

Addressing Compensating Students

- Characteristics of Compensating Students
 - Weak phonological skills
 - Strong language skills and strong background knowledge
 - Reading comprehension in average range, but below language skills
 - Don't usually like to read because of effort involved
 - Often referred for behavior or writing concerns
 - Poor phonemic awareness affects spelling
- Common signs
 - Strong verbal skill, average reading skills
 - Weak or non-automatic phoneme awareness, poor mapping skills
 - Rely heavily on context
 - Small sight vocabulary
 - Forgets previous learned words
 - Weak spelling skills, written expression
 - Irregular words are harder to identify than regular words
 - Discrepancies among reading related skills
- Skill Patterns
 - Phoneme awareness and phonics are lower than word recognition
 - Developed phonics skills, however new words are not retained in long term memory
 - Word identification in context, reading comprehension is weak, listening comprehension is strong, reading is mentally taxing
- Addressing the Compensator

Equipped for Reading Success Module 15: Addressing Compensating Students

- Work directly on phonological skills, letter-sound skills to develop automaticity
- Retrain student to approach words in ways that promote orthographic mapping