

# Contents

Figures and tables	xi
Preface	xix

## Part One: LEARNING TO USE THE WRITTEN WORD

I. Learning to Read and Write	3
Phylogenetic Considerations	4
<i>Spoken Word</i>	4
<i>Written Word</i>	6
Inner, Receptive, and Expressive Language	8
II. The Written Language of Normal Children	11
The Standardization Sample	11
Relation between Auditory and Written Language	13
<i>Auditory Receptive and Written Language</i>	14
<i>Auditory Expressive and Written Language</i>	15
<i>Summary</i>	16
Differences by Age	17
Differences by Sex	18
Intercorrelations for Written Language	20
<i>Analysis of the Total Sample</i>	21
<i>Analysis by Age and Sex</i>	23
A Study of Third- and Fourth-Grade Public-School Children	26
<i>The Factors Measured</i>	26
Word Usage in Written Language	28
<i>Word-Type Comparison by Sex on Basis of All Words Written per Story</i>	29
<i>Word-Type Comparison by Sex on Basis of Number of Different Words Written per Story</i>	29
<i>Growth Curves by Word Type</i>	30
Summary	40
<i>Word-Type Intercorrelations for Males and Females Combined</i>	41
<i>Intercorrelation of Word Type by Age and Sex</i>	43

The Written Language of Uruguayan and American Children: A Cross-Cultural Study	45
<i>The Written Language of Uruguayan Children</i>	46
<i>Summary</i>	5

## Part Two: DISORDERS OF WRITTEN LANGUAGE

III. Studies of Exceptional Children	55
Plan of the Studies	56
<i>Rationale</i>	56
<i>Investigative Procedures</i>	57
Tests of Auditory Language	61
<i>Test One: Auditory Comprehension</i>	61
<i>Test Two: Auditory to Visual</i>	62
<i>Student Response Form</i>	62
IV. Written Language and Reading Disabilities	63
A Study of Reading-Disability Children	64
<i>Cognitive Abilities</i>	65
<i>Auditory Language</i>	66
<i>Read Language</i>	69
<i>Written Language</i>	70
<i>Intercorrelation of Auditory and Written Language</i>	76
<i>Locomotor Coordination</i>	76
A Study of Dyslexic Children	78
<i>The Sample</i>	78
<i>Written Language</i>	79
<i>Intercorrelation of Written Language and Auditory Abilities</i>	80
<i>Intercorrelation of Written Language and Visual Abilities</i>	81
V. Written Language and Mental Retardation	83
A Study of Language	84
<i>The Sample</i>	84
<i>Cognitive Abilities</i>	85
<i>Auditory Language</i>	86
<i>Read Language</i>	87
<i>Written Language</i>	89

	<i>Intercorrelation of Auditory and Written Language</i>	95
	<i>Locomotor Coordination</i>	96
Summary		97

VI. Written Language and Disorders of Articulation 99  
 Language Ability of Children with Disorders of  
 Articulation 99

	<i>The Sample</i>	99
	<i>Cognitive Abilities</i>	100
	<i>Auditory Language</i>	100
	<i>Read Language</i>	101
	<i>Written Language</i>	102
	<i>Intercorrelation of Auditory and Written Language</i>	108
	<i>Locomotor Coordination</i>	109

VII. Written Language and Social-Emotional Disturbances 111  
 Language Ability of Socially-Emotionally Disturbed  
 Children 111

	<i>The Sample</i>	111
	<i>Cognitive Abilities</i>	112
	<i>Auditory Language</i>	113
	<i>Read Language</i>	115
Written Language		116
	<i>Intercorrelation of Auditory and Written Language</i>	122
	<i>Locomotor Coordination</i>	124
Summary		124

VIII. Written Language and Learning Disabilities 126  
 Read and Written Language of Learning-Disability  
 Children 127

	<i>Read Language</i>	128
	<i>Written Language</i>	129
	<i>Correlation between Read and Written Language</i>	133
	<i>Factor Analysis and Acquisition of Written Language</i>	136
	<i>PSLT and Other Measures of the Written Word</i>	137
	<i>PSLT and Identification of Learning-Disability Children</i>	138

Part Three: DIAGNOSIS — REMEDIATION —  
CLASSIFICATION

IX.	Comparison and Classification of Exceptional Children	143
	Reading-Disability Children and Children with Articulation Disorders	143
	<i>Summary</i>	145
	Mentally Retarded and Reading-Disability Children	146
	<i>Summary</i>	148
	Mentally Retarded Children and Children with Articulation Disorders	149
	<i>Summary</i>	151
	Socially-Emotionally Disturbed Children and Children with Articulation Disorders	151
	<i>Summary</i>	154
	Socially-Emotionally Disturbed and Reading-Disability Children	155
	<i>Summary</i>	157
	Mentally Retarded and Socially-Emotionally Disturbed Children	158
	<i>Summary</i>	160
X.	Disorders of Written Language — Diagnosis and Remediation	161
	Developmental Prerequisites for Written Language	162
	<i>Auditory Processes</i>	163
	<i>Visual Processes</i>	170
	<i>Motor Processes</i>	176
	<i>Inner Language Processes</i>	178

Part Four: STATISTICAL DATA—  
TABLES 1 THROUGH 92

References	255
Name Index	261
Subject Index	263