

Language and Literacy: The Magic of What SLPs Already Know

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Why is it important for SLPs to be PART OF THE DISCUSSION ABOUT LITERACY?

- 71% of SC's 4th graders did NOT score proficient in reading (NAEP, 2017). In 2015, it was 67%.
- SC was ranked 39th in the nation in reading (2015). Now, we are 47th (2017).
- The majority of all poor readers have an early history of spoken language deficits. 73% of second grade poor readers had poor phonemic awareness or spoken language problems in K5 (Scientific Studies of Reading, 1999)
- Cost per year
- "...poor comprehenders do not have a comprehension impairment that is specific to reading. Rather, their difficulties with reading comprehension need to be seen in the context of difficulties with language comprehension more generally." (Nation, 2018)
- "...dyslexic children perform poorly on oral language tasks that involve phonological processing, such as phonological awareness, nonword repetition, rapid naming, name retrieval and verbal short-term memory" (Nation, 2018)

COLLABORATE

- Only 15% of college professors could name all **five essential components** of reading instruction listed by the National Reading Panel. (Scientific Studies of Reading, 2012).
- Only 22% of teacher preparation programs included information about strategies for teaching struggling readers. (National Council of Teacher Quality, 2015)
- 80% of instructors in teacher preparation programs couldn't explain the difference between phonological awareness and phonics (Journal of Learning Disabilities, 2009)
- Spoken language provides the foundation for written language
- Evidence-based practice
- What is literacy?
Literacy is part of the continuum of language. (Elleseff, 2017)

ASHA HIGHLIGHTS

Roles and Responsibilities with Respect to Reading and Writing

- "The role of the SLP in literacy intervention may vary by setting and availability of other professionals (e.g., reading teacher and resource personnel) who also provide written language intervention. Regardless of the SLP's specific role, it is important that intervention be collaborative."
- "SLPs have unique knowledge about the subsystems of language (i.e., phonology, morphology, syntax, semantics, and pragmatics) as they relate to spoken and written language and knowledge of the metalinguistic skills required for reading and writing (e.g., phonological, semantic, orthographic, and morphological awareness)"
- The relationship between spoken and written language is well established (e.g., Hulme & Snowling, 2013; Kamhi & Catts, 2012). This relationship is underscored in the "simple view of reading" ... (Gough & Tunmer, 1986)...the integration of word recognition, vocabulary, and oral language comprehension are important for the development of adequate reading comprehension skills (Tunmer & Chapman, 2012)

Reading Recovery

Reading Recovery is a school-based, short-term intervention designed for children aged five or six (1st grade), who are the lowest achieving in literacy after their first year of school. The intervention involves intensive one-to-one lessons for 30 minutes a day with a trained literacy teacher, for between 12 and 20 weeks.

The Reading Recovery lesson has six core activities per lesson:

1. Reading familiar books
2. Reading the book that was new last lesson
3. Making words with magnetic letters
4. Writing one or two sentences about a personal experience
5. Reading and reassembling a cut-up-story
6. Reading a new book

Leveled Literacy Intervention

F&P, Level 1, A – the first five books contain 79 different mixed levels of phoneme-grapheme correspondences.

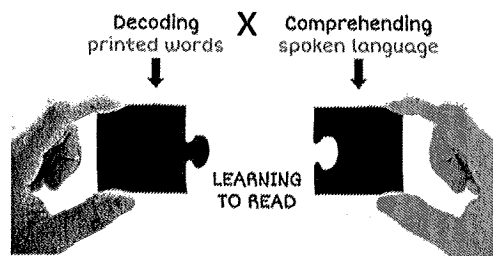
Book 1 "Waking Up":

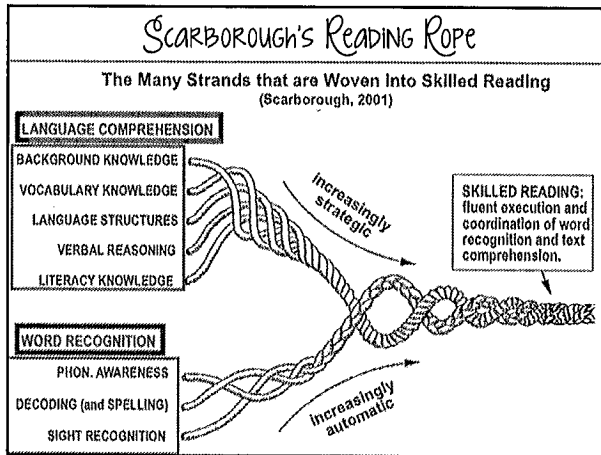
- One-letter-equals-one-sound: e, r, s, t, w, k, u, p, c, o, a, d, m, i, g, n
- Two letters equal one sound: th, oo, er, a...e, ck, le, ow, oi
- The letter "a" as part of the "long" vowel spelling "a...e" in "wakes", but represents a different sound in "a-doodle",
- The letter "e" is typically pronounced "uh" in the word "the", and it's also part of the "er" spelling in "rooster", the "a...e" spelling in "wakes" and the "le" spelling in "doodle",
- The letter "o" is used as a one-letter spelling in "cock" but also part of a digraph in "rooster" and "doodle-doo".
- Also - four-letter spelling "eigh" in "neigh", different pronunciations of "a" in "waking" and "quack", and unusual spellings like the "aa" in "baa". There are also consonant blends and two-syllable words.

The three cues

- When giving prompts to students, context and picture cues only work 10% of the time. Decoding the word, sounding out the word and using context clues, that works nearly 100% of the time. (Kilpatrick, 2015)
- Strategies promoted by the three cueing systems model parallel how *poor* readers approach text rather than how skilled readers approach text (Hempenstall, 2002; Liberman & Liberman, 1990).
- The three cues may help to explain the "4th grade slump" because students have never learned how to decode words. Now they are reading from text with bigger (multi-syllabic) words, less pictures, more complex sentence types and tier three vocabulary.
- There has never been any research or evidence to support that the three cues is beneficial to students in any way.
- Encourage educators to FLIP the three cues!

The Simple View of Reading (Gough & Tunmer, 1998)





the NATIONAL READING PANEL

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

ELIGIBILITY DETERMINATION:

The determination for eligibility for ----- is not the result of lack of appropriate instruction in reading, including the *essential components* of reading instruction. The term "essential components of reading instruction" means explicit and systematic instruction in: phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies.

SYSTEMATIC AND EXPLICIT INSTRUCTION IS NOT...

- Give the word list on Monday and test on Friday
- Word lists that do not progress from simple to complex
- Grade levels that are not aware of what was taught the grade level before
- Meanings of the words and parts of the words are not studied *as well as* spelling
- Word lists that are random (without an organizing concept)
- Sight words added to the end of a list vs. high frequency words within the pattern list
- Instruction that is based on experience rather than evidence
- Alphabetic word walls
- Systematic and explicit instruction that stops after 2nd grade
- Instruction that does not align with the NRP five essential components for reading instruction

Reading disabilities are preventable...

- 90% of children with reading difficulties will achieve grade level in reading if they receive help by the first grade.
- 75% of children whose help is delayed to age nine or later continue to struggle throughout their school career (Vellutino et. Al, 1996)
- Stanovich (1986) concluded that phonemic awareness is a more powerful predictor than nonverbal intelligence, vocabulary, and listening comprehension, and it often correlates more highly with reading acquisition than tests of general intelligence or reading readiness.
- Every one of the most successful studies of reading development contained the following three elements: phonological/phonemic awareness to the advanced levels, phonic decoding instruction and authentic reading opportunities in connected texts (Kilpatrick, 2015)

Reading disabilities are preventable...

- Phonemic awareness plays a central role in developing sight vocabulary... with an average **word identification improvement of 17 standard score points in clients age 5 to 55**. Better advice would be to train phonemic awareness to the basic and advanced levels and students will become more responsive to phonics instruction... Once (phonemic awareness) is addressed, average **gains in phonics skills** (displayed on the WRMT-R Word Attach subset) range from **14-30 points**. (Kilpatrick, 2015)
- The impact of explicit and systematic phonics on at-risk readers results in standard score points 11 points higher than those taught through non-systematic approaches and is so large that it may **PREVENT** reading difficulties (Kilpatrick, 2015).

BACKGROUND KNOWLEDGE: A BRIEF HISTORY OF ENGLISH WORDS

- Alphabet invented in 1700 BC, but it wasn't complete until 1604
- The printing press was invented in 1440
- The Great Vowel Shift
- The Renaissance
- England invaded by many different countries
- Noah Webster
- If students are only taught 26 letters...

Phonological awareness development

- Awareness of Words (*4 years)
- Rhyme (*5 - 5 ½ years)
- Syllables (*5 years)
- Phonemes (*5 ½ - 6 ½ years)
 - Identification
 - Segmentation
 - Blending
- Manipulation (*6-8 years)
 - Syllable Deletion
 - Phoneme Deletion
 - Phoneme Substitution

Phonemic and phonological awareness

- Allows us to compare words we know, with words we don't know yet
 - 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.
 - How PA impacts fluency
 - About sight words...
 - If a student memorizes ten words, they can only read ten words.
 - When a child learns the SOUNDS of ten letters, they can read ...
 - 350 words with three sounds,
 - 4,320 words with four sounds
 - and 21,650 words with five sounds.
- (Kozloff, 2002)

Phonics

- Orthography is derived from “ortho” meaning correct and “graph” meaning “to write”. It literally means “correct writing”.
- Only 4% of words in the English language are just spelled the way they are “just because”
- By the age of 8 years the correlation between spelling ability and reading achievement is of the order of .89 to .92, suggesting a very close association between the two processes (Westwood, 2005).
- Phonics is like a vaccine.

Morphology

- Morphemes – the smallest unit of meaning, but there are rules that govern how we apply these
- Morphology is important because how we HEAR it and SAY it does not correlate with how we READ it or SPELL it...
 - Picks - Fix – the endings SOUND the same, but the spelling is different and so is the meaning
- The developmental continuum

Semantics

- When students decode words, they use their initial pronunciation and search their oral vocabulary to make sense of text. If the word is not in their oral vocabulary, they will have a difficult time recognizing that word in print even if they accurately decode it.
- Students need to know at least 95% of the words in the text. The remaining 5% of word meanings can usually be inferred from the context (Quigley, 2018).
- Reading comprehension is 63% vocabulary. So, the size of a student’s vocabulary is the single best predictor of success on state tests (Farr, 2008).
- Heteronyms - words that are spelled the same, but have different meanings, and sound different which could affect the way you read it OR spell it. (ex. tear-tear, bow-bow, address-address)

Assessment

- TILLS (Test of Integrated Language and Literacy)
- Vocabulary/The Three Tiers of Vocabulary
- Phonological Awareness Hierarchy CRT
- Writing sample
- What to look for in the school psychologist's assessment

Never, ever...

1. Repeat sounds
2. Pronounce consonant blends as "one sound"
3. Add the schwa after the phoneme
4. Teach students to only pay attention to the first and last letters...
 - salt - slat, dead - deed, bomb-boob,
 - tilt-tent, window-willow

Phonemic and Phonological Awareness Activities

- **Tip:** "Don't stop the sound" (start with fricatives, nasals and liquids than stops and affricates)
- **Tip:** Consider the letter "name"
- **Tip:** Contrasting with manner, place and voicing
- **Tip:** Syllables – Count using chin drop, counting with fingers (prefer NOT to clap)
- Songs, finger-plays, jump rope rhymes
- Super Duper Deck
- BOOKS! Lots of books!
- Hangman
- Dog story
- Phonemes
- Say, but don't you dare say...
- Jokes, pig latin, secret messages
- Beads and blocks
- Sorting
- "The Rhyminator"
- Word chart

FOR FURTHER READING...

- *Hard Words; Why Aren't Kids Being Taught to Read*, (online) Emily Hanford
- *Foundational Skills to Support Reading for understanding K-3rd* (online) What Works Clearinghouse Practice Guides
- *Essentials of Assessing, Preventing and Overcoming Reading Difficulties* – David Kilpatrick
- *Reading in the Brain: The New Science of How We Read* – Stanislaus Dehaene
- *Language at the Speed of Sight* – Mark Seidenberg
- *Speech to Print* – Louisa Moats

And..... the ASHA journals you already pay for. ☺

Phoneme	Phonemes are the smallest unit of sound. They appear in the text as /-/. Letters or combinations of letters are used to show what the sound "looks like" in print. Letters are referred in the text as "-".
Phonemic Awareness	An awareness of the individual sounds in words
Phonological Awareness	An awareness of the patterns of sounds in words separate from their meaning along a developmental continuum
Morpheme	The smallest unit of meaning
Morphological Awareness	An awareness that words can be made up of multiple bits of meaning. For example, "write" refers to the act of putting marks down (usually putting a string of letters together to put words on paper), "rewrite" means to perform this action again, "rewritten" means that this action has happened in the past. There are three morphemes in "rewritten" (re, write, and the past participle -en)
Semantics	Semantics is similar to the term "vocabulary", but goes beyond just the meaning of the word, but also the origin of the word, how combinations of words have their own meaning, the features of word meaning that add depth to understanding and more.
Phonics	A system or approach to reading that focuses on the relationship between letters and sounds and the rules that govern the allowable sequences for how letters are arranged to form words.
Tier Three Vocabulary	This refers to content specific vocabulary. It includes words like "economics, isotope, metamorphosis, cardinal number, coefficient, etc."