

Article Review

Complete APA bibliographic reference:

Siler E.R. (1974). The effects of syntactic and semantic constraints on the oral reading performance of second and fourth graders. *Reading Research Quarterly*, 9 (4), 583-602.

Three to five descriptor terms that best describe the topic:

Main: Oral reading, syntax, semantics, grapheme

Type of Article:

Quantitative Research

Levels:

Lower Elementary (1-3)

Upper Elementary (4-6)

Briefly stated major purpose(s) of the study:

“The purpose of the present study was to investigate the oral reading performance of second grade and fourth grade subjects when responding to various combinations of graphic, syntactic, and semantic cues in experimentally manipulated sentences” (583).

Research Article– summarize the major findings in 2- 4 sentences:

Syntax appeared to have a greater effect than semantics on oral reading performance. Sentences violated syntactically were also violated semantically. Sentences violated semantically were not violated syntactically. Syntax and semantics appeared to be interrelated. The nature of this interdependence and its relation to oral reading performance cannot be assessed with existing syntactic and semantic taxonomies.

Quantitative Study Information:

Independent Variables Included:

2nd and 4th grade students

Dependent Variables

Semantic and syntactic constraints, graphic cues

Treatment:

Pitner-Cunningham Primary Test (Form B)

Otis Quick-Scoring Mental Ability Tests, (Form Fm)

Grade placement by Semantics by Syntax was used to test the first and fifth hypothesis

Treatments by Subjects were used to test the second and sixth hypotheses.

Experimental materials consisting of individual words, in primer type and individual sentences in similar type.

Is reliability information reported? No

Is validity information reported? Yes

If s, for which instrument? Present data