



Literacy Development

Charlotte Enns
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Objectives

- Model of Literacy Development
- Pre-Literacy and Early Literacy
- Theory of Reading
- Importance of Phonological Awareness
- Applications for Deaf Learners

Model of Literacy Development

The Child

- Cognitive functioning
- Physical abilities
- Socio-emotional development
- Language skills
- Temperament
- Health

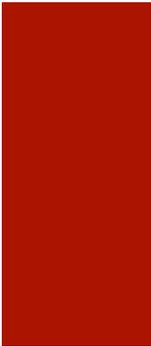
The Home

- Cultural values
- Family relationships
- Stimulation
- Learning opportunities
- Life experiences

The School

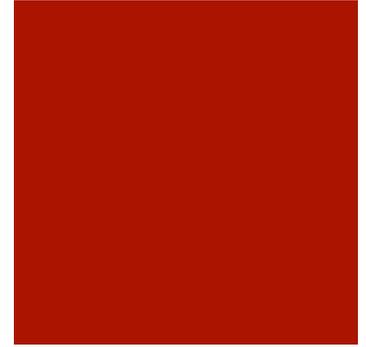
- Book experiences
- Meaning making through print
- Engaging the child to learn

Families Play a Vital Role



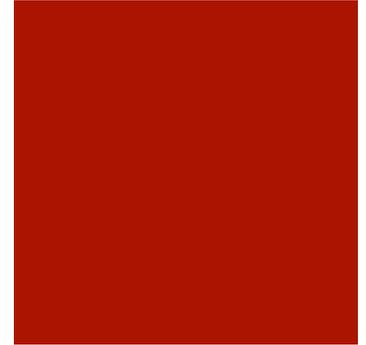
- Self-esteem - the better children feel about themselves the more they can learn
- A shared communication system between parents and children is vital
- Positive attitude to print - model reading and writing in your everyday lives
- Read regularly with your children - read with feeling, and connect stories with personal experiences
- Make your own books using photos from shared family experiences
- Equip your home a closed caption decoder (for the television)

Early Reading and Language Learning



- Provides young children with the pre-literacy and language skills that facilitate success in learning to read and write once they enter school (formal reading instruction)
- Helps children view reading as pleasurable and grow into life-long readers
- Provides literacy socialization:
 - Literacy artifacts
 - Literacy events
 - Types of knowledge gained from literacy experiences

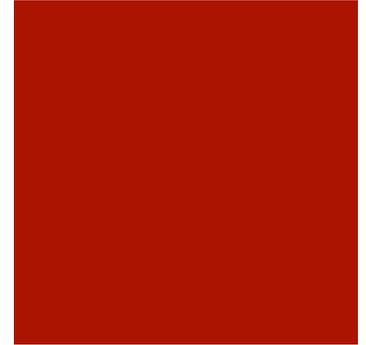
Stages of Reading



- Learning to love books
- Enjoying the meaning of books
- Learning how books work
- Discovering that print has meaning
- Memorizing books
- Rehearsing books

- Recognizing the words
- Developing fluency
- Reading independently

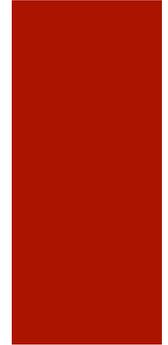
Effective Strategies for Book Sharing



- Choice - allow the child to pick the books you read.
- Talk about the different parts of the book such as front, back, title, author, beginning, and end.
- Let the child hold the book and turn the pages. Show them how to turn one page at a time.
- Read slowly (but don't drag it out!)
- Vary your voice by using lots of intonation and stress (vary your signing by altering the size and shape of signs and adding expression).
- Talk about the story; relate it to the child's own experiences.
- Repeat what the child says/signs; add words/signs to make a full sentence (e.g., Child says "Truck", Adult says, "Yes, it's a big truck")
- Keep it fun - stop when the child looks bored or loses interest.
- Praise attempts to read - tell children they are readers!

Adapted from Robertson, S. & Davig, H. (2002). *Read with me! Stress-free strategies for building language and literacy*. Thinking Publications.

Shift from *Reading Readiness* to *Emergent Literacy*



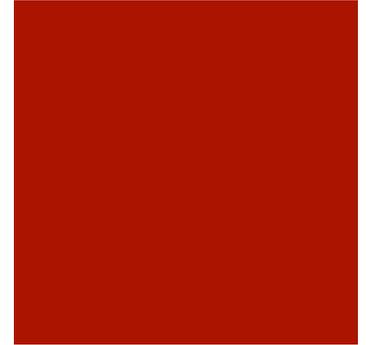
Reading Readiness

- Initial instruction should begin with a series of prerequisite skills
- Writing postponed until children are able to read
- Assumes spoken language (face-to-face language) should precede reading and writing instruction

Emergent Literacy

- Spoken/signed language, reading and writing develop together
- These skills mutually reinforce each other as they develop
- Emphasis on a literate environment and exposure to language in face-to-face and print form

Simple View of Reading

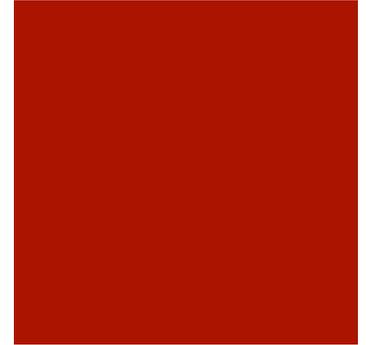


Reading = Decoding + Comprehension

- Decoding - attending to specific information in the text and linking it to concepts
- Comprehension - integrating background knowledge, context, experiences, and inference to bring meaning to the reading material

Based on Hoover & Gough, (1990). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, 2, 127-160.

Decoding without Comprehension



It was the larky samquist when I gluzzed for gymloc. My fistum was clavving like a porstal dibbit, and the wapstor chubbed kippily as the jab vopped in histers. "The icobostabs are lipsy and savmotobic," said the glived wapstor stibbing by the bink. "Why can't you reth and estel it?" I asked. "Because you don't nobble and ubber enough, and anyway you are an ostimacious zoppit." So I spivvaled him, and zoved in my fistum, tutting the jab vop.

What (and why) do you know:

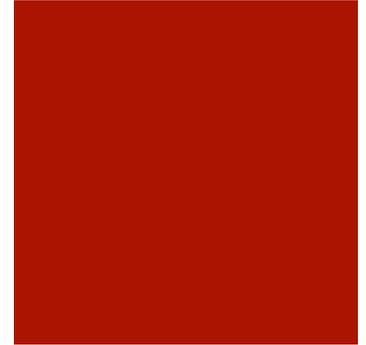
- When did the speaker gluzz for gymloc?
- Who chubbed as the jab vopped in histers?
- What is the condition of the fistum?
- Where was the wapstor stibbing?
- Why couldn't the wapstor reth and estel it?
- List the verbs and adjectives.
- What kind of a word is "kippily"?

Three Cueing Systems

- Graphophonic Cues
- Syntactic Cues
- Semantic Cues

Decoding is facilitated primarily through graphophonic and syntactic cues

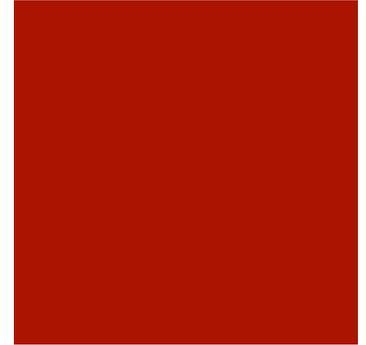
Application of Model to Deaf Learners



- Perceptual Analysis
 - Visual input (signing) can replace auditory input (speech) to facilitate visual analysis which results in phonological representation in signed language
- Word Recognition
 - The lexicon must include word meanings that are linked to both visual phonological representations and visual print representations
- Discourse-Level Processes
 - Experiences in both sign and print can contribute to sentence/text level processing

Note: Learning to read often involves learning a new language for deaf readers.

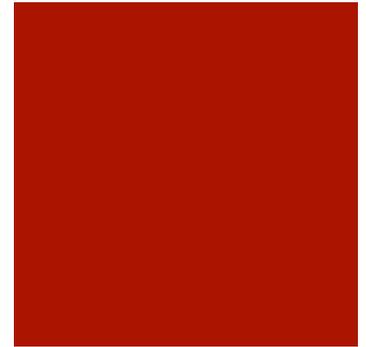
Phonological Processing as a Fundamental Skill for Reading



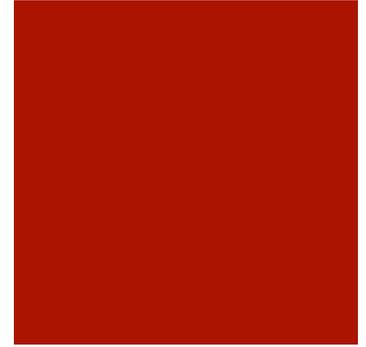
- The human brain is biologically equipped to detect phonological patterns
- Rich, redundant phonological input is required to develop phonological representations
- Speech and signed input can function in similar ways to facilitate phonological processing
- Phonological representations organize the lexicon and help access and activate word meanings when linked to words in print
- Current research predicts these same functions can be facilitated by linking signed phonological representations with word meanings

Word Recognition Tools (Non-auditory)

- Use the words around it
- Use the first letter
- Guess and go on
- Put another word in its place
- Use picture clues
- Go back and reread
- Look it up in the dictionary
- Skip the word and keep going
- Ask a friend
- Think of a word that makes sense

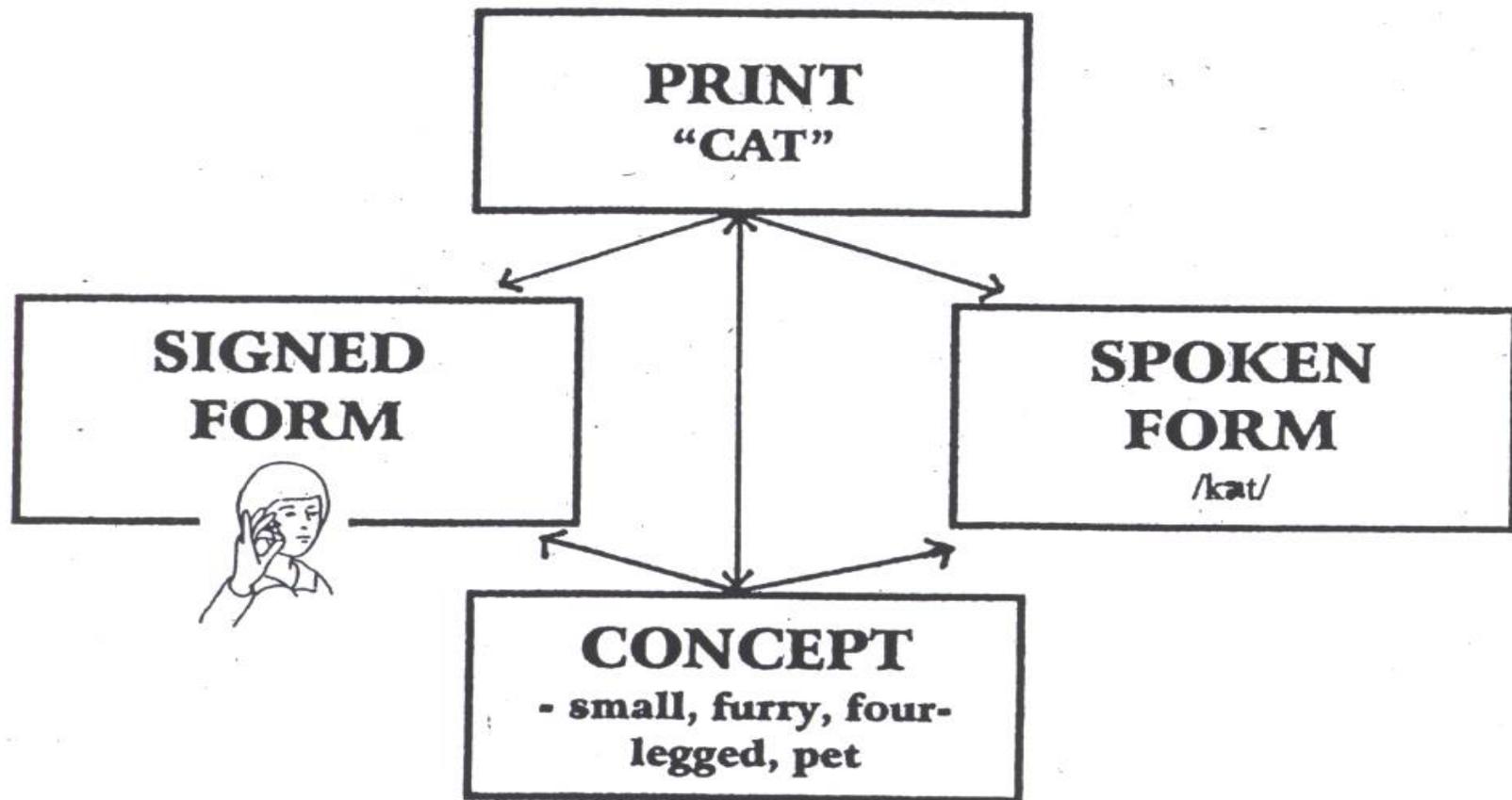
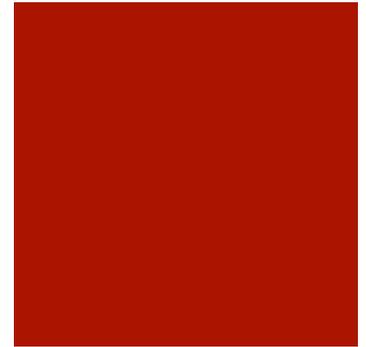


Strategies to Facilitate Graphophonic Cueing

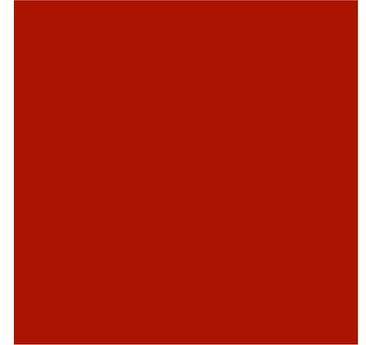


- Sight words
- Orthographic patterns
- Sound-letter associations
- Symbol (fingerspelling)-letter associations
- Analyzing word parts

Linking Meaning to Print



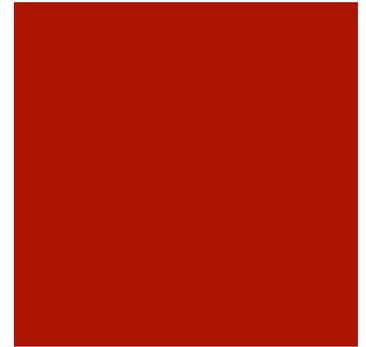
Strategies to Facilitate Syntactic Cueing



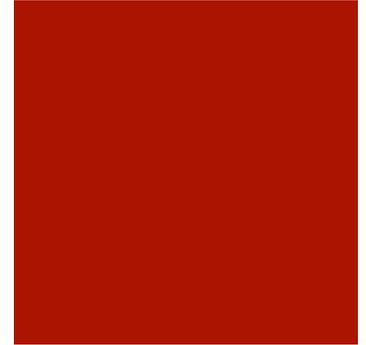
- Word structure (grammatical categories and markers, compound words, prefix/suffix)
- Sentence structure (statements, questions, negatives, simple and complex)
- Text structure/organization (story grammar, beginning - middle - end)
- Punctuation (phrases, sentences, dialogue)
- Locating information through questioning (who, what, where, when, why)

Text Processing

- Comprehension in context
- Semantic cues
- Text structure/genres
- Inferencing
- Predicting
- Synthesizing



Making Reading Meaningful for Deaf Children



- Providing rich, redundant orthographic input
 - Spelling patterns
 - Word families
 - Parts of words
- Expanding vocabulary
- Building background knowledge and experiences
- Developing linguistic skills and metalinguistic awareness
- Teaching through interpretation of text
- Presenting books and stories

Comprehension

The baby **kicked** the ball.

The punter **kicked** the ball.

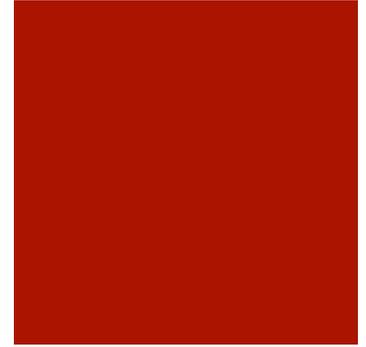
The golfer **kicked** the ball.

Comprehension involves using the semantic cueing system and cognitive processes that go beyond the words on the page to make meaning (synthesis, inference, prediction).

Strategies to Facilitate Semantic Cueing

- Pre-Reading (pictures, title, topic)
- Context (surrounding words, cloze, multiple meanings)
- Extending Meaning (associated actions, figurative expressions, role play)
- Building Relationships (cause-effect, sequences, comparisons)
- Language Experience Stories (common experience, link to conversation)
- Novel Studies/Literature Circles (discussion)

Strategies to Facilitate Predicting and Inferring



- Predictable Materials (repetition/rhythm, patterned books, wordless books)
- Questioning (predict, infer, interpret, estimate, hypothesize)
- Modeling (think-aloud, prediction webs)
- Inference clues (word and syntactic level)

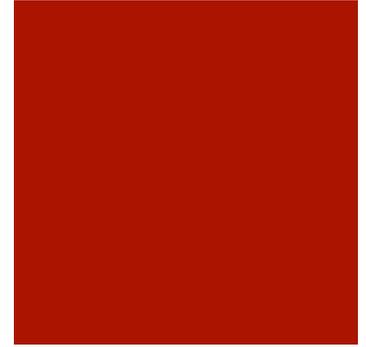
Example: Inference

Today was Jack's birthday. Janet and Penny went to the store. They had to get presents. "I will get a top," said Janet. "Don't do that," said Penny. "Jack has a top. He will make you take it back."

Text Structures

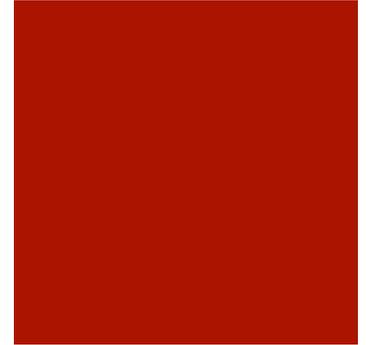
	Narratives	Expository
Point of view	1st or 3rd person	“all knowing”
Purpose	Entertain	Inform
How accomplished?	Telling the story	Stating the content
Sequencing	Events in sequence	Not specific
Content	Problems and solutions	Comparisons and details
Reading speed	Quickly	Slower
Reader’s task	What does it really mean?	What does it really mean?

Teaching Through Interpretation of Text



- Balance between explicit and naturalistic teaching methods
- Reading for meaning and for the purpose of communication
- Strategy use - rhetorical questions, stepping into character, repetition, summarizing, explaining before labeling
- Conceptually accurate translations (not literal)
- Multi-modal presentations of language - pictures, print, signs, speech

Conclusions



- Like all readers, deaf children must learn to both decode and comprehend
- For decoding, this means attending to and analyzing the print on the page (using cueing systems – graphic, syntactic, semantic)
- For comprehending, this means using background knowledge and experiences to synthesize, infer, predict, and make meaning
- Many strategies are available to both teachers and students to ensure that deaf children develop into successful readers