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## Language and Literacy: A Collaborative Approach, Part 1

Angie Neal, MS, CCC-SLP

Moderated by:  
Amy Natho, MS, CCC-SLP, CEU Administrator, [SpeechPathology.com](http://SpeechPathology.com)



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## Language and Literacy: A Collaborative Approach, Part 1

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- **Presenter Disclosure:** Financial: Angie Neal was paid an honorarium by SpeechPathology.com for this presentation. Angie receives profits from speech/language therapy materials she has authored, and contributes various works to "TeacherPayTeachers" online publication. Nonfinancial: Angie is a Board Member of the International Dyslexia Association (SC).
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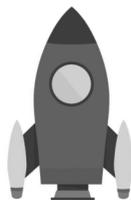
## Learning Outcomes

After this course, participants will be able to:

- Describe connections between spoken and written language.
- Explain key factors and perspectives to consider when using a collaborative approach.
- Describe evidence-based instruction as it relates to effective and efficient growth in reading development.

## Teaching Reading is Rocket Science (Moats, 2020)

*What school teams can learn from NASA...*



## What's Our Mission?

- In the United States over half the children have scored at the basic or below basic levels every time The National Assessment of Educational Progress (NAEP) has been administered (Seidenburg, 2017).
- The majority of all poor readers have an early history of spoken language deficits with 73% of second grade poor readers having poor phonemic awareness or spoken language problems in K5 (Scientific Studies of Reading, 1999).
- Atypical speech sound errors in preschool are predictive of school-age PA abilities; if more than 10% of the child's speech has atypical errors, the child is likely to have deficits in PA, reading, and spelling (Preston & Hull, 2012)

## Literacy IS Language

- What is literacy?
  - Literacy is thinking, speaking, reading, writing and listening.
- Teachers aren't teaching reading; they are teachers of language in the print modality.
- We read with our eyes, but the starting point for reading is speech (Seidenberg, 2017)
  - We don't read and write words. We read and write *sequences of symbols* that represent the *sequences of phonemes* in spoken words.
- We are biologically wired for *oral* language – not print.
- What's the difference between speech and print?

Q1

## Barriers to a Collaborative Approach to Literacy

**Barrier 1:** Each professional doesn't know what the other professional knows.

- 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)
- 29% of courses in early reading included 4 or 5 of these components (based on the course syllabus) and only 22% 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)
- Only 29% of faculty could accurately state the number of phonemes in the word "frogs" (NCTQ, 2015)

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## Barriers to a Collaborative Approach to Literacy

### Barrier 2: Evidence-Based Practices

- Evidence-Based Reading Instruction means
  - ... reading, writing, and spelling instruction that employs direct instruction of systematic and cumulative content, with the sequence beginning with the easiest and most basic elements, and progressing methodically to more difficult material.
  - ... a particular collection of instructional practices has a proven record of success. There is reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity with a particular group of children, the children can be expected to make adequate gains in reading achievement.
  - ... includes phonemic awareness, phonics, fluency, vocabulary, comprehension.

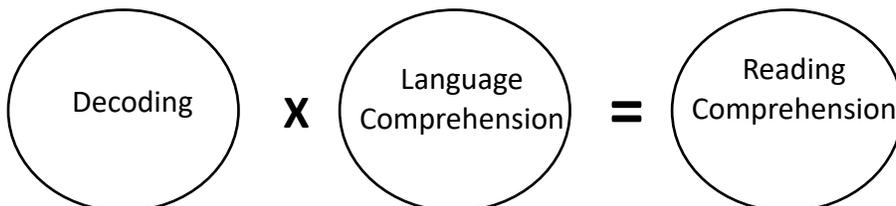
(Position Statement of the International Reading Association, 2002)

Q3

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## Science to Share

- Any well-founded educational intervention must be based on a sound theory of the causes of a particular form of learning difficulty, which in turn, must be based on an understanding of how a given skill is learned by typically developing children (Snowling & Hulme, 2011)
- The Simple View of Reading (Gough & Tunmer, 1986)



Q: "If you read it aloud to them, would they understand it?"

Q8

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# Science to Share

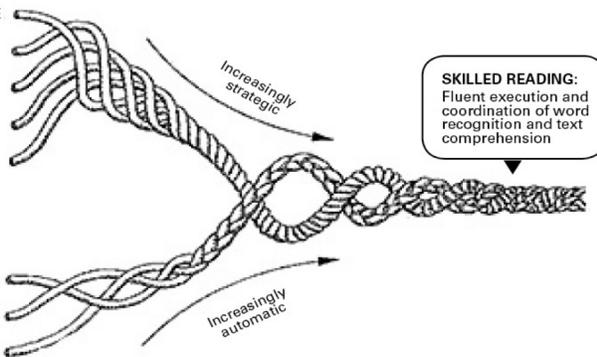
## The Many Strands that are Woven into Skilled Reading (Scarborough 2001)

### LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts etc)
- VOCABULARY (breadth, precision, links etc)
- LANGUAGE STRUCTURES (syntax, semantics etc)
- VERBAL REASONING (reference, metaphor etc)
- LITERACY KNOWLEDGE (print concepts, genres etc)

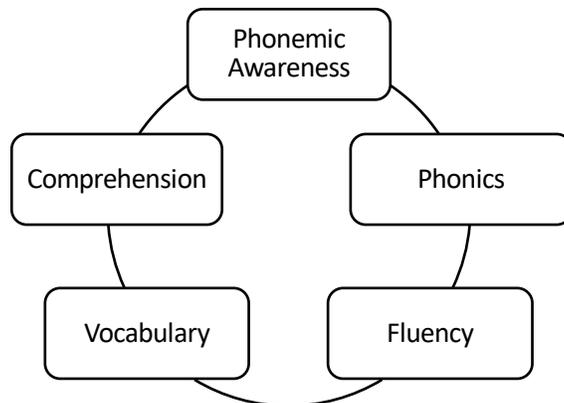
### WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes etc)
- DECODING (alphabetic principle, spelling-sound correspondence)
- SIGHT RECOGNITION (of familiar words)



# Science to Share

- The National Reading Panel (NICHD, 2000)



Q2

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## Why the National Reading Panel Findings are Important to Share

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,
- and reading comprehension strategies

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## What is Systematic and Explicit Instruction?

- Explicit, direct instruction that includes modeling and ample time to practice with guided feedback
- Phonological awareness instruction in PreK and K
- Phonological awareness instruction through the advanced levels for 2<sup>nd</sup> grade and above and/or for students who need it
- A systematic scope and sequence for teaching phonemes, phonics and morphology in a logical order going from simple to complex
- Starts with predictable correspondences and moves towards less predictable correspondences
- Includes more than basic phonics rules (ex. “u follows q”)
- Teaches how to apply grammatical morphemes to the end of words (ex. run to running/when to double the final consonant)

Q7

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## What is Systematic and Explicit Instruction? (contd.)

- Teaches the basic syllable shapes and how to divide them
- Teaches Greek and Latin roots because this helps explain both the meaning and the pattern for that sequence of letters
- Should help students understand and differentiate similar sounding, but different spellings (i.e. ‘fle for ful” endings, words that end in ‘ise, ize or yze”)
- Should teach common words from other languages that do not follow English phonics patterns such as yacht (dutch), debut (French) and khaki (Indian)

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## Systematic and Explicit Instruction is NOT...

- Give the word list on Monday and test on Friday without any instruction, explanation or directed practice
- Word lists that do not progress from simple to complex
- Word lists that are random (without an organizing concept)
- 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*
- Systematic and explicit instruction that stops after 2<sup>nd</sup> grade
- Sight words added to the end of a list vs. high frequency words within the pattern list

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## Evidence Tells Us What Is Effective AND Efficient

- For students who were provided explicit and systematic instruction... by the end of 1<sup>st</sup> grade the number of struggling readers was 75% lower than the comparison school (Shapiro & Solity, 2008)
- 90% of children with reading difficulties will achieve grade level in reading if they receive help by the first grade (Hall, S., 2009)
- 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** (NICHD) More importantly, the 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 nonsystematic phonics approaches. That difference is large enough that **it may prevent some students from future reading difficulties.** (Kilpatrick, 2015)

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## Why Is Evidence-Based Reading Instruction Needed?

In a class of 24 Kindergarten students...

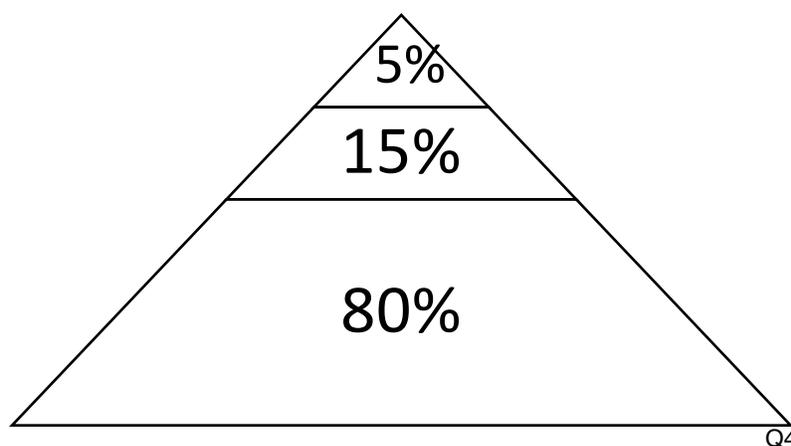
- How many will learn to read effortlessly? \_\_\_\_\_
- How many will learn easily with almost any instruction? \_\_\_\_\_
- How many need systematic and explicit instruction? \_\_\_\_\_
- How many need systematic and explicit instruction **with intensive repetition**? \_\_\_\_\_

Adapted from "Ladder of Reading", N. Young, 2017

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## Multi-Tiered System of Support (MTSS) Triangle



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## Questions for School Teams

1. How many students are in special education for reading?
2. At what grade are students being identified with reading difficulties?
3. How many students in special education for reading failed to make progress with intervention?
4. How long did the student spend in interventions?
5. How could tier 1 instruction be improved in order to prevent students from struggling with reading?
6. How many students are staffed out of special education on grade level for reading?
7. How many years does it take in special education to close the gap in reading?

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## *“World’s Best Cup of Coffee”*

Non-evidence based instruction isn’t happening because teachers lack integrity, commitment, motivation or they are choosing to ignore the evidence of what works in reading instruction.

**Non-evidence based approaches and curriculums are used because they don’t know the evidence and/or have been advised that this is what MUST be done**

(Seidenberg, 2017)

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## **Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents (ASHA, 2001)**

- 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 language as it relates to skills for reading and writing.....phonological, semantic, orthographic, and morphological awareness.

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## Collaboration

- Working on literacy skills with currently identified speech students
- Supporting and advocating for evidence-based tier 1 classroom instruction based on the research and evidence
- Collaborating with problem solving teams to support evidence-based tier 2 interventions
- Share what you know with educators and parents regarding language and pre-literacy development
- Create curiosity
- When you know better, you do better
- Science is not static

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## The Three Cues

- The first cue is a semantic or context cue where students are encouraged to guess what the word may be based on context or a picture (“Does it *make sense*?”)
- The second cue is a syntactic cue where the student is encouraged to guess a word that might make sense in that sentence (“Does it *sound right*?”)
- The final cue is the letter-sound cue where the student is instructed to look at the first and/or last letters and make a guess (“Does it *look right*?”)

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## The Three Cues (contd.)

Students who have difficulty with PA are more likely to over rely on meaning and structure cues because of their difficulties with print. They are more likely to look at the first letter in a word and guess.

This helps explain why some students can look “pretty good” in earlier grades when we ask them to read predictable texts with strong picture supports.

However, when they get to 3<sup>rd</sup> and 4<sup>th</sup> grade... there are less pictures, the sentences are more complex and the words are increasingly multisyllabic.

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## The Three Cues (contd.)

1. *Learning to Read: The Great Debate*. (Chall, 1967).
2. *Reading Research Quarterly*, 2(4), 5-142 (1967).
3. *Reading: A Psycholinguistic Guessing Game* (Goodman, 1967) *Journal of the Reading Specialist*: Vol. 6, No. 4, pp. 126-135.
  - This paper rejected the idea that reading is a precise process that involves an exact perception of letters or words. Instead, the argument is that readers make predictions about what they read based on three cues.
  - Marie Clay

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## The Three Cues (contd.)

- We can't guess words we aren't familiar with
- Working memory and cognitive load
- The Three Cues became the foundation for the approach to teaching reading in the 1980s referred to as the "whole language" approach.
  - Whole language is a philosophy based on the idea that learning to read English comes naturally to humans in the same way that learning to speak develops naturally
  - In a whole language approach, the focus is on making meaning in reading and expressing meaning in writing
  - Whole language follows a *constructivist* approach to creating knowledge
  - Whole to part approach to instruction

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- Poorer readers, not the more skilled readers, are more reliant on context to facilitate word recognition (Stanovich, 2000)
- 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 cue system has been found to work for skilled readers only 25% of the time (Hempenstall, 2002; Turner & Chapman, 1998)
- 52% of students use a word-based strategy to figure out an unfamiliar word (i.e. sounding it out), 34% use a text-based strategy (psycholinguistic guessing i.e. read it again, look at the picture, guess) ... the rest are not able to articulate the strategy they use. By the end of 3<sup>rd</sup> grade, students who used a word-based strategy outperformed the text-based strategy in every reading measure including comprehension (Kilpatrick, 2015)

Q10

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## Research on the Three Cues

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- Proceed with caution!
  - Meet people where they are
  - Flip the three cues
    - Start by sounding out ALL of the letters and blending them to form the word, then make sure the word works in the sentence and finally check it with the picture.
- Information shared in this workshop about programs or approaches are meant to help teams be aware of what information may not be taught and/or may not be taught systematically and explicitly which may therefore need supplemental instruction as well as inform professionals regarding any limitations as noted by the research so that teams may proceed using evidence-based approach to effective and efficient reading instruction.

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## Running Records

- Running records are a subjective and formative assessment that is individually administered on a frequent basis which provides a graphic representation of a student's oral reading and identifies patterns of effective and ineffective *strategy* use.
- This method was developed by Marie Clay, the originator of Reading Recovery, and is similar to miscue analysis, developed by Kenneth Goodman.
- Through a running record, teachers obtain:
  - Information about a student's use of reading strategies
  - Information about a student's self-monitoring
  - An accuracy rate
  - An error rate
  - A self-correction rate

Q6

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## Reading Miscue Inventory (RMI) and/or Meaning, Structure, Visual (MSV) Analysis

- Reading errors are coded as...
  - M: If the error was based on meaning
    - M = Meaning (i.e. reading "pony for horse")
  - S: If the error was based on structure
    - S = Structure (i.e. reading "jumps" instead of "jumped")
  - V: If the error was visual
    - V = Visual (i.e. reading the word "even" as "every")

Q: What do these errors tell you about what skills are in need of remediation?

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## Reading Recovery (RR)

- RR is for the bottom 20% of *first grade* students with the top 10% (out of that 20%) receiving intervention first
- Each session has six core activities within a one-on-one, thirty minute lesson over the course of 12-20 weeks
  1. Reading familiar books
  2. Re-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

## Studies of Reading Recovery

- An Evaluation of the Four-Year i3 Scale-Up (2016)
  - The i3 study was *not* designed to demonstrate that Reading Recovery was better or worse than any other intervention
  - There was no effort to prevent bias
  - The actual lowest achieving students (special education students, students retained in first grade, and others) were systematically excluded from Reading Recovery instruction (Cook, Pamela; Rodes, Deborah R.; Lipsitz, Kay L., 2017)
  - Reading Recovery results in only about a 3 standard score point improvement (Slavin, Lake, Davis & Madden, 2011)
    - Highly successful programs/approaches have an average of 12-25 standard score point improvement in word identification skills (Kilpatrick, 2015)
  - Not significant long-term effect on students' reading skills (Cook, Pamela; Rodes, Deborah R.; Lipsitz, Kay L., 2017)

## Leveled Literacy Intervention (LLI)

- Leveled Literacy Intervention by Fountas & Pinnell
  - Does not adequately address the phonemic awareness deficiencies found in most struggling readers ... (and) is based on the three cueing systems (Kilpatrick, 2015)
- In the first set of leveled books... (Clarke, A. 2017)
  - There are 79 different mixed levels of phoneme-grapheme correspondences
  - Four-letter spellings (i.e. "eigh" in "neigh")
  - Different pronunciations of "a" in "waking" and "quack"
  - Unusual spellings like the "aa" in "baa"
  - Consonant blends and two-syllable words
- The goal should not be to move from a "level A to a level B", but what skill(s) does the student need to master in order to move from "A to B"?

## Studies of LLI

- As of 2015 there were no studies of LLI in a published peer-reviewed journal
- The study was *not* designed to demonstrate that LLI was better or worse than any other intervention
- There was no effort to prevent bias
- The study was funded by the publisher who also controlled where it was published
- Effectiveness was measured using the Observational Survey (the assessment tool written for LLI) and the DIBELS
- What Works Clearinghouse finds positive effects in general reading achievement when using LLI. However...
  - Only two studies were found to be valid and reliable
  - Out of the four domains studied in the research, only one had positive effects

## Readers Workshop

- Readers Workshop...
  - guides students to choose their own “just right” books
  - significant amounts of time is allocated for them to read independently
  - when children spend more time reading, they become better readers
  - with a little guidance and encouragement from a teacher, students can discover joy in reading
- Assumptions
  - Children arrive at school with a good foundation of oral language, phonemic awareness and phonics
  - *Strategy* instruction
  - Children learn to read in different ways (...they don't)

## Readers Workshop and Guided Reading

- Readers Workshop is approximately 90 minutes allocated somewhat as follows:
  - Whole class mini-lesson for 10-15 minutes (the focus is generally a **strategy**)
  - Independent reading for 30-40 minutes
  - Individual conferencing
  - Guided reading – a continuation of the **strategy** instruction, but with each group using a book from their “**level**”
    - In guided reading, if kids are reading leveled texts and they have been taught using the three cues, they are less likely to have the decoding skills necessary to read the words. Subsequently, the more they struggle *with* decoding, the more cognitive load is taken up *for* decoding which then impacts comprehension.

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## Balanced Literacy vs. Structured Literacy

- Balanced Literacy is a “philosophical orientation that **assumes** reading and writing achievement are developed through instruction and support using various approaches that differ by level of teacher support and child control” (Fountas & Pinnell, 1996)
- The Three Cues system is a foundational piece of balanced literacy
- Structured literacy means **explicit and systematic** teaching that focuses on
  - Phonological awareness
  - Word recognition
  - Phonics
  - Decoding
  - Spelling
  - Syntax
 (Lorimor-Easley & Reed, 2019)

Q5

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## Balanced Literacy vs. Structured Literacy (contd.)

- Balanced Literacy –
  - Use of word analogies
  - Picture and context cues
  - Focus on shared reading, guided reading, independent reading
  - Exposure to high-quality literature
  - Appropriate for students who readily internalize the patterns of language
- Structured Literacy -
  - Deeply rooted in the sounds of language and systematically introducing the letter/letter combinations that represent each of the 44 sounds
  - Avoids assumptions
  - Appropriate for ALL learners
  - Built on a scope and sequence

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Thank you!

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