

<b>Phonemic Awareness Studies</b>	<b>How measured?</b>	<b>How is reading defined?</b>
<p><b>Strong Correlations:</b></p> <p>Bradley, L. &amp; Bryant, P. (1983)</p> <p>Ehri, L. C. (1987)</p> <p>Ehri, L.C. &amp; Wilce, L.S. (1987)</p> <p>Share, D., Jorm, A., Maclean, R., Matthews, R. (1984)</p> <p>Wagner, R. , Torgesen, J. (1987)</p>	<p>Categorized Sounds</p> <p>Phoneme segmentation test</p> <p>Multiple-choice spelling recognition test &amp; phonemic segmentation task</p> <p>Phonetic Spellings or visual spellings.</p> <p>Reading skill, phonological awareness, and IQ.</p>	<p>Initial sound categorization of words Rhyme production</p> <p>Two segmentation tasks: two- way segmentation and three- way segmentation.</p> <p>Phoneme segmentation of phonetic and nonsense words</p> <p>Two types of spelling words: phonetic and visual cue.</p> <p>Segmentation of words by phonemes and syllables</p>
<p><b>Moderate Correlations:</b></p> <p>Lomax, R.G. &amp; McGee, L.M. (1987)</p> <p>Beech, J.R. &amp; Harding, L.M. (1984)</p> <p>Yopp, H.K. (1988)</p>	<p>Clymer-Barrett Readiness Test (Test 3) Clymer-Barrett Readiness Test (Test 4) Diagnostic Reading Scales</p> <p>Rhyme production, Odd-word-out, Rhyme recognition, Identify number of sounds in a word (segmentation)</p> <p>Blending and segmenting phonemes and identifying given sounds</p>	<p>Picture match- Beginning &amp; final sounds Discrimination of word pairs by one phoneme</p> <p>Generating rhymes, discriminating phonemes, and recalling words</p> <p>Blending phonemes and syllables both orally and concrete, segmenting syllables and phonemes, identifying a given sound in a word, phoneme reversal, and rhyme production.</p>
<p><b>Weak Correlations:</b></p> <p>Lewkowitz, N. (1980)</p>	<p>Segmentation, blending, decoding, and encoding.</p>	<p>List of common sight words with spellings.</p>