

Article Review

Complete APA bibliographic reference:

Vellutino, F.R., & Scanlon, D.M., (1987). Phonological coding, phonological awareness, and reading ability: Evidence from a longitudinal and experimental study. *Merrill-Palmer Quarterly*, 33, 321-363.

Three to five descriptor terms that best describe the topic:

Main: Phonological awareness, phonological coding, phonological segmentation

Type of Article:

Quantitative Research

Levels:

Kindergarten
Lower Elementary (1-3)

Briefly stated major purpose(s) of the study:

“To attempt to resolve the question as to whether word identification problems in poor readers are caused by difficulty in phonological coding affecting their ability to remember the verbal response counterparts or names of printed words, or by more circumscribed difficulty in cross-referencing and integrating visual and verbal counterparts” (321).

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

Phonological coding deficits constitute a major source of reading difficulty in beginning readers. The longitudinal study suggests that measure evaluating linguistic skills, such as phonemic segmentation, vocabulary, and sensitivity to syntactic constrains, may be at risk for reading disability.

Quantitative Study Information:

Independent Variables Included:

5 year old Kindergarten students

Dependent Variables Included:

Students’ responses to the tests

Treatment:

The Gilmore Oral Reading test given at the end of first and second grade
The Slosson Intelligence Tests used during the first year of kindergarten.
Wechsler Preschool and Primary Scale of Intelligence during the second year
Phonemic segmentation training, Response acquisition

Is reliability information reported? yes

If so, for which instrument? The Gilmore Oral Reading Test

Is validity information reported? yes

If so, for which instrument? The Slosson Intelligence Test