

Literacy

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NBASLH Exam Review

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ASHA Roles & Responsibilities: Reading & Writing

- ▶ In 2001, ASHA published the technical report detailing the roles and responsibilities of SLPs with regard to reading and writing.
- ▶ Background and training of SLPs uniquely positioned us to play a substantial role given our knowledge of
 - ▶ Spoken language as a foundation for learning to read and write
 - ▶ Sound and word level awareness
 - ▶ Comprehension and formulation skills for using HOTS, semantic and syntactic language forms
- ▶ Goal was to narrow the gap between research and practice
- ▶ Also clarify the roles that SLPs play in addressing reading and writing

ASHA Roles & Responsibilities: Reading & Writing

- ▶ Literacy defined: “ an individual’s ability to read, write, and speak ... and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one’s goals, and to develop one’s knowledge and potential.”

(National Literacy Act of 1991 (Public Law 102-73)

- ▶ Reading Defined: “process by which one constructs meaning from printed symbols.....decoding and comprehension.”

ASHA Technical Report, 2001)

ASHA Roles & Responsibilities: Reading & Writing

- ▶ Written Language Defined: “Reading and writing and related processes
- ▶ Writing Defined: Process and Product
 - ▶ Writing Process: “cognitive-linguistic and motor acts that are involved when generating written texts (planning/prewriting, organizing, drafting, reflecting, revising, and editing....forming letters and sequences of letters into words.”
 - ▶ Written Products: “the result of the writing process
- ▶ Spelling
 - ▶ Fluent spelling is required for students to be fluent writers
- ▶ Teaching reading was formalized in the US in the late 1600s to early 1800s

Written Language

- ▶ More of a formal process to learn the skills needed to translate print into meaningful communication
- ▶ Comes after listening and speaking
- ▶ Builds on oral language skills
- ▶ Deficits in oral language can result in deficits in written language
 - ▶ Children with communication disorders are 4-5 times more likely than their peers to develop a reading disability

Laws

- ▶ Individual with Disabilities Education Act (2004)
 - ▶ Federal law that addresses issues around identification of children with learning disabilities including written language, basic reading skills and reading comprehension. Also includes service provision including response to intervention (RTI).
 - ▶ Children who qualify are entitled to an Individual Education Program (IEP).
 - ▶ Services are free and appropriate (FAPE) and should be provided in the least restrictive environment (LRE).
- ▶ No Child Left Behind (2002-2015)
 - ▶ Law that held schools accountable for how kids learned and achieved
 - ▶ Thought to penalize schools that didn't show improvement
 - ▶ Looked to address students with special needs being shut out of general education
- ▶ Every Student Succeeds Act (2015)
 - ▶ Replaced NCLB
 - ▶ Ensure quality education for all kids
 - ▶ Provided funding for literacy programs

National Reading Panel (2000):

- ▶ Conducted meta-analyses of school age research which revealed the following:
- ▶ Moderate effects for phonological awareness intervention, particularly when linked to letter awareness
- ▶ Moderate to large effects for systematic, structured word attack and word identification instruction
- ▶ Small to moderate effects for repeated readings to enhance text-level reading fluency
- ▶ Positive effects for systematic vocabulary and summary writing to enhance reading comprehension skills

National Reading Panel (2008)

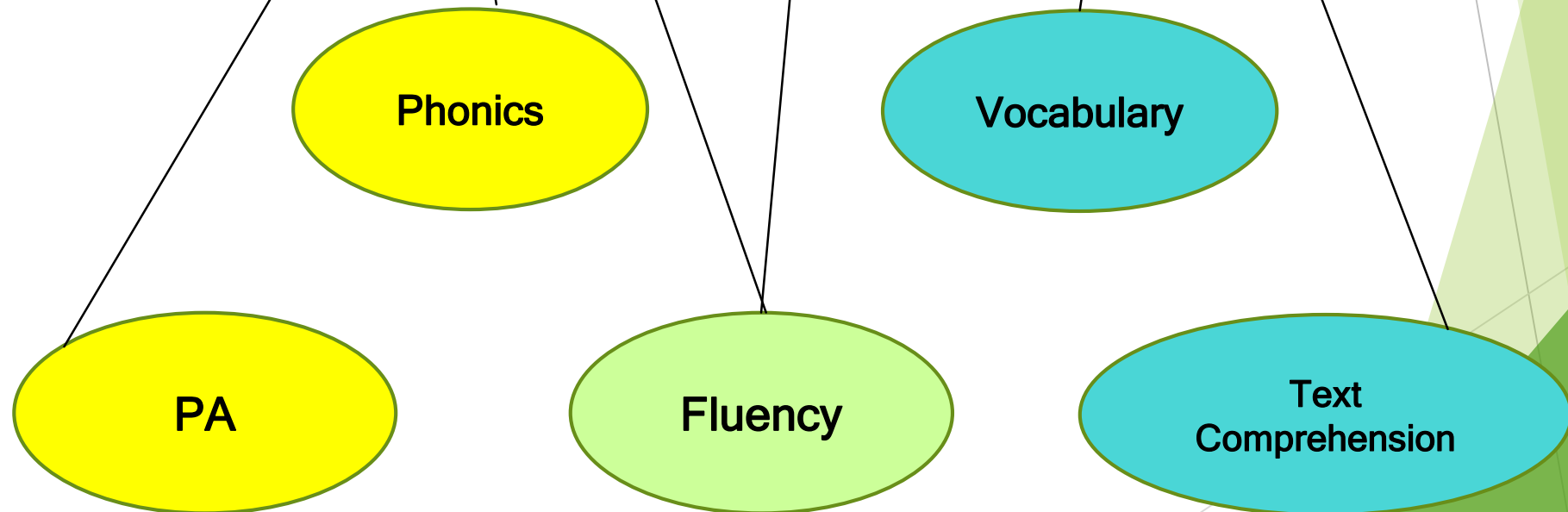
- ▶ Conducted meta-analyses of preschool literacy research which revealed the following:
 - ▶ Moderate to large positive effects on children's conventional literacy skills for code-focused intervention (alphabet knowledge, word-level decoding, encoding)
 - ▶ Large effects on oral language skills for language-enhancement intervention
 - ▶ Moderate effects on children's print knowledge and oral language skills for book - sharing interventions
 - ▶ Moderate to large effects on children's oral language skills and general cognitive abilities for parent training in use of home language and cognitive stimulation

What we know about reading

- ▶ Reading is essential for all academic subjects
- ▶ Poor reading essentially guarantees poor writing
- ▶ Poor reading affects behavior
- ▶ School success is somewhat predictive of life success
- ▶ Students with poor reading problems are at a higher risk for depression
- ▶ Poor readers are 4 times as likely to become high school dropouts
- ▶ With the right kind of instruction, children can develop and maintain normal reading skills
- ▶ Simple View of Reading: $\text{Reading} = \text{Decoding} \times \text{Linguistic Comprehension}$

SVR and the “Big 5” Components of Literacy

Reading = Decoding X Linguistic Comprehension



- ▶ As SLPs we know the preparation for reading begins in the early years prior to the child entering school.
- ▶ The report discusses the relationship between spoken and written language and how SLPs understand individual differences in normal and disordered language and sociocultural differences in language acquisition.
- ▶ SLPs are trained to investigate problems, find and treat causes not just symptoms, develop plans based on evidence, and monitor progress.
- ▶ SLPs are highly trained in the phonemic system, understand complexities in discriminating and producing sounds (place, manner, and voicing) as well as co-articulation
- ▶ SLPs have a vast knowledge of language and its subsystems-phonology, morphology, syntax, semantics, and pragmatics

Linguistic Comprehension

Strength

Weakness

Phonological Processing:

Word Level Reading/Decoding

Weakness

Strength

| | |
|---|--|
| <p>Difficulty with decoding and phoneme manipulation Strong comprehension</p> <p>Language Based Reading Disorder in Decoding</p> <p>Specific Word Reading Difficulties (SWRD) / Dyslexia</p> | <p>Difficulty with decoding Difficulty with comprehension</p> <p>Mixed Language Based Reading Disorder</p> <p>Mixed Reading Difficulties (MRD)</p> |
| <p>Typical Language and Literacy Skills</p> | <p>Strong decoding</p> <p>Difficulty with comprehension</p> <p>Language Based Reading Disorder in Comprehension</p> <p>Specific Comprehension Difficulties (SCD) / Hyperlexia</p> |

Based on Gough and Tunmer 1986

Dyslexia

- ↑ Difficulty in developing word level reading skills despite appropriate instruction.
 - ← Oral Language Comprehension is intact
 - ← Reading Comprehension likely impacted
 - ↓ **Compensator
 - ← Can experience frustration at effort to decode

Compensator

- ↓ Poor to low average PA
- ↓ Poor to low average word level reading/decoding
- ↓ Strong language skills
- ↓ Discrepancy between oral comp and reading comp, but both still technically average
- ↓ Need additional time to process
- ↓ Often have self-developed compensatory strategies
- ↓ Find reading very challenging, but manage to be more or less on grade level

Hyperlexia

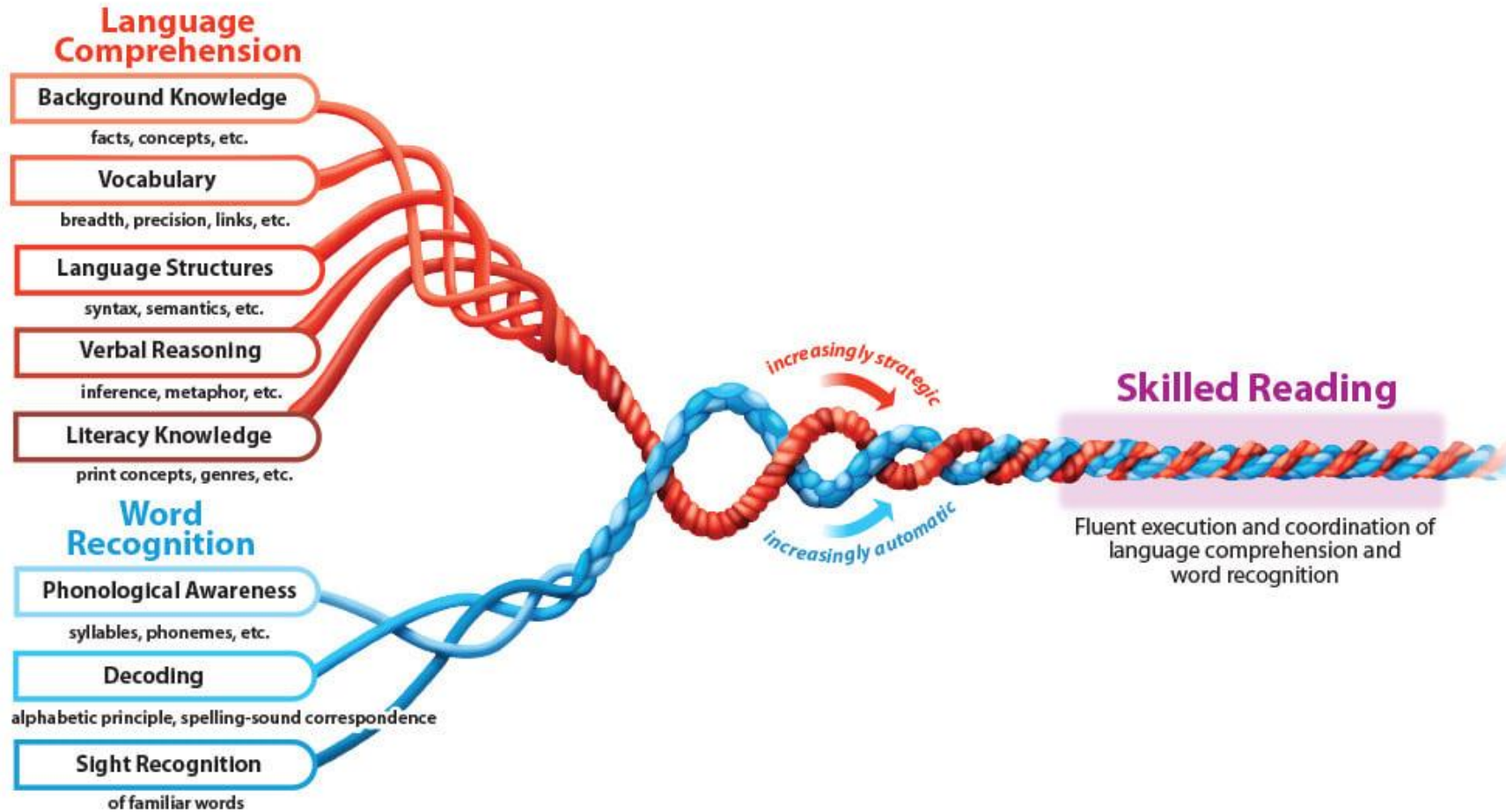
- ↑ Level of decoding ability is significantly above level of comprehension
- ↑ Evidence that hyperlexia is based on difficulties of general language comprehension (Catts et al., 2006; Hulme & Snowling, 2009, 2011; Nation, 2005)
- ↑ Low cognitive ability, ASD, DLD

Mixed Type

- ↑ Deficits in both word level reading and comprehension.
- ↑ Mild deficits in both areas can compound to have a greater effect on reading ability
- ↑ Low cognitive ability, ASD, DLD
- ↑ People with mixed reading difficulties may progress to “hyperlexia”, “dyslexia” or become a “compensator”, i.e. children may make improvements in one set of skills at a faster pace than they improve the other skill set.



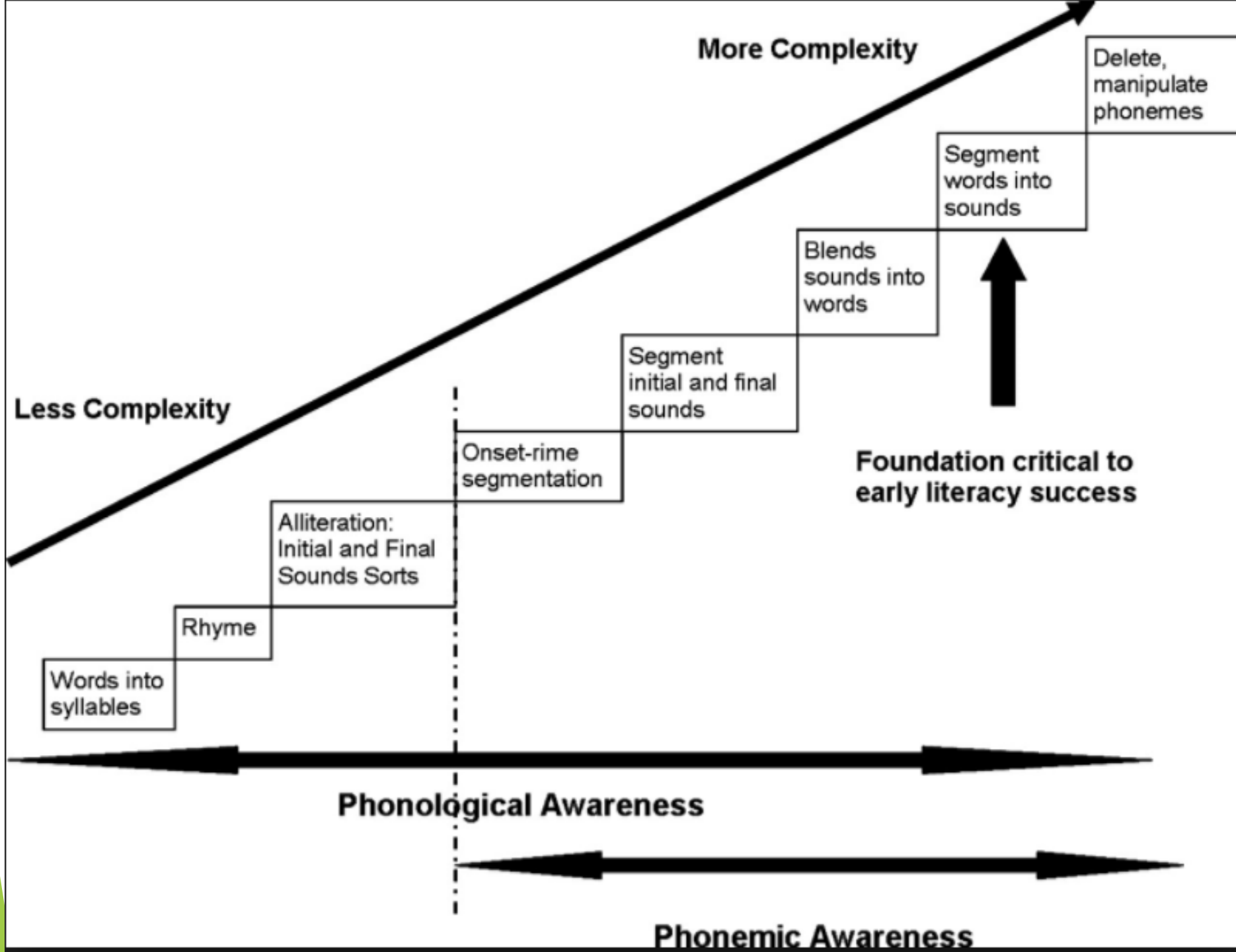
Scarborough's Reading Rope



Based on Scarborough H.N. (2001). From the LETRS Manual, Moats L.C. and Toleman C.A. (2019)

Terminology

- ▶ Phonological Awareness = _____
- ▶ Phonemic Awareness = _____
- ▶ Onset-rime = _____
- ▶ Syllable = _____
- ▶ Phoneme manipulation = _____



Terminology

- ▶ Grapheme-phoneme = _____
- ▶ Decoding = _____
- ▶ Encoding = _____
- ▶ Oral Reading Fluency = _____

Terminology

- ▶ Word Recognition = _____
- ▶ Word Identification = _____
- ▶ Syllable type = _____
- ▶ Non-phonetic word = _____

Terminology

- ▶ Orthography = _____
- ▶ Syllable types = _____
- ▶ Syllabification = _____
- ▶ Structural Analysis = _____
- ▶ Morphological Awareness = _____

Terminology

- ▶ Automaticity = _____
- ▶ Reading comprehension = _____
- ▶ Background knowledge = _____
- ▶ High-frequency words = _____

Chall's Stages of Reading

- ▶ Stage 0
- ▶ Phase 1: Preliteracy (age 0-3)
 - ▶ Development of basic receptive and expressive language (phonology, morphology/syntax, semantics, pragmatics/discourse)
- ▶ Phase 2: Emergent Literacy (Ages 3-5)
 - ▶ Development of rudimentary phonological awareness, gross concepts of print, early letter knowledge, and book awareness
- ▶ Stage 1: Decoding/Encoding (Cracking the Code; Grades K-1)
 - ▶ Development of numerous word identification skills
 - ▶ Alphabetic, sound-symbol correspondence
 - ▶ Phonic word attack strategies (decoding)
 - ▶ Phonic spelling strategies (encoding)
 - ▶ Recognition of high-frequency words

Chall's Stages of Reading

- ▶ Stage 2: Automaticity/Fluency (ungluing from print) (Grade 2 and early 3)
 - ▶ Development of automaticity (speed and accuracy of word recognition) and fluency of text-level decoding (speed, accuracy, and intonational proficiency)
- ▶ Stage 3: Reading to Learn (Late grade 3-grade 8)
 - ▶ Focus is on learning new information from the text
 - ▶ Expository text predominates
 - ▶ Focus on higher-order thinking skills, involving getting the main idea, summarizing, inferencing and predicting

Chall's Stages of Reading

- ▶ Stage 4: Multiple Viewpoints (Grade 8-12)
 - ▶ Focus on analyzing and synthesizing information from multiple perspectives
- ▶ Stage 5: Construction and Reconstruction (College and beyond)
 - ▶ Involves creation of new theories based on analysis, synthesis, and evaluation of existing sources of information

Frith's Developmental Phases of Reading

- ▶ Logographic
 - ▶ Reading or spelling words as pictures; limited awareness of letter order or letter sound correspondence; reading environmental print and symbols
- ▶ Alphabetic
 - ▶ Knowledge of sound-letter correspondence. Spelling with letters emerges first and children begin to read phonetically; alphabetic spelling comes before alphabetic reading
- ▶ Orthographic
 - ▶ Automaticity of sound-symbol skills support the transition to reading words as orthographic wholes, or gestalts, needing fewer cognitive resources to decode. Orthographic reading comes before orthographic spelling

Factors of Skilled Reading Comprehension

- ↑ Accurate, fluent word reading
- ↑ Broad base of vocabulary knowledge
- ↑ Access to robust background knowledge
- ↑ An awareness of sentence, paragraph, and text structure
- ↑ Ongoing monitoring of comprehension
- ↑ Application of strategies where appropriate

Carlisle & Rice, 2002

Where Are We Now?

- ↑ Background knowledge has re-emerged as a vital element of comprehension
- ↑ Texts are an integral tool to building a person background knowledge, with the specific intent of making connections to previous knowledge
- ↑ Word level decoding, ORF, and linguistic comprehension continue to be elements to reading comprehension
- ↑ <https://www.readingrockets.org/article/strategies-promote-comprehension>
- ↑ <https://www.readingrockets.org/strategies>

Skill versus Strategy

”A skill is an acquired ability to perform well, proficiency. A strategy is a systematic plan, consciously adapted and monitored, to improve one's performance in learning. We learn strategies to do a skill. Skills are automatic, strategies are effortful and mediated.”

Afflerbach, P., Pearson P.D., & Paris, S.(2008) Clarifying differences between reading skills and reading strategies. The Reading Teacher, 61(5), pp. 364-373.

Science of Reading: The Podcast

National Reading Panel (2000) Identified 7 categories of comprehension instruction that were shown to be evidence based

1. **Comprehension monitoring**, in which readers learn how to be aware of their level of understanding as they read
2. **Cooperative learning**, in which students work together in pairs or small groups as they learn reading strategies
3. **Graphic and semantic organizers** (including story maps) that help students make graphic representations of the material they are reading in order to bolster comprehension
4. **Question answering**, in which teachers ask questions and students receive immediate feedback about their responses
5. **Question generation**, in which students ask themselves questions to clarify understanding
6. **Story structure**, in which students learn how to use the structure of the text to help them recall content to answer questions about what they have read
7. **Summarization**, to encapsulate and remember important ideas from the text

Behaviors Before Reading

Good Readers

- ↴ Activate prior knowledge
- ↴ Understand what they need to do and set a purpose for reading
- ↴ Are self-motivated to read
- ↴ Make positive self-statements about their progress
- ↴ Choose strategies that are appropriate for the task

Poor Readers

- ↴ Begin to read without preparation
- ↴ Are unaware of their purpose for reading
- ↴ Tend to read only because they are required to read
- ↴ Make negative self-statements about their progress
- ↴ Begin to read without any specific plan or strategy in mind

Behaviors During Reading

Good Readers

- ↓ Are focused
- ↓ Monitor their understanding as it is occurring
- ↓ Anticipate and predict what is likely to happen next
- ↓ Are able to use fix-up strategies if their comprehension gets off track
- ↓ Can use context to understand the meaning
- ↓ Recognize and use text structure to support their comprehension
- ↓ Organize and integrate new information

Poor Readers

- ↓ Are distracted easily
- ↓ Are often unaware of their lack of understanding
- ↓ Read just to get it over with
- ↓ Do not know what to do to help themselves if they begin to lose understanding
- ↓ Do not recognize which new vocabulary is important
- ↓ Do not recognize any organization within the text
- ↓ Tend to add on rather than integrate new information with what they already know

Behaviors After Reading

Good Readers

- ↴ Think about what was read
- ↴ Summarize main ideas in some manner
- ↴ Seek more information from other sources
- ↴ Affirm that their success is a result of their effort

Poor Readers

- ↴ Stop both reading and thinking
- ↴ Believe that any success they experience is a result of luck

Adapted from Deshler, D.D., Ellis, E.S., & Lenz, B.K. (1996). Teaching adolescents with learning disabilities: Strategies and methods (2nd ed., p. 68). Denver, CO: Love Publishing. Originally adapted by Deshler et al. (1996) from Grover, H., Cook, D., Benson, J., & Chandler, A. (1991). Strategic learning in the content areas. Madison: Wisconsin Department of Public Instruction.

Writing

- ↑ Simultaneous and complex cognitive, social, and linguistic demands required to complete a writing task
- ↑ 50% of teachers report that they received minimal to no preparation for teaching writing in their teacher certification programs (Graham, 2008)
- ↑ Early foundation in writing, often beginning as oral language activities in the primary grades, is key
- ↑ Writing about content greatly enhances learning (Bangert-Drowns, Hurley, & Wilkinson, 2004; Graham & Hebert, 2010; Hebert, Gillespie, & Graham, 2013)

Difficulties in Writing Skill Development

- ↑ Excellent reading and speaking doesn't guarantee writing skills
- ↑ Weak organizational skills often accompany learning and language problems
- ↑ Deficits in decoding, spelling, word retrieval, syntax, and/or vocabulary mean writing with clarity and accuracy is often significantly compromised
- ↑ Between 15% and 20% of young students exhibit significant weaknesses with language processes (International Dyslexia Association, 2018)
- ↑ Writing problems remain a persistent learning disability personally, academically, and vocationally for many adults who were not taught specific strategies as students (Scott, 2005)

Teaching Writing

- ↑ There is little, if any, explicit instruction in written language (Scott, 2005)
 - ← especially true in the higher-level skills: revision, organization, and modifications for a particular audience.
 - ← Historically believed good reading comprehension leads to mastery of the conventions of written language. NOT true
 - ← Novice and poor writers need extensive practice with component writing skills in order to become proficient writers
- ↑ growing body of research regarding the connection of writing to critical thinking, oral language, and comprehension.
 - ← development of writing in three distinct modes—narrative, expository, and argumentative

Executive Function and Writing

- ↑ Strategize (select a topic)
- ↑ Initiate actions for a writing task (choose sources, gather information)
- ↑ Plan approaches (outline)
- ↑ Organize information (sequence and order details and evidence)
- ↑ Inhibit diversions
- ↑ Sustain tasks and motivation
- ↑ Assess outcomes against plans
- ↑ Institute needed changes (revise and edit)

Working Memory and Writing

- ↑ Writers use their working memory to simultaneously process multiple higher level cognitive tasks, more so than other skills.
- ↑ Both working memory and executive function require selective attention, as well as sustained and divided attention, span of attention, and the ability to shift attention (Singer & Bashir, 2004)

Types of Writing

- ↑ Narrative: relates events in sequence using transition words, such as first, next, then, and finally. First or third person.
- ↑ **Expository:** explains or informs by using the skills to define, discuss, criticize, list, compare, contrast, explain, justify, and summarize
 - ← compare-and-contrast composition
- ↑ Descriptive: varied and vivid vocabulary taps the five senses in order to effectively transmit experiences about people, places, things, and thoughts.
- ↑ Persuasive or pro/con or argumentative: convince a reader to adopt a certain point of view

The Writing Process

Four steps for writing assignments:

1. Planning and outlining
2. Drafting
3. Revising
4. Editing

Planning and Outlining

- ↑ Organize information and ideas systematically and sequentially
- ↑ Establish the topic, purpose, and audience
- ↑ Practice distinguishing between relevant, less essential, and nonessential details
- ↑ Main ideas and important supporting details can be best utilized once identified
- ↑ Linear outlines help writers see the overall structure of a paragraph or composition
- ↑ Outlines enhance the ability to link related ideas, and they help avoid repetitive or tangential information (Hochman & MacDermott-Duffy, 2015)
- ↑ Outline format helps the writer learn to include the topic/thesis sentence, details, and a conclusion

Revising and Editing

- ↑ Revision: clarification or alteration of the meaning or structure of a draft
- ↑ Editing: proofreading and correcting errors in grammar, punctuation, syntax, and spelling
- ↑ Proficient writers rework their drafts at least two or three times
- ↑ Goal should be compositions that flow smoothly, are properly organized, and maintain the reader's interest
- ↑ Teachers' comments and feedback should be explicit and plentiful
- ↑ Activities should include direct instruction, demonstrations, and group participation

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Revising/Editing Checklist

- ↑ Does your draft follow your outline?
- ↑ Is your topic sentence or thesis statement clearly stated?
- ↑ Are your supporting details clear and in order?
- ↑ Do the details support the topic sentence?
- ↑ Did you use different types of sentences?
- ↑ Do your sentences vary in length?
- ↑ Are there sentences that should be combined or expanded?
- ↑ Did you use transition words or phrases?
- ↑ Did you provide support or evidence using example and illustration sentences?
- ↑ Are your word choices repetitive? Vivid? Precise?
- ↑ Have you checked for run-on sentences? Fragments? Spelling, punctuation, or capitalization errors?
- ↑ Have you checked tense and number agreement?



Stages of Spelling (Moats, 2020)

- ▶ Preliterate/Emergent
 - ▶ Awareness that spelling involves making markings on a page intended to communicate language
- ▶ Semiphonetic/Letter Name
 - ▶ Letter names used to convey spelling of words
- ▶ Later Phonetic
 - ▶ Most sounds are represented accurately, with the exception of simplification of some blends
- ▶ Syllable Juncture
 - ▶ Spelling reflect emergent knowledge about orthographic patterns within words
- ▶ Derivational
 - ▶ Spellings are orthographically more accurate, with evidence of developing knowledge of morphological roots and affixes

Cognitive factors that influence reading and writing

- ▶ Attention
- ▶ Processing Speed
- ▶ Executive functioning
- ▶ Memory function
 - ▶ Short term memory
 - ▶ Long term memory
 - ▶ Working memory
 - ▶ Visual-spatial sketch pad
 - ▶ Phonological loop
- ▶ Other disorder may coexists with reading problems

Assessment of Reading and Writing

- ▶ Comprehensive, but individualized
- ▶ Cover all areas of literacy
 - ▶ Word Level Reading
 - ▶ PA
 - ▶ Phonics
 - ▶ Oral Reading Fluency
 - ▶ Linguistic Comprehension
 - ▶ Oral Reading Fluency
 - ▶ Vocabulary
 - ▶ Comprehension

Assessment of Reading and Writing

- ▶ Add additional assessments in specific areas of literacy weakness
 - ▶ i.e. if PA skills are weak on the TILLS and/or CTOPP 2, consider the PAST to look at phoneme manipulation with both accuracy/automaticity
 - ▶ Progress Monitoring assessments:
 - ▶ Not required to establish deficit areas
 - ▶ Necessary for intervention
 - ▶ Can be collected prior to the start of intervention or at the very beginning of intervention
 - ▶ Including progress monitoring assessments can be beneficial to giving specific points of beginning intervention.

Assessment of Reading and Writing

- ▶ Add assessments to support/explore related skills (as part of your assessment or referred to another professional)
 - ▶ Achievement
 - ▶ Executive Functioning
 - ▶ Attention and Memory
 - ▶ Attention surveys (i.e. Conners)
 - ▶ Other Language skills
 - ▶ Inferencing/predicting
 - ▶ Sequencing
 - ▶ Grammar/syntax
 - ▶ Narrative Retell
 - ▶ Sociocultural diversity factors

Teaching Reading and Writing

- ▶ Be cautious when reviewing and selecting reading practices that include the term research-based.
- ▶ Top down vs. Bottom Up
- ▶ Structured Literacy Approach
- ▶ Gradual Release Model
- ▶ “Early explicit, and systematic instruction in phonics, along with direct instruction in phonological awareness can prevent reading difficulties and can remediate reading difficulties.” (Kilpatrick p. 25)

Some information included in this presentation was obtained from TherapyEd
Nation Speech-Language Pathology Exam Review & Study Guide