

Article Review

Complete APA bibliographic reference:

Schwartz, R.M. & Stanovich, K.E., (1981). Flexibility in the use of graphic and contextual information by good and poor readers. *Journal of Reading Behavior*, 13 (3), 263-269.

Three to five descriptor terms that best describe the topic:

Main: Word recognition (add)

Others: context clues, graphophonics

Type of Article:

Quantitative Research

Levels:

Lower Elementary (1-3)

Upper Elementary (4-5)

Briefly stated major purpose(s) of the study:

To investigate the use of graphic and contextual information in word recognition. To study whether the subject would read the actual stimulus word or the word that would make the sentence meaningful.

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

The results revealed that good and poor readers were equally able to conform to task demands for contextually appropriate reading responses, but poor readers were less able to suppress contextual information when accurate reading was required. There was a significant difference between good and poor readers in the number of altered sites identified on reviewing the passages after being made aware of substitutions in the text.

Quantitative Study Information:

Independent Variables Included:

Twenty-one good and twenty-one poor readers from four third grade classrooms.

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List Dependent Variables:

The proportion of times the subject read the contextually appropriate word rather than the actual stimulus word.

Treatment:

Two grapheme substitutions stories developed by Allington and Strange

Each story contained ten altered words, with a single letter substituted such that another word was formed which was unusual within the sentence.

Is reliability information reported? no

Is validity information reported? no