5 Major Areas for Reading

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How Reading Develops

- Prealphabetic Stage (Age 4-5)
  - Emergent reader

- Early Alphabetic Reading (Age 5-6)
  - Early decoding

- Later Alphabetic Reading (Age 6-7)

- Orthographic Reading (Age 8+)
### How Reading Develops

#### Prealphabetic – Emergent Reader

- **Child Knows**
  - A few alphabet letters
  - How to rhyme and clap syllables
  - A few icons/signs
  - How to read own name

- **Child needs to learn**
  - All alphabet letters
  - Phoneme segmentation and blending
  - 30-50 known words in print

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#### Early Alphabetic – Early Decoding

- **Child Knows**
  - 50 sight words
  - Blending/segmenting 3-4 sounds orally
  - Consonant sounds in beginning of words

- **Child needs to learn**
  - 100-150 sight words
  - Blending letter sounds in new words
  - Consonants, short vowels, silent e, digraphs, and blends

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#### Later Alphabetic Reader

- **Child Knows**
  - Short vowel patterns, silent e, digraphs and blends
  - How to read word by word
  - More than 100 sight words
  - How to enjoy being read to

- **Child needs to learn**
  - Diphthongs, r-controlled forms and basic syllable patterns
  - Reading fluency (60-70 wpm)
  - Vocabulary of more than 200 words
  - How to read independently

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How Reading Develops
Orthographic Reader

• Child Knows
  – How to recognize most one syllable word patterns
  – How to read a sentence with a period and question mark
  – How to read with some fluency (60-80 wpm)

• Child needs to learn
  – How to read with fluency of more than 80 wpm
  – All other syllable types
  – How to read a sentence with commas and exclamation marks

Auditory & Visual Perception & Reading Ability

• Visual Memory
• Visual Discrimination
• Auditory Memory
• Auditory Discrimination

“Children who have phonemic awareness skills are likely to have an easier time learning to read than children who have few or none of these skills.”
“...Of all the learning disabilities, reading disabilities are the most common, significantly impeding the development of many academic skills and the acquisition of content knowledge.”
...Reid Lyon

“Reading difficulty is the most important single cause of school failure.”
...Wallace & Kauffman

Evidence-Based Classification of Reading Disabilities
- Reading Disability – Word Recognition
- Reading Disability – Comprehension
- Reading Disability – Fluency
- Written Expression Disability – spelling, text, and handwriting
**READING REMEDIATION**

- Pace down
- Enrich
- Repeat

**Current Practice**
**READING PROGRAMS**

- Basal Curriculum
- Direct Instruction
- PALS
- Pull-Out Models

Classroom → Tutorial

**DIAGNOSIS through TESTING**

- Woodcock-Johnson III
  - Word Attack
  - Letter-Word ID
  - Passage Comprehension
  - Fluency
  - Sound Awareness
  - Vocabulary
Woodcock-Johnson III

- Low Word Identification score
- Low Passage Comprehension score
- Low Reading Fluency score
- Low Sound Awareness score

INFORMAL READING INVENTORIES

- Roe/Burns
- Basic Reading Inventory
- Ekwall-Shanker

MATERIALS used in Educational Therapy

- The Blue Book
- Phonic Spelling Workbook
- Sounds of Speech/ Sounds of Reading
- Let's Read
- Library or text book
Blue Book

• The Blue Book
  - Modified Orton-Gillingham approach
  - Uses keywords, is systematic and sequential
  - Based on phonics and the alphabetic principle
  - Develops encoding and decoding skills
  - Strengthens visual memory, auditory discrimination, alphabetizing and logical thinking

READING HOMEWORK

• Reading Comprehension in Varied Subject Matter
• Specific Skill Series
• Let’s Read

References

