Reading Program Comparisons

The elements required for successful skill in reading and writing.

	Elements of reading and writing	**Whole Language**	Davis Dyslexia	Direct Instruction	Earobics	Fast Forward	Hooked on Phonics	Jolly Phonics	Kumon	Lindamood Bell (LiPS)	Orton Gillingham (Lexia)	Phono Graphix	Reading Recovery	**dEcode**
A.	**ENTRY SKILLS** (usually assumed to be in place)													
1	Motor skills:													
	- speaking					■								
	-hand motor control suitable for writing.							▒		■				
2	Oral language skill, including:													
	- clear pronunciation					■								■
	- functioning grammar and syntax													
	- vocabulary (10 to 25,000 words for a child age 5)													
	- comprehension of meaning.	▒											▒	
3	Motivation:													
	- intrinsic (satisfaction from personal achievement)	■	■	■	■	■	■	■	■	■	■	■	■	■
	- extrinsic (interest in subject matter, games, bribes).	■	■	■	■	■	■	■	■	■	■	■	■	■
B.	**SENSORY/ COGNITIVE SKILLS** (the level of dyslexia or other processing disabilities)													
4	Auditory skills:													
	- awareness of single sounds			▒	▒	▒	▒	▒		▒	▒	▒		■
	- auditory recognition memory			▒	▒	▒	▒	▒				▒		■
	- auditory recall memory				▒									■
	- auditory processing closure (ability to cope with missing data)				▒	▒				▒	▒	▒		■
	- auditory processing figure/ground perception (ability to cope with background noise)													■

	- auditory processing sequencing (ability to perceive and reproduce sequence of sounds)													
5	Visual skills:													
	- focus on visual detail													
	- visual recognition memory													
	- visual recall memory													
	- central visual processing around reversal issues (mirror imaging of “b” and “d”)													
	- central visual processing around spatial issues (correct eye tracking of lines, grouping of words)													
C.	**PRE-PHONETIC DECODING SKILLS**													
6	Skill in basic auditory/visual connection (mapping of a single sound onto a single visual shape):													
	- recognition memory of coding (decoding level)													
	- recall memory of coding (encoding level)													
	- reflex automatic performance skill without ‘thinking’ (cannot be achieved without sensory/cognitive skills).													
7	Skill in “single-mapping” blending (blending of multiple sounds in which each sound maps onto only one shape): (cannot be achieved without underlying sensory/cognitive skills)													
	- reflex automatic performance skill in coding without ‘thinking’													
	- reflex automatic performance skill in decoding without ‘thinking’													
D.	**PHONETIC CODING SKILLS**													
8	Skill in “multiple-mapping” blending (blending in which a single sound can be represented by different visual shapes, and a single visual shape can represent different sounds):													
	- intellectual knowledge of the rules													
	- reflex automatic performance skill in both coding and decoding without ‘thinking’ (cannot be achieved without underlying sensory/cognitive skills).													
9	Skill in phonetic spelling rules (such as when ‘kit’ becomes ‘kite’ with the silent ‘e’):													
	- intellectual knowledge of the rules													

	- reflex performance skill in coding and decoding (including ability to provide phonetic coding and decoding for unfamiliar words).													
E. VISUAL CONFIGURATION SKILL														
10	Skill in visual imprinting of non-rule words (such as “foreign” or “eye”) into recognition memory.													
F. FINAL OUTCOME														
11	Skill in reading comprehension, including:													
	- effortless understanding of individual written words	?	?	?	?	?	?	?	?	?	?	?	?	yes
	- ability to follow train of thought through lengthy written passage.	45%	?	?	?	?	?	?	?	?	?	?	?	yes