PREFACE	xiii
ACKNOWLEDGEMENTS	xvii
CHAPTER 1. READING DISABILITIES: THE PUZZLE AND	
THE HISTORY	2
1. Introducing the Puzzle	2 2 2
2. Developmental Dyslexia: History of Research	2
2.1. Classical Studies: The Medical Men and the Prob-	
lem of Etiology	3
2.2. The Educators	10
2.2.1. The Problem of Terminology	10
2.2.2. The Problem of Methodology	13
2.3. Neuropsychology	14
2.3.1. Beginnings of a Compromise	14
2.3.2. Orton, the Pioneer	14
2.3.3. Recent Developments	19
2.3.3.1. Cerebral Hemisphere Processes and	
the "Imbalance Hypothesis"	19
2.3.3.2. Acquired or Traumatic Reading	
Disorders	21
2.3.3.3. Comparison of Acquired and	
Developmental Reading Disorders	23
3. The Current Scene: An Orchestrated Effort	25
3.1. The Biological Approach	25
3.2. The Neurological Approach	26
3.3. The Neuropsychological-Cognitive Approach	26
3.4. The Educational Approach	28
4. Hyperlexia: History of Research	29
4.1. Awareness of the Presence of Extraordinary Decod-	
ing Skills in Some Young Children	29
4.2. Recognition That Some Children Can Decode	
Words Much Better Than They Can Comprehend	30
4.3. Emergence of the Concept of Hyperlexia	32
5 General Conclusions	35

PREFACE	xiii
ACKNOWLEDGEMENTS	xvii
CHAPTER 1. READING DISABILITIES: THE PUZZLE AND	
THE HISTORY	2
1. Introducing the Puzzle	2
2. Developmental Dyslexia: History of Research	2 2 2
2.1. Classical Studies: The Medical Men and the Prob-	~
lem of Etiology	3
2.2. The Educators	10
2.2.1. The Problem of Terminology	10
2.2.2. The Problem of Methodology	13
2.3. Neuropsychology	14
2.3.1. Beginnings of a Compromise	14
2.3.2. Orton, the Pioneer	14
2.3.3. Recent Developments	19
2.3.3.1. Cerebral Hemisphere Processes and	
the "Imbalance Hypothesis"	19
2.3.3.2. Acquired or Traumatic Reading	
Disorders	21
2.3.3.3. Comparison of Acquired and	
Developmental Reading Disorders	23
3. The Current Scene: An Orchestrated Effort	25
3.1. The Biological Approach	25
3.2. The Neurological Approach	26
3.3. The Neuropsychological-Cognitive Approach	26
3.4. The Educational Approach4. Hyperlexia: History of Research	28
4.1. Awareness of the Presence of Extraordinary Decod-	29
ing Skills in Some Young Children	20
4.2. Recognition That Some Children Can Decode	29
Words Much Better Than They Can Comprehend	20
4.3. Emergence of the Concept of Hyperlexia	30 32
5. General Conclusions	32 35

CH	ΙA	PTER 2. THE READING PROCESS	37
	1.	Introduction	37
	2.	The Visual Encoding Stage	38
		2.1. The Icon	38
		2.2. Short-Term Visual Memory	41
	3.	The Word-Recognition Stage	42
		3.1. Working-Memory	42
		3.2. Models of Lexicon	44
		3.2.1. The Feature Model of Lexicon	45
		3.2.2. The Search Model of Lexicon	47
		3.2.3. The Subset Model of Lexicon	47
		3.3. Issues in Word Recognition	49
		3.3.1. What is the Basic Unit in Word Recognition	
		— The Letter or the Word Itself?	49
		3.3.2. Must the Written Word Be Converted into	
		Phonological Code to Be Recognized?	52
		3.3.3. The Role of Phonology in Reading	57
		3.3.3.1. Evidence from Experimental Psy-	
		chology	57
		3.3.3.2. Evidence from Neuropsychology	65
		3.3.3.3. Evidence from Developmental Psy-	
		chology	67
		3.3.3.4. Evidence from Studies of Specific	
		Reading Disability	70
		3.3.4. Conclusions	73
	4.	Reading Comprehension Beyond the Word Level	75
		4.1. Sentence-Level Comprehension	75
		4.2. Text-Level Comprehension	77
		4.3. Metacognition	79
		4.3.1. Verbal Reports	80
		4.3.2. On-line Processing Measures4.3.3. Confidence Estimates	81
	5		82
	٥.	Components of Reading: Decoding and Comprehension 5.1. Studies of Componential Analysis	82 82
		5.2. Reading Comprehension and Listening Comprehen-	02
		sion	95
		5.2.1. Experimental Studies	85 85
		5.2.2. Review Studies	87
		5.2.3. Implications	89
	Ν	ote	89
	. • •	,,,,	07

CHA	PTER 2. THE READING PROCESS	37
1.	Introduction	37
2.	The Visual Encoding Stage	38
	2.1. The Icon	38
	2.2. Short-Term Visual Memory	41
3.	The Word-Recognition Stage	42
	3.1. Working-Memory	42
	3.2. Models of Lexicon	44
	3.2.1. The Feature Model of Lexicon	45
	3.2.2. The Search Model of Lexicon	47
	3.2.3. The Subset Model of Lexicon	47
	3.3. Issues in Word Recognition	49
	3.3.1. What is the Basic Unit in Word Recognition	
	— The Letter or the Word Itself?	49
	3.3.2. Must the Written Word Be Converted into	
	Phonological Code to Be Recognized?	52
	3.3.3. The Role of Phonology in Reading	57
	3.3.3.1. Evidence from Experimental Psy-	
	chology	57
	3.3.3.2. Evidence from Neuropsychology	65
	3.3.3.3. Evidence from Developmental Psy-	
	chology	67
	3.3.3.4. Evidence from Studies of Specific	
	Reading Disability	70
	3.3.4. Conclusions	73
4.	Reading Comprehension Beyond the Word Level	75
	4.1. Sentence-Level Comprehension	75
	4.2. Text-Level Comprehension	77
	4.3. Metacognition	79
	4.3.1. Verbal Reports	80
	4.3.2. On-line Processing Measures	81
_	4.3.3. Confidence Estimates	82
5.	Components of Reading: Decoding and Comprehension	82
	5.1. Studies of Componential Analysis	82
	5.2. Reading Comprehension and Listening Comprehen-	
	sion	85
	5.2.1. Experimental Studies	85
	5.2.2. Review Studies	87
N.T	5.2.3. Implications	89
N	ote	89

CHAPTER	3. ETIOLOGIES OF DEVELOPMENTAL DYS-	
	LEXIA AND HYPERLEXIA	91
1. Intro	oduction	91
2. Dev	elopmental Dyslexia	91
	The Visual Encoding Stage	91
	2.1.1. The Icon	91
	2.1.2. Short-Term Visual Memory	93
	2.1.3. Conclusions	96
2.2.	Word-Recognition Stage	97
	2.2.1. Working-Memory	97
	2.2.1.1. Capacity	98
	2.2.1.2. Strategies	99
	2.2.1.3. Speed of Retrieval	102
	2.2.1.4. Phonological Coding	104
	2.2.2. Conclusions	107
2.3.	Reading Comprehension Beyond Word Level	108
	2.3.1. Syntactical Ability of the Dyslexic Reader	109
	2.3.2. Semantic Ability of the Dyslexic Reader	114
	2.3.3. Studies of Listening Comprehension	117
2.4.	Etiology of Developmental Dyslexia	120
	2.4.1. Phonological Deficit	120
	2.4.2. The Phonological Deficit Hypothesis	125
3. Hyp	erlexia	129
3.1.	Word-Recognition Stage	129
	3.1.1. Word Decoding	129
	3.1.2. Word Comprehension	132
3.2.	Reading Comprehension Beyond Word Level	133
	3.2.1. Sentence-Level Comprehension	133
	3.2.2. Text-Level Comprehension	134
3.3.	Etiology of Hyperlexia: Deficit in Assembling Com-	
	prehension	135
Notes		136
CHAPTER	R 4. DEVELOPMENTAL DYSLEXIA AND HYPER-	
	LEXIA: DELINEATION OF THE DISORDERS	138
1. Dev	elopmental Dyslexia	138
	Overgeneralization of the Concept	138
	Reading—Language Relationship	140
	Dyslexia and Other Forms of Reading Disability: A	
	Componential Differentiation	144

CHAPTER	3. ETIOLOGIES OF DEVELOPMENTAL DYS-	
	LEXIA AND HYPERLEXIA	91
1. Intro	oduction	91
2. Deve	elopmental Dyslexia	91
2.1.	The Visual Encoding Stage	91
	2.1.1. The Icon	91
	2.1.2. Short-Term Visual Memory	93
	2.1.3. Conclusions	96
2.2.	Word-Recognition Stage	97
	2.2.1. Working-Memory	97
	2.2.1.1. Capacity	98
	2.2.1.2. Strategies	99
	2.2.1.3. Speed of Retrieval	102
	2.2.1.4. Phonological Coding	104
2.2	2.2.2. Conclusions	107
2.3.	Reading Comprehension Beyond Word Level	108
	2.3.1. Syntactical Ability of the Dyslexic Reader	109
	2.3.2. Semantic Ability of the Dyslexic Reader	114
2.4	2.3.3. Studies of Listening Comprehension	117 120
2.4.	Etiology of Developmental Dyslexia	120
	2.4.1. Phonological Deficit Hypothesis	125
2 Uvn	2.4.2. The Phonological Deficit Hypothesis	129
3. Hypo	Word-Recognition Stage	129
3.1.	3.1.1. Word Decoding	129
	3.1.2. Word Comprehension	132
3.2	Reading Comprehension Beyond Word Level	133
5.2.	3.2.1. Sentence-Level Comprehension	133
	3.2.2. Text-Level Comprehension	134
3.3.	Etiology of Hyperlexia: Deficit in Assembling Com-	10.
3.3.	prehension	135
Notes	prenension	136
CHAPTER	4. DEVELOPMENTAL DYSLEXIA AND HYPER-	
	LEXIA: DELINEATION OF THE DISORDERS	138
1. Deve	elopmental Dyslexia	138
	Overgeneralization of the Concept	138
	Reading—Language Relationship	140
	Dyslexia and Other Forms of Reading Disability: A	
	Componential Differentiation	144

1.4. An Operational Definition	152
2. Hyperlexia	153
2.1. Overgeneralization of the Concept	153
2.2. Hyperlexia and Dyslexia: Differentiation of the	
Syndromes	154
2.3. An Operational Definition of Hyperlexia	157
3. A Model of Reading and Reading Disabilities	158
CHAPTER 5. THE "SYNDROMES" OF DEVELOPMENTAL	
DYSLEXIA AND HYPERLEXIA	162
 The Syndrome of Developmental Dyslexia 	162
1.1. Invariant Symptoms	162
1.1.1. Slow Reading Speed	163
1.1.2. Errors in Oral Reading	164
1.1.3. Poor Spelling	166
1.1.4. Errors of Syntax in Written Language	172
1.1.5. Excessive Reliance on Context for Word	
Recognition	172
1.2. Variant Symptoms	176
1.2.1. Reversals in Writing	176
1.2.2. Neurological Soft Signs	177
1.3. Two Issues Regarding the Syndrome of Develop-	
mental Dyslexia	180
1.3.1. Is Dyslexia a Heterogeneous Disorder?	180
1.3.2. Is Dyslexia Orthography-Specific?	183
2. The Syndrome of Hyperlexia	188
2.1. Invariant Symptoms	188
2.1.1. Severely Deficient Comprehension	188
2.1.2. Developmentally Far Advanced Decoding	100
Skill	188
2.1.3. Spontaneous Acquisition of Decoding Skill	189
2.2. Variant Symptoms	190
2.2.1. Autism	190
2.2.2. Neurological Impairment	191
Note	191
CHAPTER 6. DIFFERENTIAL DIAGNOSIS OF READING	
DISABILITIES	193
1. Introduction	193
2. Rationale of the Diagnostic Procedure	196

1.4. An Operational Definition	152
2. Hyperlexia	153
2.1. Overgeneralization of the Concept	153
2.2. Hyperlexia and Dyslexia: Differentiation of the	
Syndromes	154
2.3. An Operational Definition of Hyperlexia	157
3. A Model of Reading and Reading Disabilities	158
CHAPTER 5. THE "SYNDROMES" OF DEVELOPMENTAL	
DYSLEXIA AND HYPERLEXIA	162
 The Syndrome of Developmental Dyslexia 	162
1.1. Invariant Symptoms	162
1.1.1. Slow Reading Speed	163
1.1.2. Errors in Oral Reading	164
1.1.3. Poor Spelling	166
1.1.4. Errors of Syntax in Written Language	172
1.1.5. Excessive Reliance on Context for Word	1/2
Recognition	172
1.2. Variant Symptoms	176
1.2.1. Reversals in Writing	176
1.2.2. Neurological Soft Signs	177
1.3. Two Issues Regarding the Syndrome of Develop-	1 / /
mental Dyslexia	180
1.3.1. Is Dyslexia a Heterogeneous Disorder?	180
1.3.2. Is Dyslexia Orthography-Specific?	
2. The Syndrome of Hyperlexia	183 188
2.1. Invariant Symptoms	
2.1.1. Severely Deficient Comprehension	188
2.1.2. Developmentally Far Advanced Decoding	188
Skill Skill	100
2.1.3. Spontaneous Acquisition of Decoding Skill	188
2.2. Variant Symptoms	189
2.2.1. Autism	190
2.2.2. Neurological Impairment	190
Note	191
	191
CHAPTER 6. DIFFERENTIAL DIAGNOSIS OF READING	
DISABILITIES	193
1. Introduction	193
2. Rationale of the Diagnostic Procedure	196

	2.1. Components of Reading	196
	2.2. Evaluation of Reading Components	197
3.	Diagnostic Procedure: Grades 4 and Above	201
	3.1. Diagnostic Evaluation	201
	3.2. Quantitative Evaluation	204
	3.3. Qualitative Evaluation	206
	3.4. Application of the Diagnostic Procedure (Grades 4	
	and Above)	208
4.	Diagnostic Procedure: Grades 1 and 2	211
	4.1. Diagnostic Evaluation	211
	4.2. Qualitative Evaluation	213
	4.3. Application of the Diagnostic Procedure	213
5.	Identification of the Hyperlexic Child	217
	-yp	
СНА	PTER 7. TREATMENT AND MANAGEMENT OF	
	READING DISABILITIES	219
1.	Introduction	219
2.	Treatment of Reading Disabilities	220
	2.1. Determining Factors in Choosing the Method of	
	Treatment	220
	2.1.1. Nature of the Reading Disability	220
	2.1.2. Severity of the Reading Problem	223
	2.1.3. Interest and Motivation of the Reader	224
	2.1.4. Outcome of Trial Teaching	224
	2.2. Treatment of Reading Disability in Dyslexic Students	225
	2.2.1. Improving Phonological Skills	225
	2.2.2. Spelling as a Means of Improving Decoding	
	Skills	230
	2.2.3. Using Computers to Improve Decoding	200
	Skills	231
	2.3. Treatment of Reading Problems in Poor Compre-	201
	henders	233
	2.3.1. Improving Word Knowledge and Vocabulary	233
	2.3.2. Improving Sentence Comprehension	236
	2.3.3. Improving Text Comprehension	237
	2.3.4. Improving Metacognition Skills	240
	2.3.5. Improving Comprehension Through Writing	243
3	Management of Reading Disabilities	244
٠.	3.1. Management of Dyslexia	245
	3.1.1. Academic Advisement and Study Techniques	245
	5.1.1. Academie Advisement and Study Teeninques	273

хi

	2.1. Components of Reading	196
	2.2. Evaluation of Reading Components	197
3.	Diagnostic Procedure: Grades 4 and Above	201
	3.1. Diagnostic Evaluation	201
	3.2. Quantitative Evaluation	204
	3.3. Qualitative Evaluation	206
	3.4. Application of the Diagnostic Procedure (Grades 4	
	and Above)	208
4.	Diagnostic Procedure: Grades 1 and 2	211
	4.1. Diagnostic Evaluation	211
	4.2. Qualitative Evaluation	213
	4.3. Application of the Diagnostic Procedure	213
5.	Identification of the Hyperlexic Child	217
	-yp	
СНА	PTER 7. TREATMENT AND MANAGEMENT OF	
	READING DISABILITIES	219
1.	Introduction	219
2.	Treatment of Reading Disabilities	220
	2.1. Determining Factors in Choosing the Method of	
	Treatment	220
	2.1.1. Nature of the Reading Disability	220
	2.1.2. Severity of the Reading Problem	223
	2.1.3. Interest and Motivation of the Reader	224
	2.1.4. Outcome of Trial Teaching	224
	2.2. Treatment of Reading Disability in Dyslexic Students	225
	2.2.1. Improving Phonological Skills	225
	2.2.2. Spelling as a Means of Improving Decoding	
	Skills	230
	2.2.3. Using Computers to Improve Decoding	200
	Skills	231
	2.3. Treatment of Reading Problems in Poor Compre-	201
	henders	233
	2.3.1. Improving Word Knowledge and Vocabulary	233
	2.3.2. Improving Sentence Comprehension	236
	2.3.3. Improving Text Comprehension	237
	2.3.4. Improving Metacognition Skills	240
	2.3.5. Improving Comprehension Through Writing	243
3	Management of Reading Disabilities	244
٠.	3.1. Management of Dyslexia	245
	3.1.1. Academic Advisement and Study Techniques	245
	5.1.1. Academie Advisement and Study Teeninques	273

хi

3.1.2. Student Advocacy	247
3.1.3. Counseling	248
3.2. Management of Hyperlexia	248
Note	249
REFERENCES	250
APPENDIX I	277
APPENDIX II	283
AUTHOR INDEX	292
SUBJECT INDEX	300

3.1.2. Student Advocacy	247
3.1.3. Counseling	248
3.2. Management of Hyperlexia	248
Note	249
REFERENCES	250
APPENDIX I	277
APPENDIX II	283
AUTHOR INDEX	292
SUBJECT INDEX	300