles Program®
Match the Style of Instruction to the Style of Reading

Schools that analyze the needs of students and provide instruction that fits the child will reap results with beginning and at-risk readers.

By Marie Carbo

Educators are on the front lines of a battle for our children's futures. Only one-third of students in grades 4, 8, and 12 read at or above the proficient levels, and reading for pleasure is declining every year (Dillon 2005; Bracey 2006). Unfortunately, No Child Left Behind's Reading First program apparently hasn't made a dent in any of these troubling statistics. A new U.S. Department of Education report (Gamse 2008) reveals that after five years and $6 billion, Reading First has:

- Significantly increased the amount of time teachers spend teaching reading in grades 1, 2, and 3, especially phonemic awareness and phonics in grade 1; and
- Produced no significant gains in grades 1, 2, and 3 in reading comprehension — the goal of all reading instruction.

According to Senator Edward Kennedy, "The Bush administration has put cronynism first and the reading skills of our children last, and this report shows the disturbing consequences" (Dillon 2006).

When more time and money are spent on teaching reading, and yet there is no improvement in reading comprehension, that's a strong indication that ineffective teaching practices are being used. And that, I believe, is at the heart of why Reading First has not helped students enjoy reading and make substantial reading gains.

The "right" reading work for any student should increase reading motivation and achievement, as well as reading for pleasure, in a short time. The work should be interesting and exciting, thereby tapping into the most powerful kind of memory: emotional memory. Reading instruction should use students' reading style strengths and preferences. In short, learning to read should be easy and fun. When it's difficult and boring, it's invariably the wrong work.

With Reading Styles teaching, even the most at-risk students have made extraordinary gains in reading comprehension, fluency, and vocabulary in short periods of time at all grade levels. In addition, voluntary reading has increased substantially, and discipline problems and retentions have been reduced. These positive results have been well documented over the past 15 years, including a two-year study published by Phi Delta Kappa that was conducted in six states.

- MARIE CARBO is executive director of the National Reading Styles Institute, Syosset, New York © 2009, Marie Carbo.

Phi Delta Kappan, January 2009, p. 373
using a multi-site, simultaneous replications design (Barber, Carbo, and Thomasson, 1998).

These improvements have occurred because the reading strategies are built on each student's reading style. The Reading Style program considers how a student's ability to learn to read is affected by: 1) the reading environment, and also by the reader's 2) emotional needs, 3) sociological preferences, 4) physical needs, and 5) style of processing information. Not only does every person have a distinctly different reading style, but every reading method, resource, and strategy demands particular reading style strengths of the learner (Carbo 2007).

Here are the reading results from a sample of model Reading Style schools and reading labs:

• O'Connor Elementary School in Victoria, Texas, is a preK-5, Title I school that has 86% Hispanic and African-American students from low socioeconomic families. In 1993, after one year of Reading Styles teaching, O'Connor students rose from 19% to 80% passing their state reading test. By 1997, over 98% of O'Connor's 500-plus students passed math, reading, and writing at all tested grade levels, and the Texas Education Agency rated the school "exemplary." O'Connor has maintained those scores for 10 years.

• Minor Hill School Reading Lab in Minor Hill, Tennessee, is a preK-8 school. In 2007, 22 of their 7th and 8th graders scored below the proficient reading level on a university-created predictive reading test. After six months of attending the Reading Styles Lab in the school, 21 of the 22 students achieved proficient or advanced levels in reading on that same test, including five of the six special education students in the group. Principal Lisa Stogner reported a 100% turnaround in student attitude, from negative to positive, toward reading.

• Marion Elementary School in Marion, Ohio, is a preK-5 school where one-third of the families have no phones, have high unemployment, and 61% of the students qualify for free or reduced-price lunch. Marion students rose from 42% attaining reading proficiency on the state test in 2002 to 87% in 2005 and 95% in 2006.

**TO LEARN MORE ABOUT READING STYLES**

To take a virtual tour of Reading Styles schools or to schedule a visit to a model school or model reading lab, see www.rnsl.com/model_schools.php.

A report describing the major studies conducted on Reading Styles, a book detailing research in Reading Styles, and national validations of the Reading Styles program are available at no charge at www.rnsl.com/research.php.
High reading results with reading styles teaching have not been limited to the United States. For 100 days, the Gauerslund School (K-9) in Denmark based instruction on students' talents, learning styles, reading styles, and interests. Gauerslund rose from a rank of 1,197 out of 1,600 schools to the top 100 schools in Denmark in reading, math, and science. During that period, reading was taught using the Carbo Reading Styles program (Knoop 2008).

**The Pendulum Swing in Reading**

Educators have been searching for the best way to teach all children to read for more than a century. No matter which approach to teaching reading enjoys popularity, reading failures persist, disillusionment spreads, and the pendulum swings to a different approach. When a global approach to teaching enjoys popularity for a time (whole language or the whole-word reading method, for example), the pendulum swings back to a more analytic approach, such as phonics. The resulting heated debates should come as no surprise. To avoid unproductive debates, it's important to understand both the analytic and the global models of teaching reading.

The **Analytic Model**. The analytic model of teaching reading moves from the parts to the whole, in the same way that phonics is taught (see Figure 1). Stage 1 requires mastery of isolated letter sounds. In Stage 2, students practice letter sounds by reading words containing the learned sounds. Next, they read connected text, or stories. This approach regards a knowledge of letter sounds as a critical skill for all learners. Youngsters who do well with phonics tend to have strongly auditory and analytic reading styles. Children who are auditory can hear and recall letter sounds. If they are also analytic, the logic of phonics makes sense to them because analytic students proceed naturally from bits of information to the whole. Phonics instruction is usually highly sequential, organized, direct, and predictable — all conditions that appeal to analytics.

But phonics can be confusing and boring to students who are not analytic, who don't learn easily when information is presented in small portions, step by step. The most serious problems arise for students who are not sufficiently auditory to learn or to blend sounds. If children cannot hear the differences among sounds, they cannot associate those sounds with their corresponding letters. This situation is similar to that of a tone-deaf person who can't repeat a tone. Being sound deaf can create years of problems even into adulthood — if the individual is continually exposed primarily to phonics instruction (Carbo 1987).

**The Global Model.** The global model of teaching reading moves from the whole to the parts, in much the same way that whole language is taught (see Figure 2). In Stage 1, large amounts of connected text or stories are read aloud to students repeatedly. After students can read with some independence, students move to Stage 2 and practice words and phrases from the stories in isolation. In Stage 3, some phonics is taught, often by encouraging children to "discover" similarities in words they have encountered in their reading and writing. Youngsters who do well with this model tend to have strong visual and global reading styles. They can recall words they see and hear repeatedly in high-interest stories. If the students are also tactile learners, experiences with story writing help them remember words they have felt as they write them.

But global reading approaches can feel somewhat disorganized and haphazard to analytic learners. If the modeling of stories is too infrequent or if phonics is not sufficiently emphasized, analytic children may not develop the necessary tools for decoding words.

**Build on Strengths**

Why do some young people learn to read easily while others in the same reading program struggle? One reason is that our individual reading styles predispose us to learn easily with certain reading methods and materials. Each reading method and set of
reading materials demands different strengths of the learner. If a student has the strengths, a match occurs, and he or she learns to read easily and enjoyably. If, however, there is a mismatch between the student and the approach, the instruction itself will hinder that youngster’s ability to learn to read (Carbo 2007).

It’s particularly important to understand how to teach reading to global learners because young children and at-risk readers tend to be strongly global, tactile, and kinesthetic (Dunn et al. 1995; Mohrmann 1990; Oexle and Zenhausens 1983; Thies 1999-2000). To teach global learners well, meaning is the key. Global students need to be deeply interested in what they’re reading. While all students benefit from high-interest reading materials, strongly global students absolutely require these kinds of materials to do their best. Based on what we know about global youngsters, their reading programs should focus on high-interest stories (with special recordings, if needed), words learned primarily in context, and reading skills that are drawn from the stories being read, preferably taught in a game format.

Today’s reading tests are heavily weighted in favor of an auditory and analytic reading style. Since the goal of all reading instruction is to raise reading comprehension levels and reading enjoyment, a fair evaluation of reading ability should measure reading comprehension using increasingly difficult, high-interest reading material. Other important measures include: the number of books students take out of the library voluntarily; the amount of time children voluntarily discuss, recommend, and exchange books with classmates; and the amount of voluntary reading done by children in their classrooms, the library, at home, and so on. Reading skills can be taught as needed, but the focus should be on reading comprehension and enjoyment (Carbo 2007).

4 Key Reading Strategies

Students have shown the greatest gains in their reading abilities when teachers have used the following four key Reading Styles strategies consistently and intensively:

• Identify students’ strengths;
• Match reading methods, materials, and strategies to those strengths;
• Provide sufficient modeling of reading methods and continually stretch students into higher-level reading materials using well-written, high-interest reading materials; and
• Use colored overlays to lessen the effects of visual dyslexia.

Reading Styles teachers also tend to teach reading skills with hands-on games and encourage students to read and learn in comfortable, relaxed environments in a variety of individualized and group settings.

The strategies listed above help make learning to
read easy and enjoyable. When students enjoy the process of learning to read and associate reading with fun, they’re more likely to spend substantial time reading for pleasure. That’s extremely important. Apparently, the cognitive abilities required to perform well in reading comprehension, fluency, and vocabulary are developed and strengthened through large amounts of pleasure reading (Allington 2001; Anderson 1996), especially when students are in “the flow,” when they are deeply engaged in what they are reading (Armstrong 1998; Cziksentmihalyi 1991).

It follows that teachers need to identify their students’ strengths to be able to capitalize on them. Observation techniques can be used for this purpose, as

Case Study of Melinda

Melinda is a 4th grader struggling to read on a 1st-grade level. She is a poor speller, reverses and omits letters in her writing, and has great difficulty sounding out words. Her RSI profile reveals that she is a child of extremes (Figure 3). Melinda is strongly global, tactile, and kinesthetic. She is minimally analytic, auditory, and visual. There are many good strategies that will help Melinda to read, and the sooner these strategies are implemented the better. Melinda is already years behind in reading.

Melinda’s RSI profile recommends the Fernald Word-Tracing Method (she is weak visually and strong tactiley — a good match for Fernald), Carbo recordings, and modeling reading methods (she is strong globally). These reading methods are global approaches, high-interest, provide repetition, and will “stretch” Melinda into increasingly higher-level reading materials.

The list of strategies for Melinda on the RSI include using colored overlays to reduce her visual problems; floor games (she’s kinesthetic), hands-on games (she’s tactile), cursive writing (can help to reduce reversals), not requiring her to sound out words aloud while reading (Melinda is weak auditorially; when she struggles to sound out words, she is likely to feel stressed and her comprehension suffers — not good results if we want to teach her the way she will learn most easily).

FIG. 3
RSI Individual Profile

<table>
<thead>
<tr>
<th>Student Name: Melinda W.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 3rd</td>
</tr>
<tr>
<td>Date: 2004-12-13</td>
</tr>
<tr>
<td>Teacher’s Name: Ms. Tillman</td>
</tr>
</tbody>
</table>

Global/Analytic Tendencies

- Very strong global tendencies
- Minimal analytic tendencies

Perceptual Strengths

- Minimal auditory strengths
- Minimal visual strengths
- Good tactile strengths
- Excellent kinesthetic strengths

Recommended Reading Methods

- Fernald Method
- Carbo Recorded-Book Method
- Modeling Methods

Recommended Reading Materials

- Manipulatives w/large-muscle movement, floor games
- Index cards, writing notebook, dark crayon, word box
- “Hands-On” activities, manipulatives, games

Recommended Teaching Strategies

- De-emphasize decoding
- Allow student demonstrations, use floor games
- Include writing, drawing games
- Try colored overlays and large print
- Use humor, stories, games

Special Modifications for This Student

For all reading methods, the following modifications are recommended for this student:

- Write directions for work, give to student
- Use cursive to lessen b and d reversals
- Provide repetition of words through many senses
- Do not have student sound out words while reading
- Limit board copying, give written copy of assignment
- Try colored overlay over page

Source: ©National Reading Styles Institute, 2005

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well as the Reading Style Inventory® or RSI® (Carbo 1992).

**Conclusion**

Clearly, students can and should make much greater reading progress, regardless of such factors as socioeconomic status and ability to speak English. Reading Styles model schools and reading labs are filled with struggling students, and Reading Styles teaching works with all of them because it places the student at the center of all reading instruction. It capitalizes on each student's natural learning strengths and interests, minimizes weaknesses, and reduces stress. It helps educators reach through to the interests, intelligence, and learning capacity students do have. And, ultimately, it helps us accomplish our two most important goals: to enable our students to read and comprehend at high levels, and to make the process of learning to read so easy and enjoyable that our students read for pleasure voluntarily and become lifelong readers.

**REFERENCES**


Marie Carbo
Executive Director
National Reading Styles Institute

A nationally known award-winning researcher, Dr. Marie Carbo originated the concept of “Reading Styles.” She is the creator of the Reading Style Inventory® and the developer of the Carbo Recording Method®.

In an ASCD Infobrief, Dr. Carbo’s research caused her to be listed as one of the 21 most important people or events of the last 150 years in reading instruction. She received ASCD’s First National Dissertation Award and has served on ASCD’s Improving Student Achievement and Urban Education Advisory Boards.

Dr. Carbo is founder and executive director of the National Reading Styles Institute and has created a nationwide network of Model Reading Styles Schools that exemplify the power of her work to change children’s lives. Carbo Reading was one of a handful of programs selected as a research-based program by the Northwest Regional Laboratory funded by the U.S. Department of Education, the Education Commission of the States, and the National Staff Development Council.

A former classroom teacher and learning disabilities specialist, Marie Carbo has had over 100 articles published in major educational journals, including: The Reading Teacher, Teaching Exceptional Children, Theory Into Practice, American School Board Journal, Remedial and Special Education, Phi Delta Kappan, Educational Leadership, Education Digest, The School Administrator, Instructor, Learning, Creative Classroom, and Teaching K/8. Dr. Carbo has written four ground-breaking books: Teaching Students to Read Through Their Individual Learning Styles (with the Dunns), How to Record Books for Maximum Reading Gains, What Every Principal Should Know About Teaching Reading, and Becoming a Great Teacher of Reading.

Her work continues to be grounded in what has always made it uniquely important: the highest quality of research, as well as a devoted attention to the needs and strengths of children of all ages. As she has always been, Marie Carbo is first and foremost a teacher.
Publications by Marie Carbo


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The Field of Reading Styles
For more than a century, reading instruction in the United States has swung from analytic methods (such as phonics) to global approaches (such as whole language). These pendulum-like swings in instructional philosophy have tended to treat all students alike, disregarding their natural learning styles.

It is important to understand that no single reading method is “best” for every child. Children possess a wide range of strengths and abilities; teachers need to master a similarly wide range of strategies so they can match their instructional approach to the most appropriate way of engaging each child.

“Reading styles” is the application of learning styles theory to the teaching of reading. Reading styles refers to how the ability to read is affected by a person’s unique style of processing information; his or her emotional, sociological and physical preferences and the reading environment. Taking a student’s reading style into account enhances student motivation, minimizes failure and speeds progress.

The National Reading Styles Institute
In 1974, Marie Carbo was teaching a group of severely learning-disabled students, many thought to be incapable of learning. She believed that each of them could learn, if only she could find a way to reach them. After months of trial and error, these same students, who had been gaining only two or three months in reading ability in a year, showed an eight-month gain in just six weeks.

Most of the poor readers Dr. Carbo encountered had been taught through their weaknesses. Her pioneering techniques used students’ natural strengths to help them learn to read quickly—and to experience dramatic gains.

In 1980, Dr. Carbo’s seminal research earned the first National Dissertation Award in Curriculum and Instruction from the Association for Supervision and Curriculum Development. Two years later, she founded the National Reading Styles Institute (NRSI) and, in the process, developed the Reading Style Inventory® and the Carbo Recorded-Book® Method. Since then, NRSI consultants have trained teachers and administrators in every state in America, and articles concerning the dramatic effectiveness of reading styles have appeared in every major journal in the field of education.

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