

# 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”

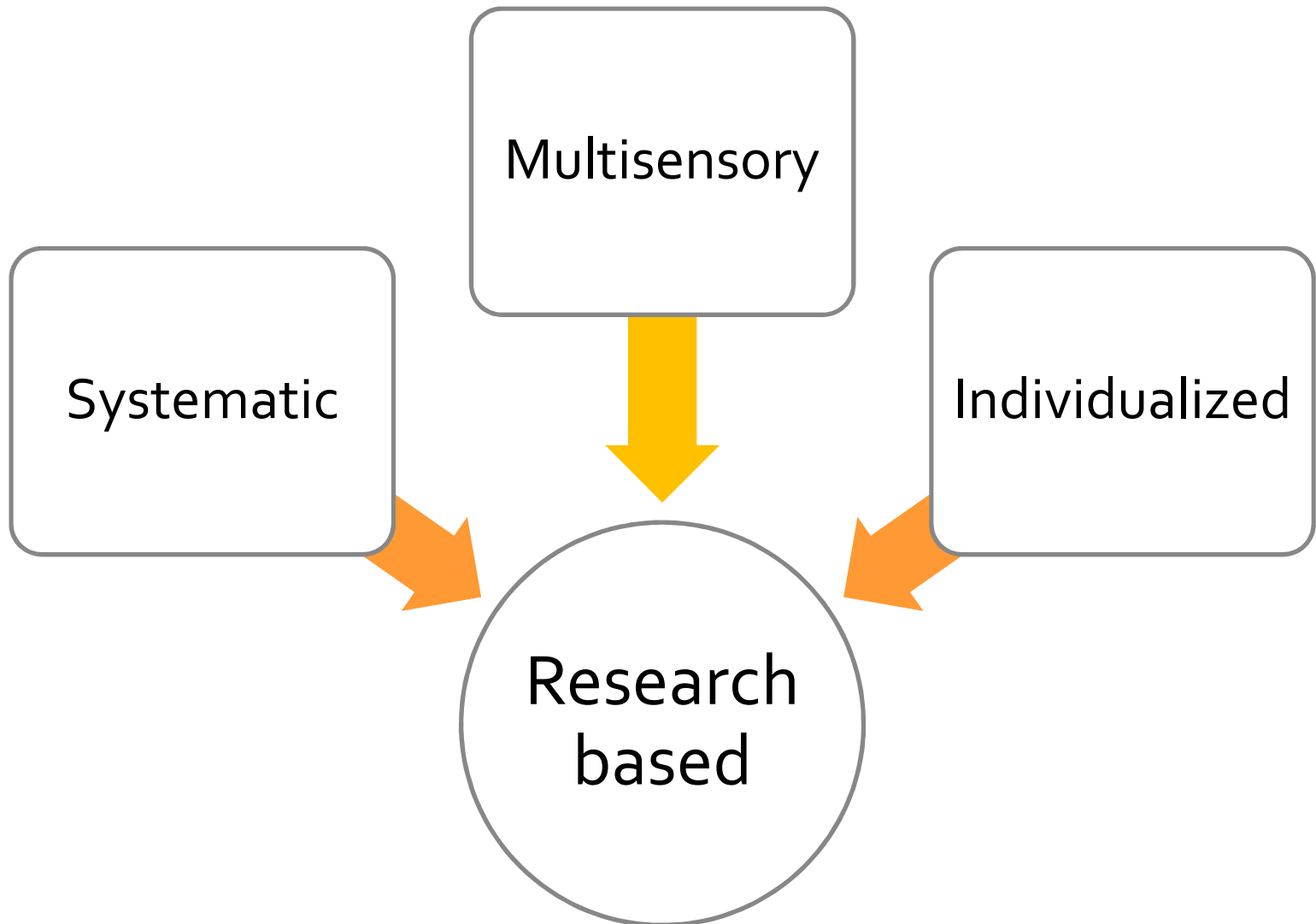


“We should focus on *functional* reading.”



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

# We Know What Works



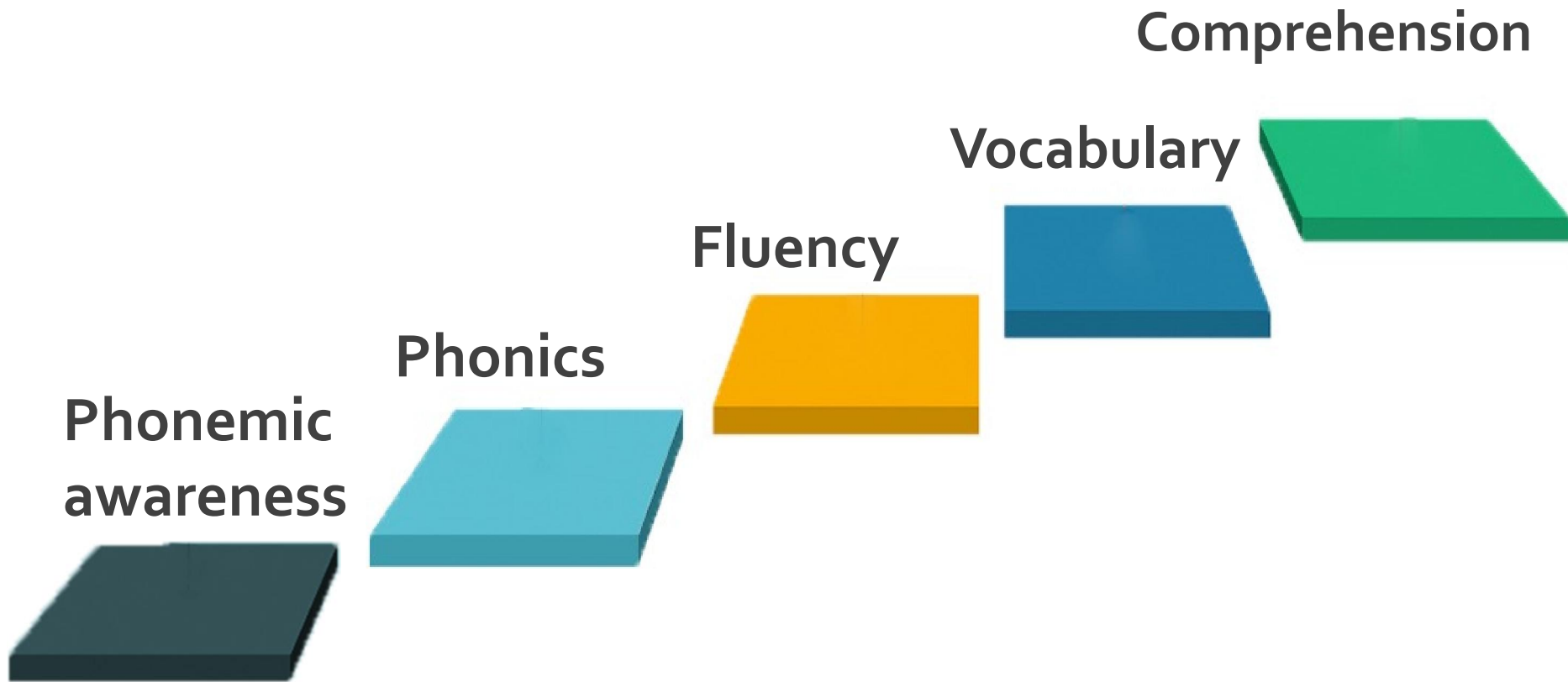
**Okay, so what's the problem?**

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)

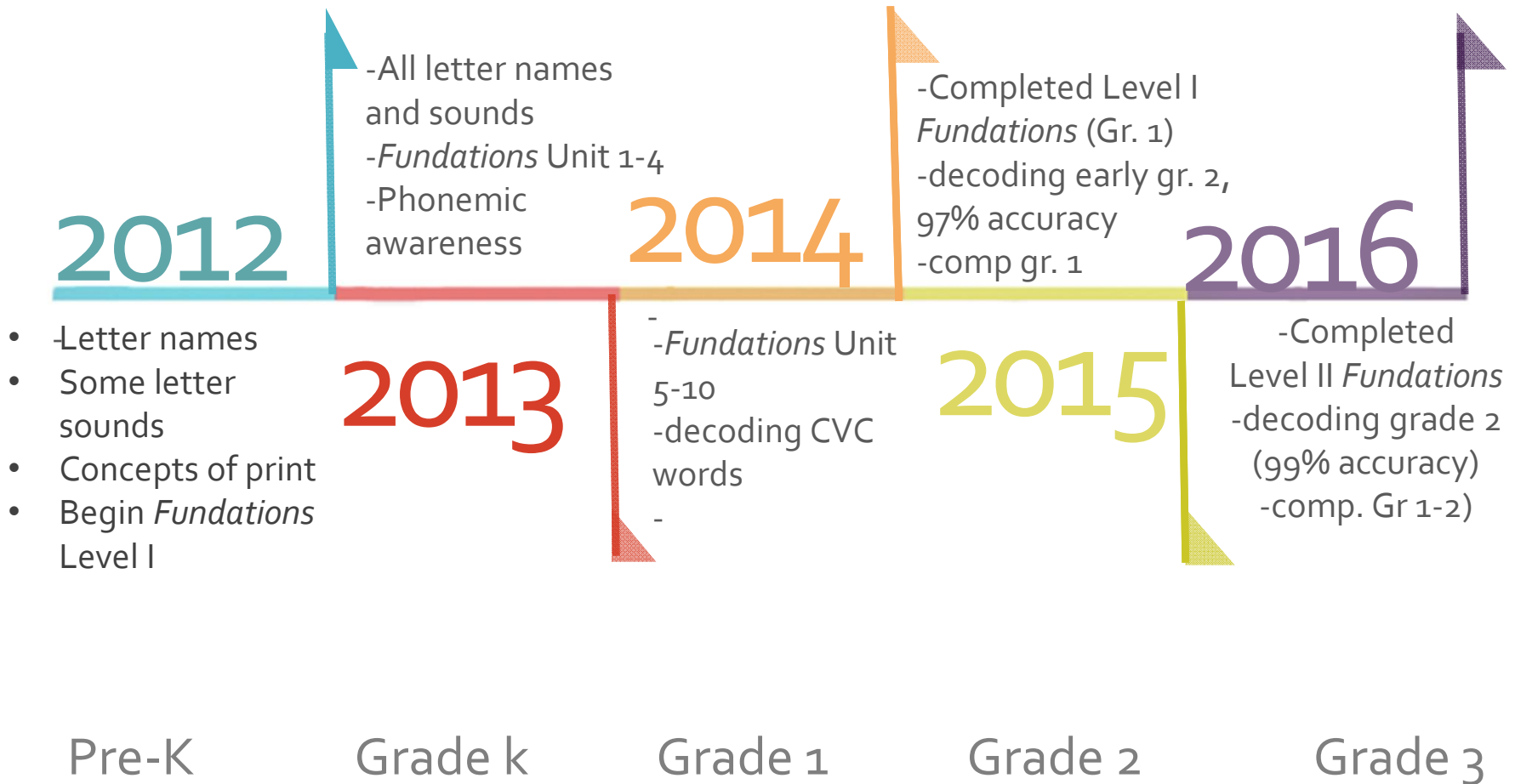
# Strong Visual Learners

- 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

<b>SYLLABLE TYPE:</b>	<b>Grade 1</b>	<b>Grade 4</b>
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