Reading Acquisition: Cognitive Skills and Knowledge, Environmental Factors, Reading Abilities

**Cognitive Skills / Knowledge**
- Oral Comprehension (Inference Making, Vocabulary, Syntax, Metacognitive Monitoring)
- Orthographic Memory / Knowledge
- Rapid Visual-Verbal Responding (Rapid Automatized Naming)
- Phonological/Phonemic Awareness
- Phonological Memory (Verbal, Short-Term Memory)
- Alphabetic Knowledge Sound – Symbol Correspondence

**Environmental Factors**

**Poor Conditions**
- Limited exposure to high quality oral language
- Limited exposure to life experiences
- Limited instruction in oral language comprehension
- Poor reading comprehension instruction

**Optimal Conditions**
- Development of background knowledge through exposure to rich oral language, listening comprehension
- Language instruction: including vocabulary and syntax
- Comprehensive reading comprehension instruction with both literature and informational text

**Execution Functions** (Working Memory, Attention, Inhibition)
- Limited exposure to print
- Limited practice applying word skills and infrequent reading with an appropriate level of text
- Limited instruction in letter and syllable patterns, high frequency words and morphology
- Non-mastery based instruction/pacing

**Reading Abilities**

**Reading Comprehension**
- Repeated/oral reading practice applying word skills to decodable text
- Wide reading of text at instructional (with support) and independent levels
- Systematic word structure, morphology and high frequency word instruction
- Repeated practice applying word skills (isolated words, word lists, phrases, sentences)
- Mastery instruction

**Fluency**

**Word Identification – Automaticity**
- Direct phonological/phonemic awareness instruction
- Direct and systematic letter/sound instruction
- Direct, systematic and integrated phonic/word patterns and spelling instruction
- Cumulative instruction based on mastery learning

**Word Identification – Decoding Accuracy**


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