

Early Literacy Development

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Myths



“You should wait until your child is talking before starting reading instruction.”



“Children with Ds are sight word readers.”



“Reading instruction has to be developmentally appropriate”

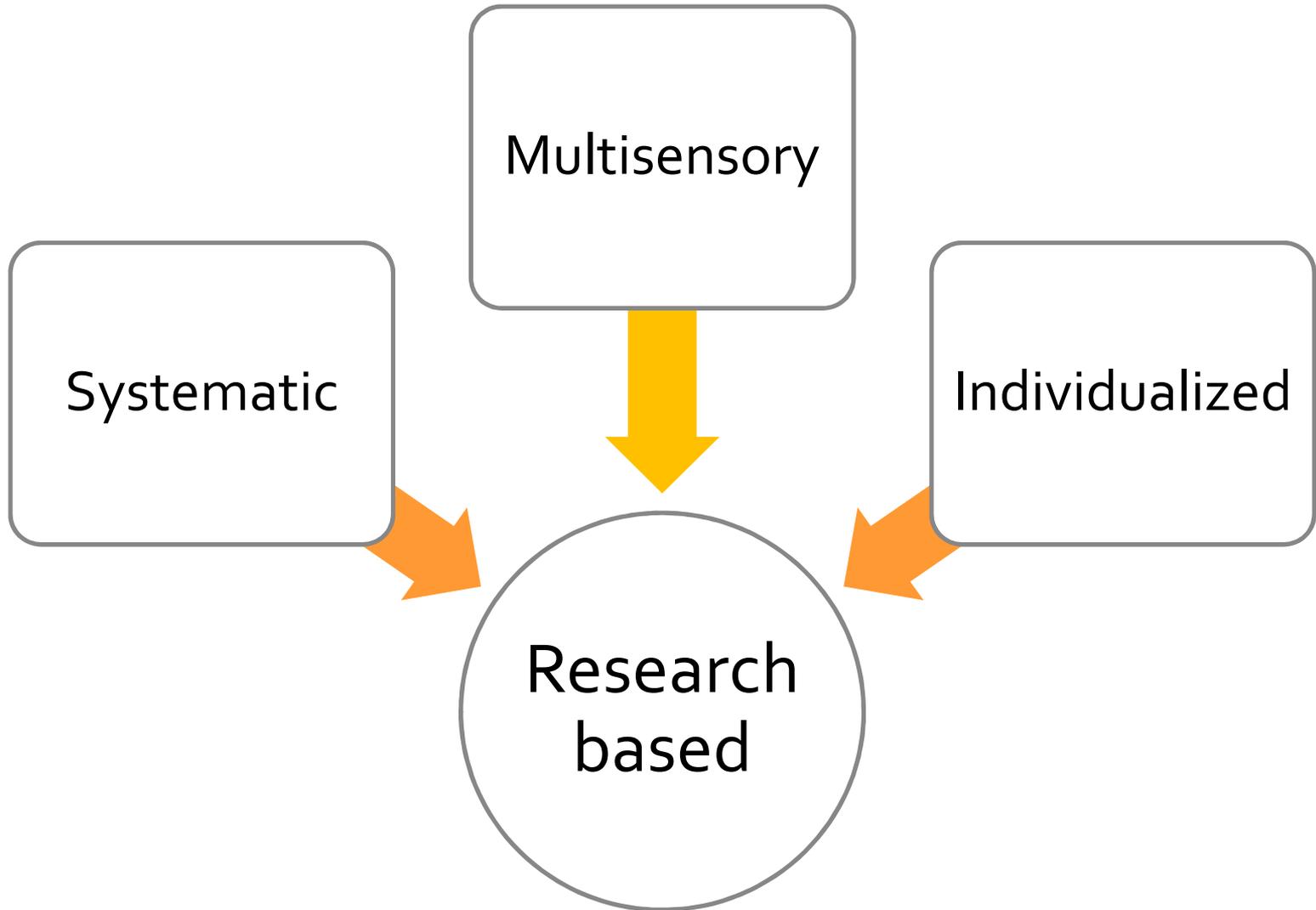


“We should focus on *functional* reading.”



“Don’t read books to your child with words she can’t understand.”

We Know What Works



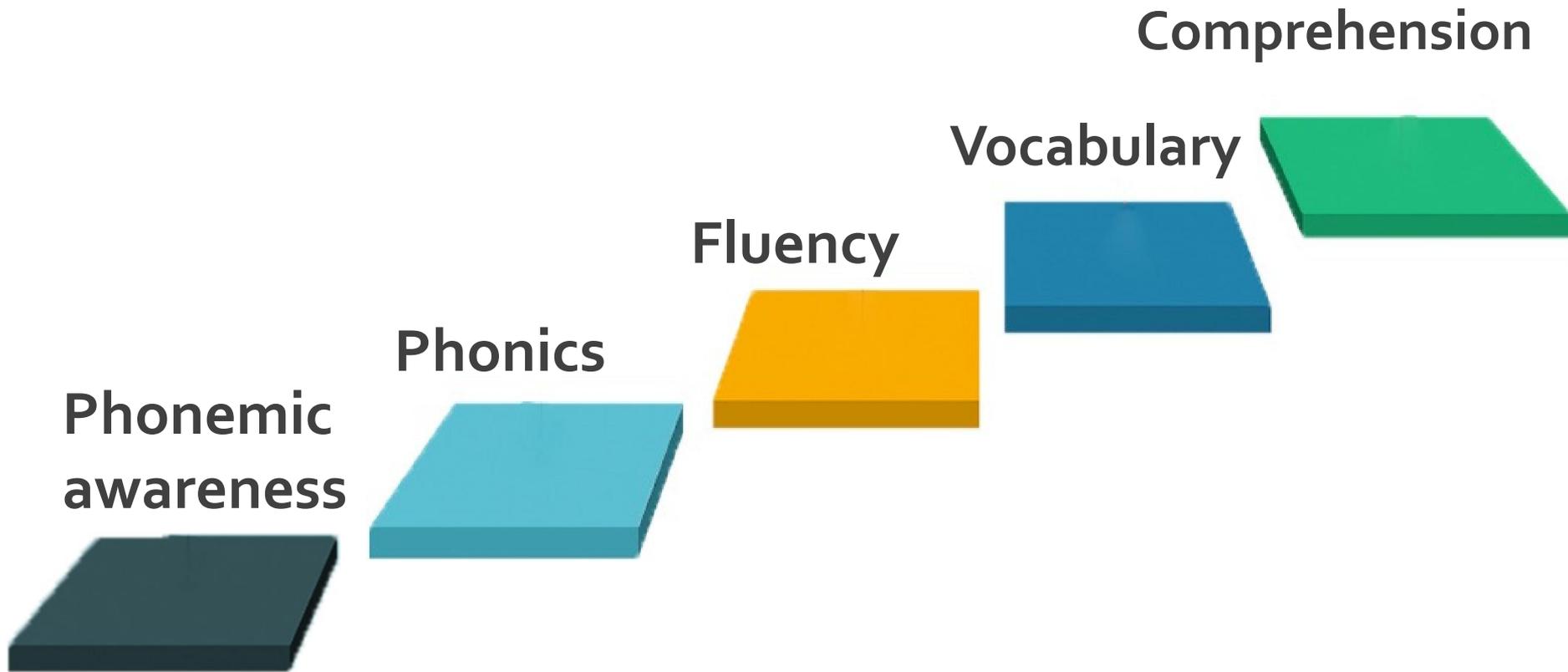
Okay, so what's the problem?

All the world's a stage, and most of us are
desperately unrehearsed.

Sean O'Casey



Building Blocks of Literacy



Can you run that
phonemic awareness
thing by me again?

Phonemic Awareness

- What sound do these words begin with? ***boy, box, bike***
- What is the middle sound in the word ***sack***?
- What word am I saying? ***/t/...../a/...../p***
- How many sounds are in the word ***shop***?
- What will I have if I change the ***/r/*** in ***rug*** to ***/m/***?"

Who'd like to practice?



Phonics

- A comprehensive reading program must include phonics
- Sight word programs do not generalize to new words

group 1:

t, b, f, n,
m, c, a, i

group 2:

r, o, g, d
s, e, u, l

group 3:

h, k, p, j, v,
w, z, q, y x

1. Make a list of as many words as you can think of with group 1 letters
2. Write a short story using only words from your list. You may also use these sight words: the, a, is, to, from

SYLLABLE TYPES

| TYPE | DESCRIPTION | EXAMPLES |
|----------------|--|------------------|
| Closed | Ends with consonant; single vowel usually short | cat, picnic |
| Open | Ends with vowel, usually long | he, veto |
| Silent e | Silent e, end of the word, long vowel | make, like, |
| Vowel team | Two vowels together make one sound | pain, head, |
| R-controlled | Vowel followed by letter <u>r</u> --neither long nor short | far, or, harvest |
| Consonant - le | consonant-le, syllable at end of a word | apple, pickle, |

Building Vocabulary

Provide a kid-friendly definition

share

noun

a part or portion of a larger amount that is divided among a number of people, or to which a number of people contribute.

VS.

give part of what you have to someone else

Building Vocabulary

- Connect new words to known words
- Use the word in lots of different ways
- Connect new words to your child's life
- It takes time—keep reinforcing it

Fluency

The ability to read accurately, quickly, and with proper **expression** and **comprehension**.

- Speed may not be the most important priority for very young readers

Comprehension

- Comprehension often lags behind decoding in students with Ds
- Research supports **direct, systematic instruction** of comprehension strategies

Handout: evidence-based methods of teaching comprehension skills

Learning Profile

- Weak auditory working memory
- Relative strength in tasks requiring “implicit” memory
- More difficulty with “explicit” memory
- Strong visual learners
- Difficulty processing information presented orally
- Motivated by social interaction.

What does this
mean for literacy
development?

Auditory Working Memory

For example:

- Recalling the sound/symbol associations while blending sounds together to make words
- Making a “picture in their head” of a story read or told to them

Memory

Implicit

Things you do every day without really thinking about them, such as singing a song or signing your name)

Explicit

Remembering facts, such as names of letters, telephone numbers or computer passwords)

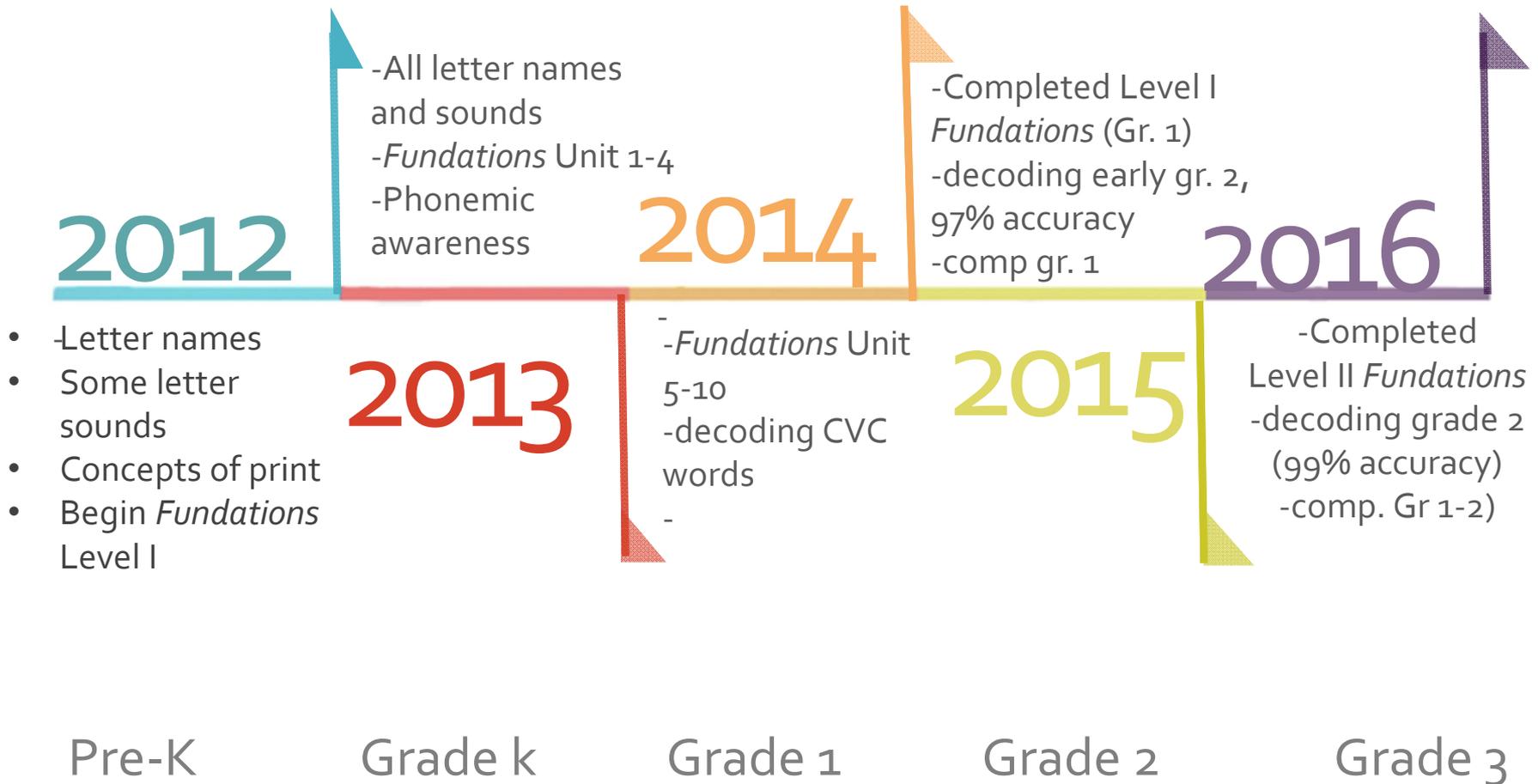
Strong Visual Learners

- Difficulty remember rules of language
- Sight word reading comes easier than phonics
- Difficulty with phonemic awareness activities

How long will this all take?

- Recent study (2014) of 140 students with ID
 - IQs =40-80 (moderate to borderline ID)
 - Longitudinal, randomized control over 4 yrs.
 - Systematic, direct, explicit instruction
 - 45 min/5 days week in small groups
 - All students made statistically significant growth
 - 2-4 years to make 1 year of progress

Case Study: Riley



Word Reading

| SYLLABLE TYPE: | Grade 1 | Grade 4 |
|--------------------------------|----------------|----------------|
| Short Vowel CVC | 40% | 100% |
| Consonant Blends /Short Vowels | 20% | 100% |
| Short Vowel, Digraph, Trigraph | 20% | 100% |
| R-Controlled Vowels | -- | 80% |
| Long Vowel Spellings | -- | 100% |
| Variant Vowels | -- | 100% |
| Low Frequency Spellings | -- | 70% |

Tips for Families

- Read together every day
- Give everything a name
- Say how much you enjoy reading
- Read with fun in your voice
- Know when to stop.
- Be interactive
- Read it again and again
- Talk about writing, too
- Point out print everywhere