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Language and Literacy - Part 1
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Language and Literacy:
Part One

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Disclosures:
Financial –

• Author, *The Pirate Who Couldn’t Say Arrr* (Tate Publications)
• Author, *Simply Social At School* (Super Duper Publications)
• Author, contributes various works on “TeachersPayTeachers” online publication
• Author, *Spelling That Makes Sense*
• Presenter, *SpeechPathology.com* who receives an honorarium for this workshop

Non-Financial – Nothing to disclose.
Learner Objectives

- Participants will be able to describe how language and literacy intersect.
- Participants will be able to define key literacy terms.
- Participants will be able to list and explain key factors relative to word study.

Speech-Language Pathologists don’t teach reading!

(...or do we?)

The Simple View of Reading
(Gough and Tunmer in 1986)

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)


language and literacy

Language:
- Phonology
- Morphology
- Semantics
- Syntax
- Pragmatics

Literacy:
- Thinking
- Listening
- Reading
- Writing
- Speaking

language and literacy (contd.)

- Reading reflects language, and a reading disability reflects a deficit within the language system. (Shaywitz, 2004)

- Literacy is part of the continuum of language. (Elleseff, 2017)

- A majority of all poor readers have an early history of spoken-language deficits. A recent study reported that 73% of 2nd grade poor readers had phonemic awareness or spoken language problems in kindergarten. (Catts, HW, Fey, MD, Zhang, X & Tomblin, JB., 1999)

- “Dyslexia is a developmental language disorder whose primary characteristic is... difficulty with phonological processing” (Montgomery, 2000).
Speech to print…

- We are biologically wired for oral language
- Print is a cognitive skill invented by man
- SLPs have valuable contributions to offer when looking at why students may be struggling with literacy.

The national reading panel

1. Phonological Awareness (to the advanced levels)
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

*The Peter Effect*
When students don’t HEAR the SOUNDS of words, they can’t PRODUCE the sounds IN the word.

When they can’t produce or BLEND the sounds to form a word, they are slower and less accurate in READING the word.

When they are inaccurate in reading words, they are not going to accurately COMPREHEND the text.

When they comprehend poorly they aren’t able to learn NEW vocabulary when reading them in context.

• Phoneme - the smallest unit of SOUND
• Grapheme - a single letter or set of LETTERS that represent a single phoneme
• Syllable - a single unit of uninterrupted sound. Every syllable contains a vowel and one or more consonants
• Morpheme - the smallest unit of MEANING
• Digraph - two LETTERS that make one sound (th, au, oo, ew/)
• Diphthong - one vowel SOUND formed by the combination of two vowel sounds (ex. oy, ow)
Key Terms (contd)

- Alphabetic Principle - the idea that the sounds in spoken words are represented by letters you see in print
- Phonological Awareness - is an awareness of the sounds and patterns in words separate from their meaning. It includes phonemic awareness which is an awareness of the sounds in language.
- Phonics – a focus on the relationship between letters and sounds and the rules that govern them.
- NOTE: Children acquire word knowledge in parallel stages accessing multiple linguistic factors, not in linear stages.

Key Terms (contd.)

- Diagnostic-Prescriptive
- Evidence-Based
- Orthographic Mapping / Mental Orthographic Image / Mental Graphemic Representation
- Rapid Automatic Naming
- Working Memory
- Reading Fluency
Reading fluency

What is reading fluency?
✓ The ability to read quickly, accurately and with proper intonation and prosody

What do kids needs to read quickly and accurately?
✓ The ability to quickly recognize familiar patterns in words

What do kids need to recognize familiar patterns in words?
✓ Advanced phonological awareness such as syllable deletion, phoneme deletion and phoneme substitution

Why are advanced phonological awareness skills important?
✓ Advanced phonological awareness tasks help students obtain a higher level of reading proficiency that is better aligned with reading connected texts.

“Dyslexia is a brain-based type of learning disability that specifically impairs a person’s ability to read. Individuals with dyslexia typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, common characteristics among people with dyslexia are difficulty with phonological processing (the manipulation of sounds), spelling, and/or rapid visual-verbal responding.”

-National Institute of Child Health and Human Development
• Reading Wars –

• Three Cue System –
  1. Look at the picture and make a guess
  2. Re-read the sentence and make a guess
  3. Look at the first and last letters and make a guess

The three cue system is based on teaching students to understand words based on context which has been found to work for skilled readers 25% of the time (Hempenstall, 2002; Turner & Chapman, 1998).

In contrast, skilled readers can identify unfamiliar words with 80-90% accuracy by sounding them out, including irregular words (Frost, 1998; Share, 1995)

• Balanced Literacy –

• Level Literacy Instruction –

_Every one of the most successful studies of reading development contained the following three elements: phonological and phonemic awareness to the advanced levels, phonic decoding instruction and authentic reading opportunities in connected texts._

Kilpatrick, D., 2015
In general, students taught through an explicit phonics approach display scores on word-level reading tests that are 6-7 standard score points higher than student that are taught phonics skills informally (effect size of .44; NICHD, 2000). More importantly, the positive impact of explicit and systematic phonics on at-risk readers is much greater with standard score equivalents being 11 points higher than at-risk readers who are taught through non-systematic phonics approaches. 

That difference is large enough that is may prevent some students from future reading difficulties.

(Kilpatrick, 2015)

A brief history of words

• Alphabet invented in 1700 BC, but it wasn’t complete until 1604 with the last letters to be added being “i”, “v”, “u”, and “j”
• The printing press was invented in 1440
• The Great Vowel Shift
• The Renaissance
• England invaded by many different countries
• Noah Webster
“Systematic, explicit instruction leaves little to chance and this ensures the success of most children. The phonic elements are taught in a logical order, simple to complex, informed by the structure of language itself. Predictable, common correspondences should be taught before the variant less common correspondences. One linguistic concept at a time is spotlighted in a lesson and constitutes the organizing principle of the lesson. That component of language is then contrasted with others that are potentially confusable... automatic association of symbol with the sound is the outcome... the foundation for fluent reading for meaning.” (Moats, L., 1998)

Why Word Study?

• Better spellers make better readers
• The best reading instruction is good spelling instruction
• Spelling is a significantly harder than reading because it’s a generation task.
• By the age of 8 years, the correlation between spelling ability and reading achievement is .89 to .92, suggesting a very close (but not perfect) association between the two process (Westwood, P., 2005)
Why Word Study? (contd)

• The alphabet - if students only learn the 26 letters...
  • omits consonants such as /th, sh, ch/
  • omits vowel sounds such as /aw, oo, oo, oi, ow/
  • omits the schwa - the most frequently used vowel sound
  • some letters have no defined job... “c”, “x”, and “q”
  • the alphabet over looks the fact that letter NAMES may have little relationship to letter SOUND
• Comparing spelling instruction to math instruction

Never, ever...

1. Repeat sounds
2. Spell using the letter NAMES
3. Rely on invented spelling
4. Teach students to only pay attention to the first and last letters...
   salt - slat, dead –deed, bomb-boob,
   tilt-tent, window-willow
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