



***Reading success in the Primary Years. An evidence-based interdisciplinary approach to guide assessment and intervention. (2021)***

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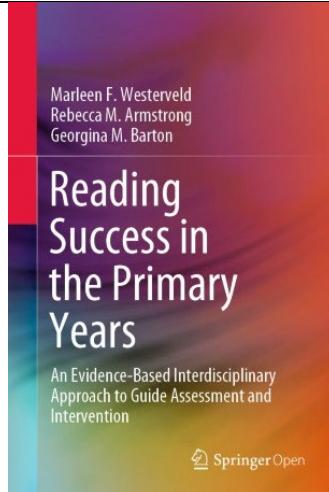
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Reading is a necessary skill to learn a language. It has been viewed as a complex activity in experimental psychology for a long time (Hoover & Gough, 1990). The primary aim of reading is mostly reading comprehension. It is at the center of lots of school subjects as it is effective in the process of cognitive development (Bulut, 2017). There are several factors that affect reading comprehension. The primary attention of this book is to examine the cognitive skills underlying reading development through an implementation that has a five-step assessment and three case studies. So, the book gives information about a Reading Project applied in a primary school in Queensland, Australia.

The authors of the book are Marleen F. Westerfield, an Associate Professor in speech pathology in the School of Allied Health Sciences at Griffith University and a member of the Menzies Health Institute in Queensland, Australia; Rebecca M. Armstrong, a lecturer in speech pathology at the University of Queensland; Georgina M. Barton, a Professor in the School of Education at the University of Southern Queensland and Associate Head of School and Discipline Lead for literacy and pedagogy. The contributor of the book is Jennifer Peach, a certified practicing Speech Pathologist and Senior adviser at the Queensland Department of Education's Reading Centre.

The book is comprised of three parts: overall view of the Reading Success Project, results of the Reading Success Project, and findings from school staff interviews and recommendations in eight chapters. Chapter 1 starts with the theoretical frameworks for better comprehension: The Construction-Integration Model (1988) by Kintsch and The Simple View of Reading (SVR) (Gough and Tunmer, 1986). It also includes emergent literacy skills, classifying struggling readers, the process of reading comprehension, and teaching reading during the early years of schooling. Gough and Tunmer (1986) show that there are three types of reading disability: dyslexia, hyperlexia, or common reading disability. The author then gives brief information

about The Response-to-Intervention (RtI) model (Fuchs & Fuchs, 2006) and Speech-to-Print Profile (Gillon, 2004).

In the first part of the book, the authors present the Reading Success Project. Chapter 2 is related to the methodology of the project. The context of the project is described in a detailed way firstly. Then, brief information about the interviews with the stakeholders about their schools is given. The part goes on with student reading self-concept. Next, different types of assessment and interpretation of the test results are mentioned briefly. Choosing suitable tests and the assessment process applied in the project are presented step by step. Examples of progress monitoring used in the project are described.

The second part of the book presents the results of the project. Chapter 3 includes the results of the project across the year groups and the comparison of the students' assessment results step by step. Chapter 4 examines the students' views and presents three case studies including some students' responses. It also gives some suggestions for reading in the light of the data included. Chapter 5 presents four evidence-based intervention initiatives: Robust Vocabulary Instruction, Orthographic Knowledge and Phonological Processing Instruction, Expository Test Structure Intervention, and Supplementary Whole-Class Oral Language and Emergent Literacy Intervention. It includes a part of the overview, results, and a part of discussion for each intervention. Chapter 6 shows three case studies with the students from different reading profiles and outlines the effectiveness of the type of assessment to intervention.

The third part of the book presents the findings and some recommendations to the readers. Chapter 7 highlights the findings of the qualitative data collected from teachers and school staff. Chapter 8 presents some strategies and makes some recommendations for better communication among the schools and the transferability of the project.

The title of the book summarizes the content of the book in a good way. The book has three parts and eight chapters. Each chapter has a unity including an abstract and a summary. The abundant references in the book are presented at the end of each chapter. So, the chapters are easy to follow. The language used in the book is quite simple and clear. The flow in the book is well-organized. Moreover, the authors are experts in their fields. Three case studies are presented in the book, these studies may help the readers have a deeper understanding of the situation. The price of the book is 19, 99 €. It is an affordable price.

Each chapter in the book, on the other hand, may have a part of discussion, so the authors can share the comments and implications about the research. The use of tables and figures is considerable but they may be just a little bit simpler. The use of flow charts may be more suitable to help the readers follow the steps more clearly.

This book is a current source in the field and it includes up-to-date information and an implementation. The study in this book may be transferrable to other similar contexts. It may be useful in teaching reading to have a better understanding of students' reading comprehension and reading development for teachers. It may also be a valuable guide that suggests several key points to make some improvements and innovations in the process of reading development for educators, researchers, speech pathologists, and the people that are interested in reading.

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