

Chapter 1: Fluent Word Recognition and Phoneme Awareness

- Key Characteristics of Good Readers
 - Word Recognition within 1/20th of a second
 - Read 150-250 words per minute
 - Immediately recognize tens of thousands of words
 - Learn new words very quickly
 - Don't forget words they learn
- Word identification
 - A broad term that means a student correctly reads a word
 - Word Recognition: instant recognition of familiar words
 - Phonic Decoding: sounding out unfamiliar words
 - Guessing: use of contextual, linguistic, or picture cues to read an unfamiliar word
- Word Recognition
 - Retrieval of familiar word from memory
 - Based on whether a word is in the reader's sight vocabulary
 - It is effortless and instant
- Skills that Contribute to Instant Word Recognition and Phonic Decoding
 - High-Level Language Skill
 - Phonological long term memory
 - Oral vocabulary
 - Low-Level Language Skills
 - Phoneme Awareness
 - Phonological working memory

Equipped for Reading Success Module 2: Orthographic Mapping

Rapid Automatized Naming

Oral Blending

Verbal-visual paired associate learning

- Academic Skill

Letter-sound skills

- The Simple View of Reading

- Word Level Reading x Oral Language Comprehension = Reading Comprehension

- 3 + 1 Types of Reading Difficulties

- Word Level Reading Difficulty, which includes Dyslexia

Students usually have deficiencies in one or more of the following:

- Phoneme awareness
- Rapid automatized naming
- Phonological working memory
- Phonological blending
- Phonic decoding

- Specific Comprehension Difficulty, which includes Hyperlexia

Students can read words proficiently, but don't comprehend

Often referred to as "word callers"

Receptive language difficulty

- Mixed/Combined type

Students have difficulty with both word level reading and language comprehension

The weakest readers

- Compensator type

Reading comprehension is below language comprehension

Weakness in word-level reading

Often very bright and compensate for poor word reading

Could have above average comprehension if word-level reading were improved