

Article Review

Complete APA bibliographic reference:

Linan-Thompson, S., Bryant, D., Dickson, S., & Kouzekanani, K. (2005). Spanish literacy instruction for at-risk kindergarten students. *Remedial and Special Education, 26* (4), 236-244.

Three to five descriptor terms that best describe the topic:

Main: Special education, specific learning disabilities (SLD), phonological awareness

Type of Article:

Quantitative Research

Levels:

Kindergarten

Briefly stated major purpose(s) of the study: This study compared intervention students to two other groups: Higher ability some-school peers and same-ability students in a comparison school. Further, this study examined the efficacy of an explicit, systematic Spanish reading intervention on the reading outcomes of at-risk kindergarten students.

Research article – summarize the major findings in 1- 4 sentences: There were not significant differences between the intervention students and the at-risk comparison students on any measure of the study. A relatively short intervention had a strong effect for students receiving instruction in pre-reading skills in Spanish, and the at-risk students in the experimental condition. The researchers pressed for more research on the subject.

Quantitative Study Information:

Independent Variables Included:

Grade, at-risk readers SES

List Dependent Variables: The reading measures in Spanish

Treatment: Instructional elements included phonological awareness, phonics, word, and sentence reading, and writing and spelling.

Is reliability information reported? (no)

If so, for which instrument?

Is validity information reported? (no)

If so, for which instrument?