

Article Review

Complete APA bibliographic reference:

Chapman, J.W. & Tunmer, W.E. & Prochnow, J.E. (2001). Does success in the Reading Recovery Program depend on developing proficiency in phonological-processing skills? A longitudinal study in a whole language instructional context. *Scientific Studies of Reading*, 5 (2), 41-176.

Three to five descriptor terms that best describe the topic:

Reading Recovery, Phonological awareness, Whole language

Type of Article: Quantitative Research

Levels: Primary K-3rd grade

Briefly stated major purpose(s) of the study:

To exam the development of phonological-processing skills and the effectiveness of Reading Recovery in a whole language instructional context.

Research article – summarize the major findings in 1- 4 sentences:

The results indicated that the Reading Recovery (RR) and poor reader comparison groups had deficiencies in phonological-processing skills during the year preceding their participation in RR. The participation in RR did not eliminate or reduce deficiencies. The RR children showed declines in reading self-concept, in perceptions of ability in reading and spelling and in general academic self-concept following Reading Recovery.

Quantitative Study Information:

Independent Variables Included:

Primary grade students, poor readers

List Dependent Variables:

Phoneme deletion task (PDT)
Sound matching task (SMT)
Phoneme segmentation task (PST)
The Burt Word Reading Test
Neale Reading Comprehension test
Interactive Reading Assessment System (IRAS)

Treatment

32 children were chosen for the Reading Recovery Program (RR)
20 children were not placed in the RR program
80 children were placed in a group identified as not needing RR.

Is reliability information reported? No

If so, for which instrument?