

Article Review

Complete APA bibliographic reference:

Sindelar, P.T., Monda, L.E., & O'Shea, L.J. (1990). Effects of repeated readings on instructional and mastery-level readers. *Journal of Educational Research*, 83 (4), 220-226.

Three to five descriptor terms that best describe the topic:

Main: Repeated reading, fluency, comprehension

Type of Article:

Quantitative Research

Levels:

Lower Elementary (1-3)

Upper Elementary (4-5)

Briefly stated major purpose(s) of the study:

“To determine whether the effects of repeated readings are comparable for LD and non-disabled readers who are matched carefully on reading ability” (221).

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

In this research the students reading rate and recall increased significantly after three readings. The researchers' findings suggest that increases in reading and fluency with instructions to recall as much as possible about the passage may constitute a sufficient pre-condition for improved comprehension.

Quantitative Study Information:

Independent Variables Included:

Classification (LD or non-disabled), level (instructional or mastery), and number of readings (one or three).

List Dependent Variables:

Words read correctly per minute (WPM), errors per minute (EPM), and number of propositions retold (NPR). Fluency was defined as the number of words read correctly divided by the total reading time in seconds and the number of errors divided by the total reading time in seconds. Comprehension – a story retell procedure.

Treatment:

Two third grade level passages from the *Specific Skills Reading Series, Getting the Facts*. Retell as much as they could remember about the story.

Is reliability information reported? Yes

If so, for which instrument? Propositional analysis (Kintsch, 1974).

Is validity information reported? no