

Subject Index

- Advanced spelling code, 55–65, 70, 323, 334–335
- Affix, 267
- Allophone, 42
- Alphabet charts, 32
- Alphabetical order, 28, 29
- Alphabet principle, 83, 176–177, 276
- Articulation (speech-motor) training, 131, 178, 325–326
- Artificial transparent alphabet, xvi, 56, 75–76, 323
- Attention
in the classroom, 138
and memory, 115, 121
and phoneme awareness, 155
- Attention span (brain), 343
- Basic code, 56, 59, 75–77, 82, 111, 321–324
programs for teaching, 130–145
spelling chart, ix
- Binomial test, 164, 221
- Brain
conscious analysis in reading, 190, 192–193, 248, 343–347
neuro-anatomy and neural pathways, 338–339
processing print, 280, 288, 296, 305, 315, 336, 338–347
theories of “brain activation,” 290, 292, 294, 296, 306, 309, 342
unconscious analysis in reading, 206
- Classroom observations, 83–85, 101, 109–115, 323, 331
- Clay tablets, 20
- Coarticulation, 155, 190, 344
- Code overlaps, 46–47, 63, 83
- Codes, 252
as writing systems, 11–13, 17, 39, 49
- Cognitive models of reading/spelling, terms and expressions. *See also* Spelling
- consistent/inconsistent neighbors, 292–295, 299, 301, 306–307, 312
- consistent/inconsistent rimes, 293–295, 302, 304, 306–308, 310
- exception words, 292–295
- friends/enemies, 301, 304, 307, 312
- orthographic consistency, 297–298, 302, 304, 306
- orthographic redundancy, 297
- orthographic rime, 292–297, 299–300, 304, 307–309, 311–312, 315, 338
- orthographic versatility, 297–298
- phonological rhyme, 292, 296, 308–309, 312
-

- Cognitive models of reading/spelling,
 terms and expressions (cont.)
 regular words, 292–295, 338
 word body, 291, 295, 338
 word family, 292, 299
 word frequency effect, 292, 303
- Color-coded text, 136
- Compounding languages, 62
- Computer models of reading, 287–
 288, 296, 305–316, 336–339
 attractor network model, 311–315,
 337
 dual-route model, 287–289, 307,
 338
 parallel distributed processing
 model, 288–289, 305, 336, 344
 recurrent connections, 311–312
- Computer training studies, 159
- Consonants
 blends, clusters, 9, 61, 83, 176, 313,
 318
 voiced, 155
- Cooperative Research Program, 86–
 103
- Copying/writing as learning tool,
 112, 114, 118, 156, 185, 323,
 335
- Dale, Nellie, 76–77, 325–326
- Deaf children and reading/spelling,
 19, 283–286
- Decoding, xv, 37–39, 48, 113, 164,
 211, 252
- Decoding strategy, 57, 114–115, 269,
 328
- Demographic data, 88, 99
- Diacritic mark, 2, 31, 54
- Digraphs, 2, 44, 45, 50, 77, 83, 180,
 287, 299, 301, 313, 320, 322,
 324
- DISTAR (direct instruction method),
 104–105, 127
- Down's syndrome and reading, 2,
 155
- Dyslexia, 2, 3, 6
- Effect size
 definition, 124–125
 formula, 124
- Encoding, 37–39, 252
- English language structure, 55–56
- English spelling classification systems
 Webster, 47–48
 Venezky, 48–52
 Hanna et al., 53–55
 McGuinness, 55–65
- English spelling system. *See also*
 Spelling
 Anglo-Saxon spellings, 55, 59, 62
 defined, 41
 Greek-based spellings in, 54–55, 62,
 64–65, 68
 Latin-based spellings in, 54–55, 62–
 64, 334–335
 multisyllable words and, 54, 62
 Norman French spellings in, 55, 59,
 62, 64
 predictable patterns of, 51, 61
 problems with, 46–47, 65
 spelling alternatives, 57–60, 63,
 334
 structural features, 59–62
- ERIC database, 194–195
- Experimenter-designed tests, 161
- Eye movements and reading, 191–
 193, 208, 343
 context effects, 192, 196–197
 functional span, 192
 perceptual span, 192
 syntax effects, 192–193
-

- Freud's stage model, 253–254
- Functional illiteracy
countries and, 1, 6, 322
rate of, 1, 5
- Function words in reading, 344–347
- Head Start, 103, 217, 223
- Homophones, 16
- International reading surveys, 1,
349–353
- Jolly Phonics actions, 138–139, 141,
325–326
- Kindergarten, origin of, 171
- LAC test of phoneme awareness, 169
- Languages, impact on writing system
Akkadian, 20
Arabic, 19
Aramaic, 30
Chinese, 21, 56
Egyptian, 19
German, 3
Greek, 34
Hebrew, 19
Indian, xv, 27–28
Japanese, xv, 22
Sumerian, 20
- Language development, 153
- Language types and writing systems
Hamito-Semitic, 19, 23, 31
Indo-European, 27, 30
Tonal languages, 21
- Letter names and learning to read,
184, 251, 323
- Letter-sound correspondences train-
ing, 166, 170, 175, 178–179, 182
- Ligature as diacritic, 27
- Longitudinal studies, 103–105, 260,
265, 327
- Many-word problem, xiv, 248, 279–
316
- Mapping systems, 11–12, 15, 320
- Memorization
letters as aid, 170
limits to, 18–19, 22, 26, 34, 74, 318
- Memory
promoted by, 114
recall, 37, 70, 116, 232, 247, 273
recognition, 37, 70, 116, 247, 273
rote visual in reading, 279, 283,
284–287, 289
sight-word reading and, 251
- Meta-analysis, 124–125
- Missing letter effect, 345
- Montessori, Maria, 37, 275
- Morphology, 62
- Moveable alphabet, 131
- Naming speed, 277, 327, 341–342
- National Assessment of Educational
Progress (NAEP), 1, 212–213, 236
- National Reading Panel, viii, xiii, xiv,
xviii, 70, 73–75, 107, 247, 317–
320, 322–334
comprehension training, 215, 234,
237, 331
fluency training, 193–196, 328
phoneme awareness training, 153–
188
reading instruction, 121–152, 323–
324
vocabulary training, 226, 228, 330
- OECD (1995, 1997), 1, 349–353
- Opaque alphabet, xvi, 3, 13, 39–40,
46, 75, 159, 247, 250

- Paired-associate learning, 18, 19, 74, 277
- Paleography, 6, 11–13, 23
- Parental involvement, 138
- Phoneme awareness
- blending/segmenting, 111, 116, 136, 141, 154, 156, 161–163, 166–167, 170–171, 173, 176–179, 187, 323–324, 326, 335
 - computer training in, 160
 - decoding and, 279, 280–281, 283
 - explicit awareness, 153–155
 - skills in, 148
 - training of, 112, 134, 153–188, 318, 327–328
 - training with and without letters, 160–161
- Phonemes
- chart of, ix
 - consonants, 51, 54
 - definition, xv
 - schwa vowel, 52, 54
 - tasks
 - classification, 161
 - discrimination, 161, 166, 169, 186
 - identification, 161, 166–168, 173, 178, 185–186, 335
 - manipulation/deletion, 161, 169, 170, 173, 186
 - sequencing (blending/segmenting), 161, 185–186
 - transitivity, 176, 335
 - vowel +r, x, 51, 53
 - vowels, 53–54
- Phonics categories
- junk phonics, 130, 320
 - linguistic phonics (*see* Phonics, teaching approaches)
 - multi-sound phonics, 130, 320
 - visual phonics, 130, 147, 149, 151, 319, 320–323, 336
 - whole-to-part phonics, 130, 320
- Phonics and speech-motor training, 131, 152
- Phonics teaching approaches
- analytic or intrinsic phonics, 81, 85, 129, 139, 319, 324
 - basal-reader phonics, 129, 146, 148, 320–321
 - embedded phonics, 133, 136
 - explicit phonics, 129, 147
 - linguistic phonics, 129–130, 146, 151–152, 155–156, 173, 178, 187–188, 320, 322–323, 325–326, 334–335
 - synthetic phonics, 81–82, 85, 107, 129–130, 151, 320
 - systematic phonics, 129, 151
- Phonograms, 46, 83, 287, 301, 320
- Phonological awareness. *See also*
- Phoneme awareness
 - alliteration, 164–166, 173
 - origin of, 6
 - rhyme identity, 154, 164–166, 173, 186
 - syllable analysis, 180
 - syllable/rhyme segmenting tasks, 159, 163–166, 172
 - training of, xviii, 109
- Phonological development theory, 6, 109, 153–154, 157, 163–164, 186
- Phonological/phoneme training programs
- Lundberg program, 163, 172, 182, 184
 - Sound Categorization, 164–166, 169, 173
 - Sound Foundations, 176
-

- Phonological units in reading
 instruction
 onset-rime analogy, 126, 129, 141
 syllable analysis, 180
- Phonotactics, 7, 23, 34, 55–56, 74,
 280, 291, 318
- Piaget's stages, 253–254
- Prefixes/suffixes and spelling, 62–63,
 268
- Project Follow Through, 103–105
- Prototype for reading instruction, 38,
 73, 82, 111, 121, 127, 184, 317–
 319, 323–324
 programs fitting prototype, 131–
 145, 152
- Proto-writing, 14
- PsychINFO database, 194–195
- Reading comprehension
 measures of
 cloze test, 214
 factor analysis, 214
 functional illiteracy, 212–213
 in-house tests, 235–238
 meta-analysis, 235–237
 NAEP tests, 212, 236
 standardized tests, 212–214, 236–
 239, 241, 244
 treatment fidelity, 243
- skills. *See also* Story comprehension
 decoding accuracy and, 211–214,
 235
 oral (listening) comprehension
 and, 211–214, 235
 reading fluency and, 211–213, 235
 vocabulary and, 211
- training methods
 Block comprehension program,
 242–244
 critical thinking strategies, 244
 length of training, 236
 multiple strategy technique, 238
 National Reading Panel review,
 215, 234, 237
 reciprocal teaching programs, 235,
 238–241
 summary of, 330–333
 visualizing/verbalizing program,
 238–240
- Reading frequency (print exposure)
 impact on accuracy, 282–283
 tests of, 281–286
 for training fluency, 194–195, 199,
 328
 word familiarity and, 344
- Reading instruction
 Austria, 175, 210
 California, 5
 Canada, 40, 139, 141
 England, 40, 138, 191
 Finland, 39–40
 Germany, 4, 39, 171–173
 Italy, 39
 Norway, 39, 178
 Scotland, 139, 141
 Sweden, 39
 Texas, 187
- Reading methods. *See also* Phonics,
 teaching approaches
 basal readers, 4–5, 77, 80–83, 86,
 92, 94, 97, 102–103, 108, 128,
 147, 152, 216, 317
 basal + phonics, 87, 90–91, 94,
 103
 eclectic or balanced, 5, 6, 74, 84,
 111–113, 146
 language experience, 87, 90–91, 94,
 110–111, 123–124

- Reading methods (cont.)
 linguistics-based, 81–82, 90–91, 94, 103
 look-say, 4, 77, 85, 341
 phonics, 4, 42, 77–78, 83, 85, 97, 110–113, 128, 319
 reading schemes (UK), 4, 128
 real books, 4
 sight-word, xviii, 4, 9, 19, 34, 74, 112, 114–115, 181
 whole language, 4–5, 108, 122–124, 136, 152, 147–149, 152, 216, 220
 whole word, xviii, 4, 108, 146, 317–318
- Reading programs
 DISTAR, 104–105, 127, 180–181
 Fast Phonics First, 139–145
 Ginn basal reader, 82
 Glossic, 76
 Harper and Row basal reader, 147
 Hay-Wingo, 77
 Houghton-Mifflin basal reader, 147, 149
 Initial teaching alphabet (i.t.a.), 77, 82, 87, 90, 92–94, 97–99, 103
 Jolly Phonics, 111, 113, 138–145, 152, 162, 188, 323–324, 327, 334
 Letterland, 185
 Lindamood Auditory
 Discrimination in Depth, 77, 131–135, 152, 170, 325–326
 Lippincott, 78, 82–83, 87, 90–91, 94, 97–99, 103, 107, 117, 131–132, 188, 323
 New Primary Grade Reading System, 146–147
 Open Court, 135–137
 Orton-Gillingham, 126, 180
 Phonic Exercises, 91
 Project Read, 68–69
 Reading Recovery, 137, 182, 184
 Scott-Foresman basal reader, 82, 90, 147, 181
 Sing, Spell, Read, and Write, 147
 Speech to Print, 91
 Success in Kindergarten, 185
 Webster’s Blue-Backed Speller, 47–48, 78
 Word Power, 91
- Reading speed and fluency, 159, 189–211, 159, 328. *See also*
 Rereading method for fluency training
 comprehension and, 189, 191, 193, 198, 200–201, 203
 good versus poor readers, 208
 National Reading Panel report, 189, 193–196
 prosody and, 200–203
 reading rate, 191–193, 196
 sight word training and, 196–197
 slow readers, 2, 189–193, 210
 speaking rate and, 190–191
- Reading tests, generic
 fluency, 159, 172
 nonsense word decoding, 131, 148, 164, 178
 reading comprehension, 110–111, 172
 word attack, 133, 334
 word identification, 133, 334
 word recognition, 133, 334
- Reading wars, 78, 86, 317
- Rereading method for fluency training
 audiotape and, 200–201, 203

- decoding accuracy and, 189–191, 193, 196–201, 203, 205, 207–209
- proofreading and, 205–208
- target goal, 196–205
- text difficulty and, 207–210
- training studies, 194–210, 328–330
- transfer effects, 196–206
- Root words, 54–55, 267–268
- Rosner test of phoneme awareness, 186

- Sex differences
 - in reading, 88, 92, 98, 103
 - in spelling, 92, 98, 103
- Sight words
 - functional sight vocabulary, 340
 - late-stage sight-word reading, 339–343
 - myth of, 9, 34, 343
 - as reading method, 288
 - traditional sight word lists, 52
 - true sight words, 57–59
- Silent letters, 57
- Speech perception, 153, 155
- Spelling
 - alternatives, 46–47, 54, 83, 130–131, 139, 151, 270–271, 298, 310, 320–321
 - categories of spelling words
 - rare spellings (exception words), 267, 269, 271, 279
 - regular spelling, 43, 44–45, 56–57, 247, 266–267, 270–271, 273
 - errors, 115–121
 - linguistic/visual features of spelling
 - code used in cognitive research
 - bigram/trigram frequencies, 285, 287, 291, 297–298, 308
 - checked vowel “rule,” 289
 - consonant-doubling “rules,” 267–268, 271, 289
 - grapheme-phoneme correspondence “rules” (GPCs), 44–45, 288–290, 306, 308, 344
 - linguistic structure and, 265–266, 271, 279
 - morphological structure and, 266–269, 271, 274, 279, 290
 - orthographic “rules,” 279–280, 290, 340
 - orthographic structure, 279–281, 291, 297, 305–306, 313, 315, 344
 - orthography defined, 17, 43, 45–46, 48–49, 55
 - phoneme-grapheme correspondences, 279, 285, 288–290, 326, 328
 - phonotactic structure and spelling, 280, 291
 - spelling generalizations, 43–44
 - spelling “rules,” 43–44, 50, 119, 251, 266, 268, 274
 - methods based on structure of the code, 55–65, 69–70
 - methods in schools
 - invented spelling, 108, 116–117, 120, 184, 187, 248, 252
 - letter-name spelling, 116–117
 - miscellaneous, 120–121
 - research on traditional programs, 247–248
 - rule-based, 43–44, 50, 119
 - predictors
 - reading skill, 250
 - sex, 249–250
 - verbal IQ, 249, 268, 282
 - probability structure of spelling code

- Spelling (cont.)
- context-dependent spellings, 280
 - context-free spellings, 271, 313
 - frequency in print, 50, 53, 57, 284, 291, 293, 297–298, 301, 307–308, 338
 - statistical probability, 46–47, 53, 57, 59, 120, 284–286, 287, 297–298, 301, 336, 338
 - structural redundancy, 45–47, 59, 61, 280, 286, 297, 300, 306, 315
 - processing strategies, 264
 - letter names, 251, 274, 275–278
 - letter-sounds, 251, 276–277
 - visual memory, 268, 269–270
 - reform, xvi
 - research on new teaching methods, 65–70
 - stage models, 250–265, 272
 - stages, 55, 109, 116–117, 248–250, 275
 - structural analyses of the spelling code
 - Hanna et al., 53–55
 - McGuinness, 55–65
 - Venezky, 48–53
 - Webster, 47–48
 - systems origin, 40–41
 - test types
 - spelling dictation, 117–119, 167, 335
 - spelling recognition, 118–121, 268, 272
- Standardized spelling, 43, 46
- Standardized tests
- general, 79, 149, 158–159, 160–162, 171–172, 179, 181, 185, 189, 270, 334
 - specific
 - British Ability Scales, 183
 - California Achievement Test, 120
 - California Test of Basic Skills, 147
 - Comprehensive Test for Basic Skills, 120
 - Detroit Test of Learning Aptitude, 239
 - Fry Word List, 88–90, 94, 96–98
 - Gates-MacGinitie, 149, 239, 250
 - Gates Word List, 89–90, 94, 96–97
 - Gilmore Tests of Accuracy and Rate, 88–89, 94, 96
 - Iowa Test of Basic Skills, 229, 243, 333
 - McGraw-Hill Basic Study Skills, 120
 - Metropolitan Achievement Test (MAT), 104–105, 120, 169
 - Murphy-Durrell Letter-Name, 89
 - Peabody Comprehension Test, 214
 - Phoneme Discrimination Test, 89
 - Pintner-Cunningham IQ Test, 89
 - Schonell Spelling, 185
 - Stanford Achievement Test (SAT), 147, 241, 284
 - Test of Written Spelling, 70
 - Wechsler Adult Intelligence Scale (WAIS), 268
 - Wechsler Intelligence Scales for Children (WISC), 214, 239
 - Wide Range Achievement Tests (WRAT), 104–105, 239, 268, 281–282, 286
 - Woodcock Reading Mastery, 69, 147, 150, 170, 176, 179, 213–214, 281–282, 284
-

- Statistical analysis
 availability of, 79, 85
 invalid methods of, 91–93, 98
 valid methods of, 94–97
- Story
 comprehension, 224
 grammar, 211, 236
 recall, 230–231
- Sumerian schools, 38, 115
- Test construction, 188
- Transparent alphabets, xv, 2–3, 32,
 39–40, 55, 75–76, 159, 175, 178–
 179, 191, 277
- Treatment fidelity, 100
- Universal education, xviii
- Vocabulary
 acquisition, 215–219
 children’s literature and, 215
 heritability/verbal IQ, 219
 oral comprehension, 215
 productive vocabulary size, 216, 233
 reading and, 215
 television and, 215
 word derivation, 215
- training
 classroom lessons and, 112–113
 dangers of whole language, 220
 deducing meaning from context,
 232–233
 frequency of exposure and, 229–
 233
 Head Start, 217, 233, 331
 listening to stories as method,
 221–226
 meta-analysis of classroom
 research, 226–227
 multiple-choice tests in research,
 221–223, 225, 229
 National Reading Panel report,
 226, 228
 productive vocabulary and, 222,
 230–232, 331
 receptive vocabulary and, 223, 230,
 232
 standardized tests and, 221, 227,
 229
 successful programs, 229–235
 teacher-child interaction, 224
 Voice-onset latency/response time,
 293–294, 296, 303, 312
- Webster, Noah, 37, 44, 82
- Word families, 5, 7, 9, 46, 62, 82–83,
 126, 318
- Word play in teaching, 154
- Writing systems
 ancient
 Akkadian, 11, 20
 Anglo-Saxon, 39, 40–41, 46
 Aramaic, 11, 30
 Assyrian, 24
 Babylonian, 11, 13, 24, 29–30
 Chinese, 18, 20–21, 25–26
 Crete, 11, 27
 Egyptian, 11, 13–16, 18–19, 23,
 31
 Greek, 28, 31, 32, 34, 39, 41
 Hittite, 6, 11, 24
 Indian, 27–29
 Japanese, 21–22, 33
 Korean, 28–29, 30
 Mayan, 11, 15–16, 27
 Norman French, 40–41
 Old English, 40
 Old Persian, 28–30

- Writing systems (cont.)
- Phoenician, 29, 31–32
 - Roman (Latin), 41, 46
 - Sumerian, 11, 13–14, 18–20, 25–26, 38
 - Vietnamese, 24
- assumptions about, 32
- comparative analysis of, 6–8, 11, 14–18, 339
- definitions of, xiv, 11–18, 33
- evolutionary theory of, 6–7, 17, 23–24, 33
- function of, 14
- modern
- Arabic, 31
 - Cherokee, 28
 - Danish, 159
 - English, 40–41, 191
 - European, 32
 - Finnish, 39–40, 159
 - German, xv, 40, 159, 172–175, 189, 191, 277
 - Israeli, 40, 159
 - Italian, xv, 159
 - Norwegian, 159, 178
 - Spanish, xv, 159
 - Swedish, 159
- myths about, 8, 9
- scripts
- Brahmi script, 28
 - cuneiform, 30
 - Han’gul, 29–30
 - hieroglyphics, 16, 19, 31
 - hiragana and katakana, 22, 28
 - kanji, 21–22, 33
 - Linear A, 11
 - Linear B, 11, 27, 34
- semantic classifiers, 19–21, 32
- types (*see also* Opaque alphabet, Transparent alphabets)
- alphabet, xv, 6–7, 13, 31–32, 34–35, 75, 83, 154–155, 318
 - consonantal alphabet (consonant cueing), xv, 19, 31–32
 - consonant-vowel diphone (CV diphone), xv, 22, 26–32, 34, 74
 - logographic, 6, 17–21, 27, 33–34, 339
 - meaning-based, 17–18, 20, 74
 - pictographic, 6, 17, 19–20, 27
 - sound-based, 17, 20
 - syllabary, xiv, 6, 20–21, 23–26, 31–32
 - whole word, 16, 34, 74