Index

Page numbers in italics refer to illustrations.

A
ABC method, 24
abilities. See reader abilities
abstract letter representations, 100–101
Adams, M. J., 11, 25, 84–85
ADD. See Lindamood Auditory Discrimination in Depth program
ADDES-2. See Attention Deficit Disorders Scale–Second Edition
ADHD, 242–243
advanced phonemic awareness, 184, 192, 220, 291
importance of, 278
interventions for, 303–304, 310–320
as key element, 291
as missing link, 314–315
universal screening and, 169
in word recognition difficulties, 85, 92, 96–97, 97, 113–115, 117, 119–120, 127–129
advanced phonological awareness, 168, 314, 320, 340
as key element, 291
in reading development, 84–85
tasks sensitive to, 118–119
AFT. See American Federation of Teachers
alphabetic principle
deﬁned, 93, 364
orthographic mapping requiring, 364–365, 367
in phonic decoding, 93
alphabet method, 24
American Federation of Teachers (AFT), 4–5
Anderson, R. C., 25
ARL. See Assured Readiness for Learning articulatory gestures, 319
assessment. See also intervention-oriented assessment; tests
gaps in research on, 151
psychoeducational, 152
Assured Readiness for Learning (ARL), 272
attention
in linguistic comprehension, 73, 76
rating scale, 241
in reader abilities, 136, 144
reading comprehension and, 241–242, 324–325
reading comprehension assessment and, 241–242
Attention Deficit Disorders Scale–Second Edition (ADDES-2), 332
auditory, 32
Auditory Discrimination in Depth. See Lindamood Auditory Discrimination in Depth program
auditory training, 100

B
background knowledge
in linguistic comprehension, 75
in reader abilities, 137–141
in reading comprehension, 239–240, 324
vocabulary development and, 282–283
balanced instruction
deﬁned, 361
three-cueing systems model and, 12, 35, 364
Ball, E., 254–256, 255
Barkley, Russell, 241
basal reader, 361
basal reading approach. See whole-word reading method
base rates, 153
basic phonological awareness, 84–85
Becoming a Nation of Readers (Anderson, Hiebert, Scott, and Wilkinson), 25
Beginning to Read: Thinking and Learning About Print (Adams), 25
behavior problems, 2
best practice
lack of, 152
phonological awareness instruction, 260–261
phonological processing skills assessment, 162–165, 163–164, 179
reading comprehension assessment, 229–231
Blachman, B. A., 254–256, 255, 277
blend, 274, 361
blending, 361. See also phonological blending
Blending Words subtest, 118, 162–164, 163–164, 170–171
in compensator pattern case illustration, 337, 338–339
in mixed type case illustration, 341, 342
in severe dyslexic pattern case illustration, 334, 335, 336
Bowyer-Crane, C., 283
Bradley, L., 253, 255, 256
brain scanning, 19, 32
Broad Reading Cluster, 151
Bryant, P. E., 253, 255, 256

C
CAI. See computer-aided instruction
Cantonese, 61
Carroll, J. M., 283
case illustrations
ELL student, 336, 337
hyperlexia, 342, 343
mild dyslexic pattern, 333, 333–334
mixed type, 340–342, 341
overview of, 332, 332, 343
severe dyslexic pattern, 335, 334–336
of simple view of reading, 49–52
Cattell, James, 30, 32
CBM. See curriculum-based measurement
centrality deficit, 324
“cheating,” on tests, 158–160
Chinese written language, 61
choral-solo-choral-solo reading, 327
cipher, 61–62
cipher knowledge
basis of, 64–71, 67
defined, 61
importance of, 183–184
letter–sound knowledge in, 64, 182
morphological awareness in, 69–70
orthographic knowledge in, 65–66
in phonics skills assessment, 183–184, 186, 188–191
phonological awareness in, 65–66
phonological blending in, 66–67, 71
RAN in, 67, 67
visual–phonological paired–associate learning in, 70–71
vocabulary/phonological long-term memory in, 68–69
in word-level reading, 58, 59, 61–72, 67, 72
working memory in, 68
Clarke, P. J., 324–325
classroom practice
gap between empirical research and, 2–4, 6–13, 16, 20, 151
research-based, 26
cloze tasks
defined, 18
reading comprehension and, 18, 224–227, 231, 234
cluster scores, 150
code-emphasis approach, 35–36, 268. See also phonics approach
codes, 61–62, 183, 268
Cogmed program, 177
colored lenses, 299
comparison groups, 310
compensators, 361
compensator type
fluency of, 217, 219
interventions for, 58, 288, 322
overview of, 53–54, 54–58, 56
phonics skills assessment and, 195–197
phonological-core deficit in, 363
reading comprehension assessment and, 222–223, 227, 231–234
review of, 223
set for variability and, 57
Tier 1 instruction preventing, 261
word identification assessment and, 199, 201, 211
computer-aided instruction (CAI), 310, 319
connected text
eye movements and, 18
passage reading fluency and, 19
corpusidor, 201–202
composite scores, 150–151, 170–171, 178
comprehension. See linguistic
comprehension; listening
comprehension; reading
comprehension
comprehension monitoring
in linguistic comprehension, 76
in reader abilities, 142
reading comprehension assessment and, 242–243
comprehension strategy instruction, 325
Comprehensive Test of Phonological Processing (CTOPP), 118–119, 195, 241, 332. See also specific subtests
in compensator pattern case illustration, 337–339, 338
in ELL case illustration, 336, 337
in mild dyslexic pattern case illustration, 333, 334
in phonological processing skills assessment, 152, 154, 157–158, 171
in severe dyslexic pattern case illustration, 335, 336
Comprehensive Test of Phonological Processing–Second Edition
(CTOPP-2), 119, 195, 241. See also specific subtests
interpretation of, 166–169
in phonological awareness assessment, 165–169
Compton, D. L., 286
deafness, 33
decoding, 27–28, 60–61, 361. See also phonetic decoding
Decoding Fluency subtest, 189, 191
degraded appearance, 20
deletion task, 156–158
Developing Language and Literacy: Effective Interventions in the Early Years
(Carroll, Bowyer-Crane, Duff, Hulme, and Snowling), 283
Developing Reading Comprehension (Clarke, Truelove, Hulme, and Snowling), 325–326
developmental teaching hierarchy, for phonological awareness skills, 264, 264
Diagnostic Achievement Battery (DAB), 225, 232
diagnostic questions, in simple view of reading, 52–53, 53
dialogic reading, 282
DIBELS. See Dynamic Indicators of Basic Early Literacy Skills
Differential Ability Scales-II (DAS-II), 157, 160–161
Digit Span task, 177–178, 241
digraph, 273–274, 361, 364
diphthong, 274, 362
Discover Reading, 309, 319
DISTAR/Reading Mastery, 42
distributed practice, 271–272
double-deficit phenomenon, 67
double-dose approach, 260
Duff, F., 283
Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 123, 161
dyslexia
colored lenses and, 299
defined, 362
fluency of, 217, 219
fusiform gyrus and, 102
interventions for, 58, 288, 299, 322
letter reversals and transpositions in, 117–118
mild pattern case illustration, 333, 333–334
overview of, 53–54, 54, 58
phonics skills assessment and, 195
phonological-core deficit causing, 90, 362
phonological lexicon and, 89–90
reading comprehension assessment and, 222, 227, 231–234, 237
reading comprehension difficulties in, 133
review of, 222
severe dyslexic pattern case illustration, 335, 335–336
word identification assessment and, 199, 201, 211
E
early intervention, 354–355
empirical research on, 14–15
importance of, 281
early phonological awareness, 84–85
economic disadvantage, 356–357
ED. See emotional disturbance
ED/BD. See emotional disturbance/behavior disorders
educational disadvantage, 356
effect size, 291–292
Ehri, Linnea
on orthographic mapping, 96, 102, 105, 108–110, 316
Reading Wars and, 13
elaborate rules phonics approaches, 269–270, 293–294
Elision subtest, 118
in ELL case illustration, 336, 337
in mild dyslexic pattern case illustration, 333, 334
phonological processing skills assessment with, 157–159, 163–164, 163–165, 167, 171
task shift problem of, 163–166
Elleman, A. M., 286
ELL students. See English language learner
embedded picture mnemonics, 272–273
emotional disturbance (ED), 51, 344, 348, 355
emotional disturbance/behavior disorders (ED/BD), 51
empirical research
on assessment, 151–152
awareness of, 360
books, 5–6
comparison groups in, 310
designs, 17
distrust of, 12–13
on early intervention, 14–15
experimental support for letter-sound instruction, 265–269
gap between classroom practice and, 2–4, 6–13, 16, 20, 151
with highly successful results, 289–290, 304–314
on interventions, 15–16, 289–290, 301–314
journals, 5–9
knowledge lacking about, 4–6
methods, 17–20
on moderate or minimal results, 289–290, 301–302
on orthographic mapping, 11–12, 109–114
participants, 17
on phonological awareness instruction, 253–265, 255, 264
placebo effect in, 310
powerful results of, 14–16
on prevention, 14
on reading comprehension, 18–19
reading instruction using, 25–26
Reading Wars and, 11
simple view of reading based on, 47
on SLD identification, 344
sources for, 9–11
statistical analyses in, 17
summarized, 20
word-level reading, 19–20
English language learner (ELL) students
  case illustration, 336, 337
  phonological lexicon and, 89
  prevention and, 248–249
  reading comprehension difficulties in, 144, 231–232
  word-level reading by, 125–126
  word recognition difficulties in, 89, 125–128
enunciation, 171–172, 270
environment, phonological-core deficit caused by, 120
environmental disadvantage, 357
Equipped for Reading Success, 170, 172, 277, 279, 317, 320
event-related potential (ERP), 19
exception words. See irregular words
exclusionary clause, 356–357
expanded simple view of reading, 47, 72, 72–73
intervention-oriented assessment based on, 59–60
linguistic comprehension in, 76, 77
experimental methodologies, 18–20
explicit, 268
eye movements, 18
F
Failure Free Reading, 298
Fast ForWord, 297–298
FCRR. See Florida Center for Reading Research
first diagnostic question, in simple view of reading, 52–53, 53
first grade remediation, 305
universal screening of phonological awareness after, 169–170
flash cards, 296
Flesch, Rudolph, 11
Florida Center for Reading Research (FCRR), 277
fluency. See reading fluency
fMRI. See functional magnetic resonance imaging
fonts, 20, 31, 31
Foorman, B., 286, 288
functional magnetic resonance imaging (fMRI), 19
fusiform gyrus, 101–102
G
garden path passages, 18
Gates-MacGinitie Reading Tests, 224–225
general background knowledge, 138, 140, 239–240
 genetics, 19, 23, 120
genetic studies, 19
GORT-5. See Gray Oral Reading Tests–Fifth Edition
Gough, Philip, 46–47, 49, 54, 58–59, 71
grammar, 74–75, 137
grammatical knowledge
grammatical knowledge (continued)
inguistic comprehension and, 46, 73–77
in syntactical–grammatical knowledge, 74–75, 138, 239
grapheme, 64, 362
grapho–phonic system, 29, 35, 40
graphotactic awareness, 183
Gray, Erika, 5–6
Great Leaps, 298
group size, 259–260, 326–327
guessing
defined, 61
in psycholinguistic guessing game, 35, 38, 47, 364
in reading, 35, 37–41, 61, 103–104, 200–202
sight words and, 39
word identification and, 39, 200–202
in word recognition, 103–104

H
Handbook of Reading Interventions
(O’Connor and Vadasy), 323
Hiebert, E. H., 25
highly successful results
comparison groups in, 310
of Discover Reading, 309, 319
of Equipped for Reading Success, 170, 172, 277, 279, 317, 320
of first grade remediation, 305
key elements of, 290, 304, 310–311, 316, 329
of LiPS, 292, 318–319
older readers and, 313–314
one-on-one instruction in, 310–311
of Phono-Graphix, 306, 309, 319
of programs, 318–322
RAN and, 320–321
of Read, Write, Type, 319–320
in research, 289–290, 304–314
responsiveness to, 349, 351–352
RTI and, 304, 316–317
second grade through adulthood, 305–310
SLD and, 345–346, 347, 349, 357–358
small group instruction in, 310–311
summary of, 311–312
word reading fluency and, 321–322
working memory and, 320–321
homograph reading, 18
homophones
reading, 18, 20
spelling, 328
tasks, 184
Hulme, C., 283, 286, 325–326
hyperlexia
case illustration, 342, 343
defined, 133, 362
fluency of, 219
interventions for, 58, 322
overview of, 53–54, 54–55, 58
phonics approach and, 55
phonics skills assessment and, 195
phonological lexicon and, 89
reading comprehension assessment and, 222–223, 227, 231–232, 234
reading comprehension difficulties in, 133–135, 138
review of, 223
sight words developed in, 69
word-level reading and, 199

I
ID. See Intellectual Disability
IDEA. See Individuals with Disabilities Education Improvement Act
illusory fluency, 216–217
individual evaluation, universal screening vs., 192–193
Individuals with Disabilities Education Improvement Act (IDEA), 134, 230
exclusionary clause of, 355–357
SLD under, 53–54, 57, 77, 344, 362
inferencing
in linguistic comprehension, 75, 141–142
in reader abilities, 141–142
in reading comprehension, 242–243, 324
inferential questions, 18
instant word retrieval, 83, 200
Intellectual Disability (ID), 51, 344, 348
interactive strategies approach, 278
International Phonetic Alphabet, 98
International Reading Association, 13
intervention-oriented assessment. See also
phonics skills assessment; phonological processing skills assessment; reading comprehension assessment; reading fluency assessment; word identification assessment
composite scores and, 150–151
expanded simple view of reading and, 59–60
goal of, 149
implications of, 59
introduction to, 149–154
norms interpreted in, 152–154
plan established from, 230–231
subtest reliability and, 149–151
timing in, 191–192
interventions. See also Response to Intervention
for advanced phonemic awareness, 303–304, 310–320
bad advice in, 317
based on reading development, 286
for compensator type, 58, 288, 322
continuum of, 302–303
for dyslexia, 58, 288, 299, 322
eyear, 14–15, 281, 354–355
effectiveness of, 286, 288, 290–293
effect size of, 291–292
gold standards of, 42
group size in, 326–327
highly successful, 289–290, 304–314, 318–322, 349
for hyperlexia, 58, 322
implications of, 59–60
key elements of, 290
for mixed type, 58, 288, 322
with moderate or minimal results, 293–300
for older readers, 15–16, 313–315
orthographic mapping in, 112–113, 294, 303, 309, 314–317, 319–320, 322
outcomes of, 289–290
overview of, 286–289, 329
peer tutoring in, 328
phonemic awareness in, 286, 290, 294, 296–298, 302–304, 307–320, 322, 329
practical issues, 326–328
for reading comprehension, 322–326, 329
reading connected text in, 14–15, 113, 128, 290, 293, 295–299, 303–305, 311, 321, 329
reading practice in, 287, 295–296, 303, 312, 317, 327–328
reciprocal teaching in, 328
research on, 15–16, 289–290, 301–314
round robin reading, 327
for sight vocabulary, 287, 294, 299, 303, 314, 316–317, 321
spelling, 328
statistical significance of, 292–293
Tier 2 as, 251–252
treatment resisters and, 308, 313
with word-level reading, 289–291, 293, 317
for word recognition difficulties, 112–113, 128–129
IQ scores, 177
achievement discrepancy and, 51, 237, 344, 348
reading components and, 153
reading comprehension assessment and, 236–238
validity of, 237–238
verbal, 49–51, 56, 196, 236–238, 348
Irlen lenses, 299
irregular words
  implications of, 108–109
  letter-sound irregularities in, 105–106, 106
  in orthographic mapping, 104–109, 107
  in reading development, 104–109, 106–107
  weak readers and, 108–109
  word identification and, 203–204
  word recognition difficulties with, 94–95, 104–109, 106–107

J
Joshi, R. M., 5
Journal of Educational Psychology, 4
Journal of Learning Disabilities, 5
journals, 7–9
jumbled word paradigm, 102

K
Kaufman Test of Educational Achievement–Third Edition (KTEA-3), 232
  nonsense word tasks in, 189–192
  phonological processing skills assessment with, 157, 160–161
  RAN assessed with, 176
  sentence fluency in, 214–215
  timed word recognition in, 204–205, 208

L
LaBerge, D., 81
Ladders to Literacy, 279
language comprehension. See linguistic comprehension
languages, empirical research on reading in, 9–10
learning disabilities. See reading difficulties/disabilities; specific learning disability
learning styles, 300
letter-name knowledge
  in phonological-core deficit, 115
  in reading development, 92–93, 93
taught first, 270
letters
  abstract representations of, 100–101
  reversals and transpositions of, 117–118, 127
  sequences of, 103
letter-sound instruction
  blends in, 274
digraphs in, 273–274
diphthongs in, 274
distributed practice, 271–272
  embedded picture mnemonics, 272–273
  enunciation in, 171–172, 270
  experimental support for, 265–269
  explicit and systematic, 265–269
  letter names in, 270
  multisensory learning in, 271–272
  phonological awareness instruction and, 263–265
  practical considerations, 269–275
  prevention and, 261–275, 264
  spelling and, 273
  letter-sound irregularities, 105–106, 106
letter-sound knowledge
  with blending, 269
  in cipher knowledge, 64, 182
  importance of, 267
  in orthographic knowledge, 184
  orthographic mapping requiring, 96, 111, 362
  in phonic decoding, 84, 94, 94, 362
  in phonological-core deficit, 115
  in reading development, 91–93, 93
  sight words and, 84
  visual memory in, 33
  in word-level reading, 84, 90
Leveled Literacy Intervention (LLI), 297
levels, of reading development
  level 1, 91–93, 93
  level 2, 91–96, 94
  level 3, 91–92, 96–104, 97
Lewkowicz, Nancy, 4
lexical decision, 19
lexicon, 69. See also phonological lexicon; semantic lexicon
Lindamood Auditory Discrimination in Depth (ADD) program, 305–307, 309, 318
Lindamood Phoneme Sequencing (LiPS), 292, 318–319
linguistic comprehension
attention in, 75
background knowledge in, 75
comprehension monitoring in, 76
in expanded simple view of reading, 76, 77
in first diagnostic question, 52–53, 53
grammatical knowledge and, 48, 74–75
inferencing in, 75, 141–142
nonverbal VSP skills in, 76–77, 142–143
oral, 52
prevention of difficulties in, 280–283
as reading component, 58, 59, 73–77, 76
reading comprehension and, 73–74, 323
in reading difficulties/disabilities, 54, 54–58, 56, 323
in simple view of reading, 46–58, 53, 76, 77
syntactical–grammatical knowledge in, 74–75
vocabulary in, 90
vocabulary–semantic knowledge in, 74
word-level reading and, 49–51
working memory in, 68, 75
linguistic–syntactic system, 29, 35, 40
LiPS. See Lindamood Phoneme Sequencing
listening comprehension, 52, 73
performance profiles and hypotheses, 234
reading comprehension assessment and, 233–244
related skills, 235–244
tests, 233–235
literacy-based approach
defined, 362
three cueing systems model and, 12, 35, 364
literacy journals, 7
literacy-oriented language programs, 281–282
literacy-related language difficulties, 280–283
literal questions, 18
literature-based approach, 362
LLI. See Leveled Literacy Intervention
look–say method. See whole-word reading method
Lundberg, I., 253–254, 278–279

M
Machek, G. R., 6
magnetic source imaging (MSI), 19
magnetoencephalography (MEG), 19
Mandarin, 61
manipulation tasks
in phonological processing skills assessment, 155–162, 164–165, 179
reading development influencing, 157
in training, 313
masked priming, 19
McInnis, Philip, 13
meaning, structure, visual approach. See three cueing systems model
meaning-based approaches, 268
MEG. See magnetoencephalography
memory. See short-term memory; visual memory hypothesis;
vocabulary/phonological long-term memory; working memory
Memory for Digits subtest, 177–178, 241
mental model, 135
metacognitive strategies, 324–325
mild dyslexic pattern, case illustration of, 333, 333–334
Miller, A. C., 286
minimal improvement group, 289–290, 301–302. See also moderate or minimal results
miscue analysis, 39
mixed case, 20, 31, 100
mixed type
case illustration, 340–342, 341
defined, 133
interventions for, 58, 288, 322
overview of, 53–54, 54–55
phonics skills assessment and, 195
mixed type (continued)
reading comprehension assessment and,
222–223, 228, 231–232, 234, 237
reading comprehension difficulties in,
133, 135
review of, 223
word identification assessment and, 199,
211
moderate improvement group, 289–290,
301–302
moderate or minimal results
elaborate rules phonics approaches,
293–294
Failure Free Reading, 298
Fast ForWord, 297–298
flash cards, 296
Great Leaps, 298
Irlen lenses, 299
learning styles, 300
LLI, 297
Orton-Gillingham method, 293–294
popular interventions in, 293–300
READ 180, 294
Reading Recovery, 296–297
repeated readings technique, 295–296
in research, 289–290, 301–302
RTI and, 300
summary of, 300, 311–312
System 44, 294
visual tracking training, 299–300
Wilson method, 293–294
morphological awareness, 69–70
morphological tasks, 18
MSI. See magnetic source imaging
multiple choice, 18
multisensory learning, 271–272, 318
multisyllabic words, 107–108
meta-analysis by, 257–259, 262, 280,
282, 324
prevention and, 249, 257–259,
261–262, 280–282
National Research Council, 25
NELP. See National Early Literacy Panel
Nelson, J. M., 6
neurogenic causes, 23
neuroimaging, 32, 37, 101–102
neurological studies, 19
NICHD. See National Institute of Child
Health and Development
No Child Left Behind Act, 26
nonsense words
defined, 362
method, 19
phonics and, 362
in phonics skills assessment, 182–185,
187–197
phonological awareness and, 194–195
reading comprehension and, 195–196
self-teaching hypothesis and, 188
spelling, 160, 193
tasks, 57, 160, 187–193
tests, 57, 189–193
nonverbal VSP skills
in linguistic comprehension, 76–77,
142–143
in reader abilities, 142–143
reading comprehension assessment and,
243
Non-Word Repetition subtest, 178
nonwords, 187–188. See also nonsense words
O
O’Connor, R. E., 323
older readers, 15–16, 313–315
Olofsson, A., 253–254, 278–279
one-on-one instruction, 310–311, 326
onset, 362
onset-time, 362
open-ended responses, 18
oral language comprehension, 52
oral reading fluency (ORF), 218
Oral Reading subtest, 209

N
National Early Literacy Panel (NELP), 25,
260, 263, 280–282
National Institute of Child Health and
Development (NICHD), 3, 311
National Reading Panel, 4, 12, 14, 25, 121,
124, 235
INDEX

ORF. See oral reading fluency
orthographically illegal patterns, 65
orthographic choice task, 20
orthographic knowledge
in cipher knowledge, 65–66
letter-sound knowledge in, 184
nature of, 184–186
orthographic mapping and, 185
pattern-specific, 63
phonics skills assessment and, 183–187
in reading development, 184–185
spelling and, 186–187
testing, 186
orthographic lexicon. See sight vocabulary
orthographic mapping
abstract letter representations in,
100–101
alphabetic principle and, 361
defined, 11, 81, 362
early start of, 110–111
Ehri on, 96, 102, 105, 108–110, 316
importance of, 11–12
indirect evidence for, 112–113
in interventions, 112–113, 294, 303,
309, 314–317, 319–320, 322
introduction to, 81–83
irregular words in, 104–109, 107
letter sequences in, 103
letter-sound knowledge required in, 96,
111, 362
in level 3, 91–92, 96–104, 97
of multisyllabic words, 107
neuroimaging insights on, 101–102
orthographic knowledge and, 185
phonemic awareness required in, 72, 96,
99, 109, 116, 127–128, 362
phonic decoding and, 83, 98–99, 363
phonics skills assessment and, 183, 185,
190–191, 195
phonological awareness in, 111, 116,
303, 316
in phonological-core deficit, 115–118
phonological proficiency and, 111–112
prevention and, 113
reading development and, 91–92,
96–104, 97, 109–114
research on, 11–12, 109–114
self-teaching hypothesis and, 102, 120,
364
sight words and, 82, 96–104, 97, 364
of transparent words, 107
vocabulary/phonological long-term
memory in, 96, 103–108, 107
word-level reading fluency and, 121–125
in word recognition difficulties, 81–84,
87, 89, 91–92, 96–126, 97,
107, 128–130
in word-specific knowledge, 71–72
orthographic recall, 82–83
orthographic recognition, 82–83
orthographic sensitivity, 65
orthographic tasks, 184–186
orthography
defined, 82, 363
in reading and spelling, 82–83,
186–187
orthotactic awareness, 65, 183–184
Orton-Gillingham method, 42, 183,
269–270, 293–294
Al Otaiba, S., 286, 288

P
PAL-II. See Process Assessment of the
Learner—Second Edition
PALS. See Peer Assisted Learning Strategies
paragraph reading, 18
Passage Comprehension subtest, 225–228
passage reading fluency, 19, 216–219
PAST. See Phonological Awareness Screening
Test
PAT-2. See Phonological Awareness Test-2
patterns of strengths and weaknesses (PSW),
345
pattern-specific knowledge, 63, 184
Peabody Individual Achievement Test
(PIAT), 225–227
Peabody Individual Achievement
Test—Revised (PIAT-R), 186, 232,
239, 332–333, 334
Peer Assisted Learning Strategies (PALS),
328
peer tutoring, 328
performance profiles and hypotheses
reading and listening comprehension, 234
word identification assessment, 211

PET. See positron emission tomography

phoneme
defined, 32, 64, 363
pronounced in isolation, 171–172

Phoneme Reversal subtest, 157–158, 165
in compensator pattern case illustration, 339, 339–340
in ELL case illustration, 336, 337

Phonemes subtest, 169

phonemic, 32

phonemic awareness, 25, 101–102. See also advanced phonemic awareness
defined, 363
levels of, 92
of older readers, 313–315
orthographic mapping requiring, 72, 96, 99, 109, 116, 127–128, 362
in phonological-core deficit, 115–120, 346–347
in phonological proficiency, 363
rapid remediation of, 309–310
sight words and, 114, 119–120, 314
SLD and, 346–347
tasks, sensitivity of, 118–119

Phonemic Awareness in Young Children program, 278–279

Phonemic Decoding Efficiency subtest, 189, 191

phonics
alphabetic principle in, 93
context and, 38
defined, 28, 60, 363
as key element, 290
letter-sound knowledge and, 84, 94, 94, 94, 362
nonsense words and, 188
orthographic mapping and, 83, 98–99, 362
phonological blending and, 86, 94, 94, 303, 361
in phonological-core deficit, 115, 347, 363
in reading development, 91–96, 94
self-teaching hypothesis and, 95–96
sight words and, 95, 110
in simple view of reading, 46–48, 60
SLD and, 347
word identification and, 200–202
in word recognition difficulties, 80, 91–96, 94, 127, 129, 131

phonics approach. See also letter-sound instruction
balanced instruction and, 361
defined, 363
nonsense words and, 362

phonics skills assessment
cipher skills and, 182–183, 186, 188–191
compensator type and, 195–197
dyslexia and, 195
hyperlexia and, 195
key points, 196
mixed type and, 195
nonsense words in, 182–185, 187–197
<table>
<thead>
<tr>
<th>Terms</th>
<th>Page Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>norms interpreted in</td>
<td>193–194</td>
</tr>
<tr>
<td>orthographic knowledge and</td>
<td>183–187</td>
</tr>
<tr>
<td>orthographic mapping and</td>
<td>183, 185,</td>
</tr>
<tr>
<td>190–191, 195</td>
<td></td>
</tr>
<tr>
<td>orthographic tasks in</td>
<td>184</td>
</tr>
<tr>
<td>overview of</td>
<td>182–183, 187, 196–197</td>
</tr>
<tr>
<td>phonics approach and</td>
<td>196</td>
</tr>
<tr>
<td>of phonological awareness skills</td>
<td>194–196</td>
</tr>
<tr>
<td>reading difficulties and</td>
<td>195–197</td>
</tr>
<tr>
<td>subtest reliability and</td>
<td>190–192</td>
</tr>
<tr>
<td>Phono-Graphix, 306, 309, 319</td>
<td></td>
</tr>
<tr>
<td>phonological, 32, 363</td>
<td></td>
</tr>
<tr>
<td>phonological awareness. See also advanced phonological awareness</td>
<td></td>
</tr>
<tr>
<td>basic, 84–85</td>
<td></td>
</tr>
<tr>
<td>in cipher knowledge, 65–66</td>
<td></td>
</tr>
<tr>
<td>correcting of</td>
<td>59</td>
</tr>
<tr>
<td>defined, 4, 363</td>
<td></td>
</tr>
<tr>
<td>in double-deficit phenomenon</td>
<td>67</td>
</tr>
<tr>
<td>early, 84–85</td>
<td></td>
</tr>
<tr>
<td>after first grade, universal screening of</td>
<td>169–170</td>
</tr>
<tr>
<td>importance of</td>
<td>25, 32, 65–66, 129–130, 275–276, 303</td>
</tr>
<tr>
<td>levels of</td>
<td>84–85, 92</td>
</tr>
<tr>
<td>morphological awareness and</td>
<td>69–70</td>
</tr>
<tr>
<td>nonsense words and</td>
<td>194–195</td>
</tr>
<tr>
<td>in orthographic mapping</td>
<td>111, 116, 303, 316</td>
</tr>
<tr>
<td>in phonics skills assessment</td>
<td>194–196</td>
</tr>
<tr>
<td>in phonological-core deficit</td>
<td>115–116, 258, 363</td>
</tr>
<tr>
<td>in phonological processing skills assessment</td>
<td>165–170</td>
</tr>
<tr>
<td>popularity of</td>
<td>4</td>
</tr>
<tr>
<td>in reading development</td>
<td>84–85</td>
</tr>
<tr>
<td>segmentation in</td>
<td>57, 155–157, 161–164, 163–164, 303</td>
</tr>
<tr>
<td>tasks and tests</td>
<td>154–165, 163–164</td>
</tr>
<tr>
<td>training programs</td>
<td>276–280</td>
</tr>
<tr>
<td>working memory confounded with</td>
<td>158</td>
</tr>
<tr>
<td>phonological awareness instruction</td>
<td></td>
</tr>
<tr>
<td>best practice, 260–261</td>
<td></td>
</tr>
<tr>
<td>as code-based approach</td>
<td>268</td>
</tr>
<tr>
<td>continuum of</td>
<td>302–303</td>
</tr>
<tr>
<td>developmental teaching hierarchy</td>
<td>264, 264</td>
</tr>
<tr>
<td>experimental support for</td>
<td>253–265, 255, 264</td>
</tr>
<tr>
<td>letter-sound instruction and</td>
<td>263–265</td>
</tr>
<tr>
<td>measurable benefits of</td>
<td>257–259</td>
</tr>
<tr>
<td>for older readers</td>
<td>313–315</td>
</tr>
<tr>
<td>phonics skills assessment and</td>
<td>196</td>
</tr>
<tr>
<td>practical considerations</td>
<td>269–275</td>
</tr>
<tr>
<td>prevention with</td>
<td>253–265, 255, 264, 276–280</td>
</tr>
<tr>
<td>reading comprehension influenced by</td>
<td>268–269</td>
</tr>
<tr>
<td>reason for</td>
<td>100</td>
</tr>
<tr>
<td>research on</td>
<td>253–265, 255, 264</td>
</tr>
<tr>
<td>Phono-Graphix</td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness Screening Test (PAST), 111–112, 163–164,</td>
<td></td>
</tr>
<tr>
<td>163–165, 332</td>
<td></td>
</tr>
<tr>
<td>alternative forms of</td>
<td>160–162, 170</td>
</tr>
<tr>
<td>in compensator pattern case illustration</td>
<td>338–339, 340</td>
</tr>
<tr>
<td>as criterion-referenced test</td>
<td>168</td>
</tr>
<tr>
<td>interpretation of</td>
<td>166–169</td>
</tr>
<tr>
<td>in mild dyslexic pattern case illustration</td>
<td>333, 334</td>
</tr>
<tr>
<td>in mixed type case illustration</td>
<td>341, 342</td>
</tr>
<tr>
<td>sensitivity of</td>
<td>118</td>
</tr>
<tr>
<td>in severe dyslexic pattern case illustration</td>
<td>335, 336</td>
</tr>
<tr>
<td>timed</td>
<td>159</td>
</tr>
<tr>
<td>phonological blending</td>
<td></td>
</tr>
<tr>
<td>assessment of</td>
<td>170–172</td>
</tr>
<tr>
<td>in cipher knowledge</td>
<td>66–67, 71</td>
</tr>
<tr>
<td>key to</td>
<td>171–172</td>
</tr>
<tr>
<td>letter-sound knowledge with</td>
<td>269</td>
</tr>
</tbody>
</table>
phonological blending (continued)
  phonic decoding and, 86, 94, 94, 303, 361
  set for variability and, 86–90
  specificity of, 171
  in word-level reading, 66–67, 71, 85–92, 114
phonological-core deficit
  causes of, 120–121
  in compensators, 361
  defined, 363
  dyslexia caused by, 90, 362
  letter-name knowledge in, 115
  letter-sound knowledge in, 115
  multiple deficits in, 348
  of older readers, 315
  orthographic mapping in, 115–118
  phonemic awareness in, 115–120, 346–347
  phonic decoding in, 115, 347, 363
  phonological awareness in, 115–116, 258, 363
  RAN in, 121, 347–348, 363
  reading development hindered by, 114–121
  reading practice not helping, 295–296
  RTI for, 346
  severe, 346–348
  spelling and, 187
  word recognition difficulties caused by, 114–121, 127–128
  working memory in, 121, 347–348, 363
phonological lexicon
  as anchor, 96–100, 97
  defined, 69, 87
  dyslexia and, 89–90
  ELL students and, 89
  hyperlexia and, 89
  sight vocabulary and, 104
  in word-level reading, 69, 87–89
phonological long-term memory. See
  vocabulary/phonological long-term memory
phonological processing skills assessment
  best practice in, 162–165, 163–164, 179
  “cheating” in, 158–160
CTOPP in, 152, 154, 157–158, 171
  with Elision subtest, 157–159, 163–164, 163–165, 167, 171
  importance of, 178
  issues in, 154–165, 163–164
  key points about, 178–179
  with KTEA-3, 157, 160–161
  manipulation in, 155–162, 164–165, 179
  of phonological awareness, 165–170
  of phonological blending, 170–172
  of RAN, 154, 172–176
  summarized, 179
  tasks and tests, 154–165, 163–164
  word-level reading and, 154–155, 157, 160, 162, 166, 172, 176–179
  of working memory, 154, 172–174, 176–178
Phonological Processing subtest,
  160
phonological proficiency
  defined, 363
  orthographic mapping and, 111–112
  phonological recoding. See phonic decoding
  phonological sensitivity. See phonological awareness
phonological short-term memory (PSTM), 240–241. See also working memory
PIAT. See Peabody Individual Achievement Test
PIAT-R. See Peabody Individual Achievement Test–Revised
placebo effect, 310
positron emission tomography (PET), 19
practice. See classroom practice; reading practice
Preventing Reading Difficulties in Young Children (National Research Council), 25
prevention, of reading difficulties
  in ELL students, 248–249
  empirical research on, 14
  hurdles removed in, 1–2, 247–252
  importance of, 250–251
letter-sound instruction in, 261–275, 264
in linguistic comprehension, 280–283
literacy-related language difficulties and, 280–283
National Reading Panel and, 249, 257–259, 261–262, 280–282
orthographic mapping and, 113
overview of, 247, 283
with phonological awareness instruction, 253–265, 255, 264, 276–280
RTI origins and, 249–250
simple view of reading and, 248
with Tier 1 instruction, 249–250, 252, 256, 259–261, 272, 275–280, 283
with Tier 2 instruction, 251–252, 259–261, 276–280
training programs for, 276–280
print, sounds represented in, 98
prosody, 121, 212–213, 216–217
pseudohomophones
reading, 20
tasks, 184–185
pseudowords. See nonsense words
PSTM. See phonological short-term memory
PSW. See patterns of strengths and weaknesses
psychoeducational assessment, 152
psycholinguistic guessing game, 35, 38, 47, 363–364

Q
QRI-3. See Qualitative Reading Inventory–Third Edition
QRI-5. See Qualitative Reading Inventory–Fifth Edition
Qualitative Reading Inventory–Third Edition (QRI-3), 225–226, 229
Qualitative Reading Inventory–Fifth Edition (QRI-5), 232, 242–243

R
RAN. See rapid automatized naming
rapid alternating stimulus (RAS), 176
rapid automatized naming (RAN)
in cipher knowledge, 67, 67
defined, 364
in double-deficit phenomenon, 67
highly successful results and, 320–321
improvement of, 175–176
minimized impact of, 59–60
in phonological-core deficit, 121, 347–348, 363
in phonological processing skills assessment, 154, 172–176
in phonological proficiency, 363
SLD and, 347–348
Rapid Digits, 176
Rapid Letters, 176
RAS. See rapid alternating stimulus
reaction time, 18, 30
Read, Write, Type, 319–320
READ 180, 294
reader abilities
attention, 141
background knowledge, 137–140
comprehension monitoring, 142
inferencing, 141–142
nonverbal VSP skills, 142–143
in reading comprehension, 136–143
syntactical–grammatical knowledge, 137
vocabulary–semantic knowledge, 136–137
working memory, 140–141
readers. See also weak readers
hurdles removed for, 1–2, 247–252
older, 15–16, 313–315
skill profile of, 233
superior, 50
reading. See also simple view of reading;
word-level reading
bottom fifth percentile of, 349–350
choral-solo-choral-solo, 327
connected text, 14–15, 18, 113, 128, 290, 293, 295–299, 303–305, 311, 321, 329
dialogic, 281
guessing in, 35, 37–41, 61, 103–104, 200–202
homograph, 18
reading. See also simple view of reading; word-level reading (continued)

homophone, 18, 20
importance of, 2–3
of irregular words, 104–109, 106–107
journals, 7–9
orthography in, 82–83
paragraph, 18
prosody, 121, 212–213, 216–217
pseudohomophone, 20
purpose of, 46
repeated, 213–214, 295–296
revolution in, 359
round robin, 327
scientific knowledge of, 2, 4–13
sentence, 18, 214–216
severe skill deficits in, 350–351
shared book, 280–281
special education, 352–355
reading components
IQ scores and, 153
linguistic comprehension, 58, 59, 73–77, 76
multiple weak, 351
in simple view of reading, 58–77, 59, 67, 72, 76
word-level reading, 58, 59, 60–73, 67, 72
reading comprehension
attention and, 241–242, 324–325
background knowledge in, 239–240, 324
cloze tasks and, 18, 224–227, 231, 234
comprehension strategy instruction for, 325
effective program for, 325–326
experimental methodologies, 18–19
fluency and, 125, 199
inferencing in, 242–243, 324
interventions for, 322–326, 329
linguistic comprehension and, 73–74, 323
nonsense words and, 195–196
phonics instruction and, 55, 268–269
reader abilities in, 136–143
requirements for, 135–145
research, 18–19
simple view of reading and, 322–325
SLD and, 348–349
summarized, 145
vocabulary in, 324
in whole language, 29
word-level reading and, 133, 199
word recognition difficulties and, 125, 128
working memory and, 240–241, 324–325
reading comprehension assessment
attention and, 241–242
background knowledge and, 239–240
best practice, 229–231
cloze tasks in, 224–227, 231, 234
compensator type and, 222–223, 227, 231–234
comprehension monitoring and, 242–243
dyslexia and, 222, 227, 231–234, 237
hyperlexia and, 222–223, 227, 231–232, 234
inferencing and, 242–243
interpretation of, 225–226
IQ and, 236–238
key points, 243–244
listening comprehension and, 233–244
mixed type and, 222–223, 228, 231–232, 234
nonverbal VSP skills and, 243
overview of, 222–223, 244
performance profiles and hypotheses, 234
reading difficulties/disabilities and, 222–223
related skills in, 235–244
situation model and, 240
with story retell, 228–229
story structure knowledge and, 240
syntactical–grammatical knowledge and, 239
tests, 223–237, 239–244
vocabulary–semantic knowledge and, 235–238
working memory and, 240–241
reading comprehension difficulties
in dyslexia, 133
in ELL students, 144, 231–232
in hyperlexia, 133–135, 138
in mixed type, 133, 135
overview of, 133, 145
reader abilities and, 136–143
requirements for reading comprehension
and, 135–145
subtle, 134–135
task factors, 144
text factors, 143–144
word-level reading and, 133
Reading Comprehension subtest, 225
reading development
early stages of, 91–104, 93–94, 97
interventions based on, 286
irregular words in, 104–109, 106–107
letter-name knowledge in, 92–93, 93
letter-sound knowledge, 91–93, 93
level 1 of, 91–93, 93
level 2 of, 91–96, 94
level 3 of, 91–92, 96–104, 97
manipulation tasks influenced by, 157
orthographic knowledge in, 184–185
orthographic mapping and, 91–92, 96–104, 97
phonological awareness in, 84–85
phonological-core deficit hindering,
114–121
summary of, 113–114
as unfair race, 1–2
word-level, 83–91
reading difficulties/disabilities. See also case
illustrations; compensator type; dyslexia; hyperlexia;
test-oriented assessment; interventions; mixed type; prevention,
of reading difficulties; reading comprehension difficulties; word
recognition difficulties
in bottom fifth percentile, 349–350
disadvantages of, 2–3
identification guidelines, 349–357
implications of, 58
IQ–achievement discrepancy model for,
51, 237, 344, 348
linguistic comprehension in, 54, 54–58,
56, 323
literacy-related language difficulties,
280–283
multiple weak reading components in,
351
as patterns, 222
phonics skills assessment and, 195–197
reading comprehension assessment and,
222–223
response to effective interventions and,
351–352
severity of, 349–351
simple view of reading and, 50, 53–58,
54, 56, 77, 222
SLD identification and, 344–358
temporary help for, 352–355
tests for, 57–58
timed skills and, 351
types of, 54, 55–58, 56
word-level reading, 54, 54–58, 56, 128,
289–291
reading fluency
of compensator type, 217, 219
defined, 121
in dyslexia, 217, 219
gap in, 321–322
highly successful results and, 321–322
in hyperlexia, 219
illusory, 216–217
importance of, 202, 219
oral, 218
passage, 19, 216–219
problem of, 321–322
reading comprehension and, 125, 199
sentence fluency, 214–216
sight vocabulary and, 212–217, 219
in simple view of reading, 218–219
word-level reading, 121–125, 199,
321–322
reading fluency assessment
key points, 219
overview of, 199, 212–214, 219
of passage reading, 216–219
reading fluency assessment (continued)
   of sentence fluency, 214–216
   in simple view of reading, 218–219
   tasks, 214–219
   tests, 189, 191, 204–209, 207, 214–219
Reading for Meaning project, 325, 329
reading instruction. See also specific methods
   CAI, 310, 319
   comprehension strategy, 325
   deafness and, 33
   empirical research used in, 25–26
   history of, 24–26
   one-on-one, 310–311, 326
   problems with, 23, 26–42, 28, 30
   sight words rapidly developed in, 34–35
   small group, 259–260, 310–311, 326–327
   visual memory hypothesis in, 29–35, 31
   weak readers and, 23–24, 34–35, 38–42
   whole class group, 259–260
   word recognition vs. identification in, 27–29, 28, 30
reading practice
   in interventions, 287, 295–296, 303, 312, 317, 327–328
   phonological-core deficit not helped by, 295–296
Reading Recall subtest, 228
Reading Recovery, 296–297
Reading Vocabulary subtest, 210
Reading Wars, 13
reciprocal teaching, 328
recoding. See phonic decoding
repeated readings technique, 213–214, 295–296
research-based classroom practice, 26
Response to Intervention (RTI), 15–16, 154, 275–276, 301. See also Tier 1 instruction; Tier 2 instruction; Tier 3 instruction
double-dose approach of, 260
highly successful results and, 304, 316–317
key to, 353–354
models of, 259
moderate or minimal results and, 300
origins of, 249–250, 304–305, 350
for phonological-core deficit, 346
SLD and, 346, 350–351, 353–357
responsiveness, 349, 351–352
reversal task, 157
rime, 362–364
Road to the Code, 277–278
Rosner Auditory-Motor Program, 278
round robin reading, 327
RTI. See Response to Intervention

S
Samuels, S. J., 81
school behavior, 2
School Psychology Review, 6
scientific knowledge, of reading, 2, 4–13. See also empirical research
scotopic sensitivity syndrome, 299
Scott, J. A., 25
SDRT. See Stanford Diagnostic Reading Test–Fourth Edition
second grade through adulthood, highly successful results in, 305–310
segmentation
   defined, 155
   in phonological awareness, 57, 155–157, 161–164, 163–164, 303
Segmentation subtest, 169
Segmenting Words subtest, 118, 162–164, 163–164
   in compensator pattern case illustration, 337, 338
   in mild dyslexic pattern case illustration, 333, 334
self-teaching hypothesis
   defined, 364
   nonsense words and, 188
   orthographic mapping and, 102, 120, 364
   phonic decoding and, 95–96
semantically ambiguous words, 19
semantic–contextual system, 29, 35–40
semantic errors, 39–40
semantic lexicon, 136–137, 237
   sight vocabulary and, 104
   in word-level reading, 69, 87–90
sensitivity, of tests, 163
sentence fluency, 214–216
sentence method. See whole language
sentence reading, 18, 214–216
Sentence Reading Fluency subtest, 214–215
SES. See socioeconomic status
set for variability
compensators and, 57
defined, 86, 364
phonological blending and, 86–90
word identification and, 201–202
severe dyslexic pattern, case illustration of, 335, 335–336
Share, David, 71, 95–96, 102
shared book reading, 280–281
Shaywitz, Sally, 5, 359–360
short-term memory (STM), 68, 177–178, 365. See also working memory
sight vocabulary
bad advice about, 317
defined, 12, 27, 60, 83, 364
interventions for, 287, 294, 299, 303, 314, 316–317, 321
limited, 83, 202
phonemic awareness and, 314
phonological lexicon and, 104
reading fluency and, 212–217, 219
semantic lexicon and, 104
in whole-word approach, 34
word recognition and, 202–203
Sight Word Efficiency subtest, 189, 204–206, 208
sight word method. See whole-word reading method
sight words
defined, 11–12, 27, 60, 83, 364
fluency gap related to, 322
guessing and, 39
in hyperlexia, 69
letter-sound knowledge and, 84
orthographic mapping and, 82, 96–104, 97, 362
phonemic awareness and, 114, 119–120, 314
phonic decoding and, 95, 110
phonological lexicon as anchor for, 96–100, 97
rapid development of, 34–35
storage of, 96–101
word-specific knowledge of, 62–64
sight word vocabulary. See sight vocabulary
Silent Reading Fluency subtest, 214–215
simple view of reading. See also expanded simple view of reading
basic form of, 47–48
case illustrations of, 49–52
decoding in, 46–48, 60
defined, 46
diagnostic questions in, 52–53, 53
by Gough, 46–47, 49, 54, 58–59, 71
illustrated, 48, 48
introduction to, 46–47
linguistic comprehension in, 46–58, 53, 76, 77
low verbal skills and, 51–52
in mathematical form, 47–48
as practical framework, 46–47
prevention and, 248
reading components in, 58–77, 59, 67, 72, 76
reading comprehension and, 322–325
reading difficulties/disabilities and, 50, 53–58, 54, 56, 77, 222
reading fluency tests in, 218–219
research basis for, 47
summarized, 77–78
three cueing systems model and, 47
word-level reading in, 49–53, 53, 72, 72–73, 322
situation model, 135, 139, 240
SLD. See specific learning disability
SLI. See Speech or Language Impairment
small group instruction, 259–260, 310–311, 326–327
Snowling, M. J., 283, 286, 325–326
Society for the Scientific Study of Reading, 5, 360
socioeconomic status (SES), 36, 89, 316
sounds, represented in print, 98
special education, temporary help from, 352–355
specificity, of tests, 163
specific learning disability (SLD)
cultural disadvantage and, 356–357
economic disadvantage and, 356–357
educational disadvantage and, 356
empirical research on, 344
environmental disadvantage and, 356–357
exclusionary criteria for, 355–357
fewer students with, 345–346
highly successful results and, 345–346, 347, 349, 357–358
under IDEA, 53–54, 57, 77, 344, 362
identification of, 344–358
label of, 352
overview of, 344–345, 357–358
phonemic awareness and, 346–347
phonics decoding and, 347
RAN and, 347–348
reading comprehension and, 348–349
RTI and, 346, 350–351, 353–357
in word-level reading, 346–348
working memory and, 347–348
specific reading comprehension impairment, 134–135. See also hyperlexia
specific topical knowledge, 138–140, 240
speech–language pathologist, 52, 58, 236, 239
Speech or Language Impairment (SLI), 51, 134, 348–349
spelling
homophones, 328
interventions, 328
letter-sound instruction and, 273
nonsense words, 160, 193
orthography in, 82–83, 186–187
phonological-core deficit and, 187
Spelling of Sounds subtest, 160
Standardized Reading Inventory–Second Edition (SRI-2), 232
Stanford Diagnostic Reading Test–Fourth Edition (SDRT), 225
statistical analyses, 17
statistical significance, 292–293
Steacy, L. M., 286
STM. See short-term memory
Story Recall subtest, 228–229
story retell, 228–229
story structure, 139, 240
substitution task, 156–158
subtests. See also specific subtests
reliability of, 149–151, 190–192, 229
word identification, 208–212
superior readers, 50
syntactical–grammatical knowledge
in linguistic comprehension, 74–75
in reader abilities, 137
reading comprehension assessment and, 239
syntax, 74–75, 137
System 44, 294
systematic, 268
T
task factors, 144
Teaching Reading IS Rocket Science (AFT), 4–5
Test of Irregular Word Reading Efficiency (TIWRE), 203–204
Test of Orthographic Competence (TOC), 186
Test of Reading Comprehension–Third Edition (TORC-3), 332
Test of Reading Comprehension–Fifth Edition (TORC-5), 231–232
Test of Silent Contextual Reading Fluency–Second Edition (TOSCRF-2), 214–216
Test of Silent Reading Efficiency and Comprehension (TOSREC), 214–215
Test of Silent Word Reading Fluency (TOSWRF/TOSWRF-2), 204–208, 207, 216
tests. See also subtests; universal screening; specific tests
acronyms for, 232, 332
"cheating" on, 158–160
cluster scores, 150
composite scores, 150–151, 170–171, 178
criterion-referenced, 168, 196
in ELL case illustration, 336, 337
in hyperlexia case illustration, 342, 343
listening comprehension, 233–235
in mild dyslexic pattern case illustration, 333, 334
in mixed type case illustration, 341, 342
nonsense word, 57, 189–193
oral language, 52
of orthographic knowledge, 186
for reading difficulties/disabilities, 57–58
sensitivity of, 163
in severe dyslexic pattern case illustration, 335, 356
specificity of, 163
task factors in, 144
for word identification assessment, 199–212
word recognition, 204–208
text factors, in reading comprehension difficulties, 143–144
three cueing systems model
balanced instruction and, 12, 35, 364
code-emphasis approach and, 35–36
defined, 35, 364
grapho–phonic system in, 29, 35, 40
impact of, 12
linguistic–syntactic system in, 29, 35, 40
literacy-based approach and, 12, 35, 364
as meaning-based approach, 268
problems with, 35–41
psycholinguistic guessing game, 35, 38, 47, 363–364
semantic–contextual system in, 29, 35–40
simple view of reading and, 47
summarized, 40–41
weak readers and, 38–40
whole language and, 12, 29, 35, 265, 364
word-level reading and, 40, 50
Tier 1 instruction, 77, 194
best practice, 260–261
defined, 252
key to, 353–354
origin of, 249–250
phonological awareness training programs for, 276–280
prevention with, 249–250, 252, 256, 259–261, 272, 275–280, 283
small group, 259–260
whole class, 259–260
Tier 2 instruction, 77, 194
best practice, 260–261
defined, 252
effective, 259
as intervention, 251–252
key to, 353–354
phonological awareness training programs for, 276–280
prevention with, 251–252, 259–261, 276–280
Tier 3 instruction, 77, 353
defined, 252
effective, 259
timing, 158–159, 167–169
in intervention-oriented assessment, 191–192
of nonsense word tasks, 57, 189–191
in reading difficulties/disabilities, 351
of word identification tests, 201–203
of word recognition tests, 204–208
Title I, 364
TTWRE. See Test of Irregular Word Reading Efficiency
TOC. See Test of Orthographic Competence
TORC-3. See Test of Reading Comprehension–Third Edition
TORC-5. See Test of Reading Comprehension–Fifth Edition
Torgesen, J. K., 286
TOSCRF-2. See Test of Silent Contextual Reading Fluency–Second Edition
TOSREC. See Test of Silent Reading Efficiency and Comprehension
TOSWRF/TOSWRF-2. See Test of Silent Word Reading Fluency
TOWRE-2. See Test of Word Reading Efficiency—Second Edition
transparent words, 107
treatment resistors, 308, 313, 346
Treiman, Rebecca, 109–110
Truch, Stephen, 319
Truelove, E., 325–326
tutoring, peer, 328
12-hour effect, 309

U
unitization, 101
universal screening, 57, 85, 118
individual evaluation vs., 192–193
of phonological awareness after first grade, 169–170
supplemented, 161–162
untimed nonsense word tasks, 189–191

V
Vadasy, P. F., 323
verbal IQ, 49–51, 56, 196, 236–238, 348
visual memory hypothesis, 29–35, 31, 121
visual–phonological paired-associate learning, 70–71
visual–spatial–perceptual (VSP) skills, 76–77, 142–143, 243
visual tracking training, 299–300
vocabulary. See also sight vocabulary
correcting of, 59
development, 282–283
in linguistic comprehension, 90
in reading comprehension, 324
screening for, 236–238
vocabulary/phonological long-term memory in cipher knowledge, 68–69
in orthographic mapping, 96, 103–108, 107
in word-level reading, 68–69, 87–90
vocabulary–semantic knowledge, 74
in reader abilities, 136–137
reading comprehension assessment and, 235–238
vowel digraph, 364
VSP skills. See visual–spatial–perceptual skills

W
“wait list” approach, 327
WASI. See Wechsler Abbreviated Scale of Intelligence
WDRB. See Woodcock Diagnostic Reading Battery
weak readers. See also interventions; reading difficulties/disabilities; word recognition difficulties
accelerated learning by, 287–288
context used by, 38–39
gap closed by, 287
hurdles removed for, 1–2, 247–252
irregular words and, 108–109
orthographic mapping studies and, 112–113
phonics approach and, 41–42
reading instruction and, 23–24, 34–35, 38–42
reversals in, 117–118, 127
three cueing system and, 38–40
transpositions in, 117–118, 127
treatment resistors, 308, 313, 346
whole-word approach and, 34–35
Wechsler Abbreviated Scale of Intelligence (WASI), 237, 332, 335, 336
Wechsler Individual Achievement Test—Third Edition (WIAT-III), 189, 208, 224, 232, 332
Wechsler Intelligence Scale for Children (WISC-III), 138, 178, 332
whole class group instruction, 259–260
whole language. See also literacy-based approach
balanced instruction and, 361
code not taught in, 183
defined, 364–365
history of, 24
reading comprehension in, 29
in Reading Wars, 13
three cueing systems model and, 12, 29, 35, 265, 364
word-level reading in, 29
word recognition vs. identification in, 29, 30
whole-word reading method
bad advice about, 317
balanced instruction and, 361
code not taught in, 183, 268
defined, 364
history of, 24–25
as meaning-based approach, 268
problems with, 34–35, 265
sight vocabulary in, 34
visual memory hypothesis of, 29
weak readers and, 34–35
word recognition vs. identification in, 28–29, 30
Why Johnny Can't Read (Flesch), 13
WIAT-III. See Wechsler Individual Achievement Test–Third Edition
Wide Range Achievement Test–Third Edition (WRAT-3), 332–333, 334
Wide Range Achievement Test–Fourth Edition (WRAT-4), 232
Wilkinson, I. A. G., 25
Wilson method, 42, 183, 269–270, 293–294
WISC-III. See Wechsler Intelligence Scale for Children
WISC-V. See Wechsler Intelligence Scale for Children–Fifth Edition
WJ-IV ACH. See Woodcock-Johnson IV Tests of Achievement
WM. See working memory
Woodcock Diagnostic Reading Battery (WDRB), 332
Woodcock-Johnson IV Tests of Achievement (WJ-IV ACH), 150–151, 160, 189, 228, 232
sentence fluency in, 214–215
word identification in, 208–210
Woodcock Reading Mastery Test–Revised (WRMT-R), 15, 56, 111, 332
phonological processing skills assessed in, 162, 163–164
word identification in, 200–201, 210
Word Attack subtest, 208
word callers, 55
Word Choice subtest, 186
Word Comprehension subtest, 210
word identification
case-free, 19, 201
defined, 60
guessing and, 39, 200–202
irregular words and, 203–204
phonic decoding and, 200–202
set for variability and, 201–202
subtests, 208–212
in word-level reading in context, 209–210
word recognition vs., 27–29, 28, 30, 202–208, 207
word identification assessment
compensator type and, 199, 201, 211
dyslexia and, 199, 201, 211
interpretation of, 210
key points, 219
mixed type and, 199, 211
overview of, 199–200, 219
phonic decoding on word identification tasks in, 200–202
sample profiles and hypotheses, 211
tests for, 199–212
word recognition confounded with word identification in, 202–208, 207
Word Identification subtest, 200–201, 208
word-level reading
cipher knowledge in, 58, 59, 61–72, 67, 72
components of, 60–73, 67, 72, 83–86
in context, 209–210
word-level reading (continued)
  defined, 28, 60
  development, 83–91
  by ELL students, 125–126
  experimental methodologies, 18–20
  in first diagnostic question, 52–53, 53
  fluency and, 121–125, 219, 321–322
  hyperlexia and, 199
  interventions with, 289–291, 293, 317
  IQ scores and, 153
  letter–sound knowledge in, 84, 90
  linguistic comprehension and, 49–51
  phonics approach and, 29, 41–42
  phonological awareness in, 65–66,
    85–86, 90, 114, 129, 154–155, 157,
    160, 162, 166
  phonological blending in, 66–67, 71,
    85–92, 114
  phonological lexicon in, 69, 87–89
  phonological processing skills assessment
    and, 154–155, 157, 160, 162, 166,
    172, 176–179
  phonology in, 114, 275–276
  readiness for, 250–251
  as reading component, 58, 59, 60–73,
    67, 72
  reading comprehension and, 133, 199
  in reading difficulties/disabilities, 54,
    54–58, 56, 128, 289–291
  research, 19–20
  semantic lexicon in, 69, 87–90
  set for variability and, 86–90
  in simple view of reading, 49–53, 53,
    72, 72–73, 322
  SLD identification in, 346–348
  techniques for fostering, 317
  terms related to, 60–61
  three cueing systems model and, 40, 50
  understanding of, 29–30
  visual memory hypothesis of, 29–35, 31
  vocabulary/phonological long-term
    memory in, 68–69, 87–90
  in whole language, 29
  word recognition in, 29, 29–30
  word-specific knowledge in, 61–64,
    71–73, 72

wordlikeness task, 20, 184–185

word reading. See word-level reading

Word Reading Fluency subtest, 209

Word Reading subtest, 208

word recognition
  context and, 37
  defined, 60
  guessing in, 103–104
  orthographic recognition, 82–83
  sight vocabulary and, 202–203
  tests, 204–208
  word identification vs., 27–29, 28, 30,
    202–208, 207

word recognition difficulties
  advanced phonemic awareness in, 85,
    92, 96–97, 97, 112–113, 115, 117,
    119–120, 127–129
  early stages of reading development and,
    91–104, 93–94, 97
  in ELL students, 89, 125–128
  importance of understanding, 80–81
  interventions for, 112–113, 128–129
  with irregular words, 94–95, 104–109,
    106–107
  letter reversals and transpositions in,
    117–118, 127
  orthographic mapping in, 81–84, 87,
    89, 91–92, 96–126, 97, 107,
    128–130
  phonic decoding in, 80, 91–96, 94, 127,
    129, 131
  phonological-core deficit causing,
    114–121, 127–128
  questions about, 81, 127–129
  reading comprehension and, 125, 128
  summarized, 129–130
  word-level reading development and,
    83–91
  word-level reading fluency and, 121–125
  Word Recognition Fluency subtest, 205–206

words. See also irregular words; nonsense
  words; sight words
  competitor, 201–202
  instant retrieval of, 83
  in jumbled word paradigm, 102
  multisyllabic, 107–108
semantically ambiguous, 19
transparent, 107
word-specific knowledge, 184
basis of, 63, 71–73
defined, 61
orthographic mapping in, 71–72
of sight words, 62–64
in word-level reading, 61–64, 71–73, 72
Words Their Way, 279
working memory (WM)
in cipher knowledge, 68
defined, 365
highly successful results and, 320–321
improvement of, 177
linguistic comprehension and, 68, 75
minimized impact of, 60
phonological awareness confounded with, 158
in phonological-core deficit, 121,
347–348, 363
in phonological processing skills
assessment, 154, 172–174,
176–178
in reader abilities, 140–141
reading comprehension and, 240–241,
324–325
SLD and, 347–348
WRAT-3. See Wide Range Achievement
Test–Third Edition
WRAT-4. See Wide Range Achievement
Test–Fourth Edition
Wright brothers, 24–25
WRMT-III. See Woodcock Reading Mastery
Test–Third Edition
WRMT-R. See Woodcock Reading Mastery
Test–Revised