

Early Literacy Essentials and the SLP: Practical Intervention and Consultation Strategies That Work In The Schools

SPALS Conference

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What Do We Know?

The literacy achievement of students is directly correlated to these two things...

1. The number of **educators** who understand the sequential skill development of reading and know how to teach kids the necessary skills to become **fluent readers**.
2. A school's capacity to transition from the **discrepancy model** and replace it with model emphasizing **early intervention**, **frequent progress monitoring** and increasingly intensive research based instruction and **interventions**.

From Theory to Reality

- **Systematic Process** for periodically screening all students K-6 to
- **Procedures to provide** data informed intervention & classroom instruction.
- **Progress Monitoring** to ensure instruction is working.
- **Highly qualified** educators.

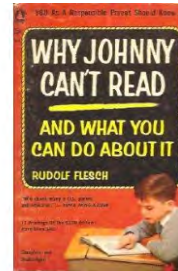


Sort Words Into 4 Columns

From **Easiest** to Decode
to
Most **Difficult** to Decode

What Do We Know?

- Poor readers at the **end of first grade** are at very significant risk for long term academic difficulty.
- **Proactive** v. Reactive
- Prevention v. **Remediation**



Published 1955

Slate Ridge Elementary School Reynoldsburg City School District

- K-4
- 526 Students
- 239 Caucasian (45%)
- 287 Minority (55%)
- 50% Free and Reduced Lunch Program



The Reality We Face

"The most expensive burden we place on society is those students we have **failed to teach to read well**. The silent army of low readers who move through our schools, siphoning off the lion's share of resources, emerge into society as adults lacking the **single prerequisite** for managing their lives and acquiring additional training. They are chronically unemployed, underemployed, or unemployable. They form the **single largest** identifiable group of those whom we incarcerate, and to whom we provide assistance, housing, medical care, and other social services. They perpetuate and enlarge the problem by creating **another generation** of poor readers."

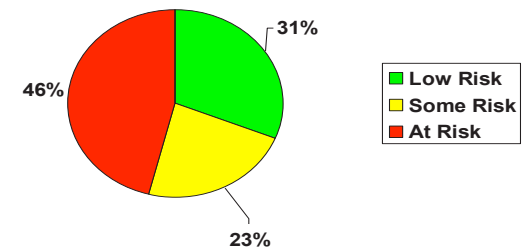
We Must Discard The Wait To Fail Model

- The curricula **cannot** be responsible.
- The adults **cannot** be responsible.
- What does **that** leave us?

The student must
have a disability!

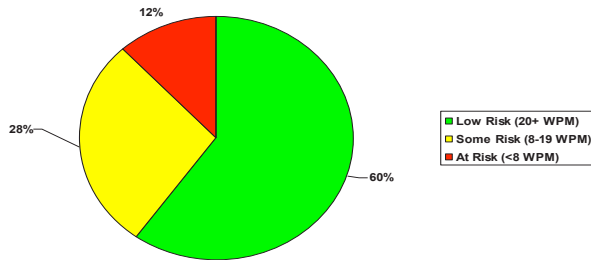


Risk Level for Literacy Failure



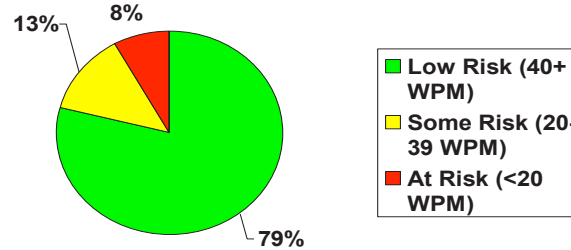
Slate Ridge Elementary
1st Grade September 2005

Oral Reading Fluency



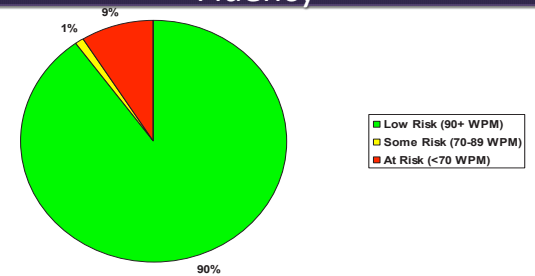
Slate Ridge Elementary
1st Grade January 2006

Oral Reading Fluency



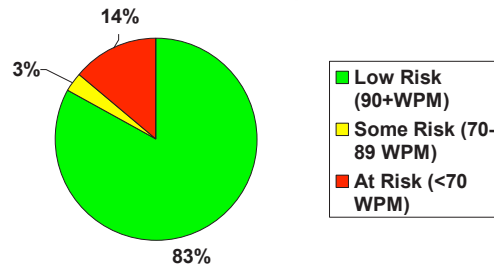
Slate Ridge Elementary
1st Grade May 2006

Oral Reading Fluency



Slate Ridge Elementary 2nd Grade
May 2007

Oral Reading Fluency



Slate Ridge Elementary 2nd Grade
Including New Students

Big Five Ideas In Reading

1. Phonemic Awareness*
 - Basic Code
 - Advanced Code
2. Alphabetic Principle*
 - Basic Code
 - Advanced Code
3. Fluency*
4. Vocabulary
5. Comprehension

(14 of 72)



Sub-skills Necessary to Reading

Information obtained from "Reading Reflex" by Carmen and Geoffrey McGuiness.

1. Ability to scan text from left to right.
2. Ability to match visual symbols to auditory sounds, such as the symbol <t> = the sound / t/.
3. Ability to blend discrete sound units into words.

Subskills Necessary to Reading

(Continued)

4. Ability to segment words into sounds.
5. Ability to understand that sometimes two or more letters represent a sound.
6. Ability to understand that most sounds can be represented in more than one way.
7. Ability to understand that some components of the alphabetic code can represent more than one sound.

Advanced Alphabetic Code

Code Variation:

Goat, Toe, Row, Dough, Most, Note

Code Overlap:

Cow Tow Steak, Read, Bread

Duwayne's Work Sample

List One

Tap – Tap
Rub – Rub
Sat – Sat
Flip - Flip
Stamp - Stamp
Skip - Skip
Drops- Drops
7/7 = 100%

List Two

Boat – Boot
Toe - Tow
Said - Said
Steak - Stack
Snow - Sno
Dough - Dow
Through – Therw
1/7 = 14%

Elizabeth's Work Sample

List One

Tap – Tap
 Rub – Rub
 Sat – Sat
 Flip – Flip
 Stamp – Stamp
 Skip – Skip
 Drops – Drops
7/7 = 100%

List Two

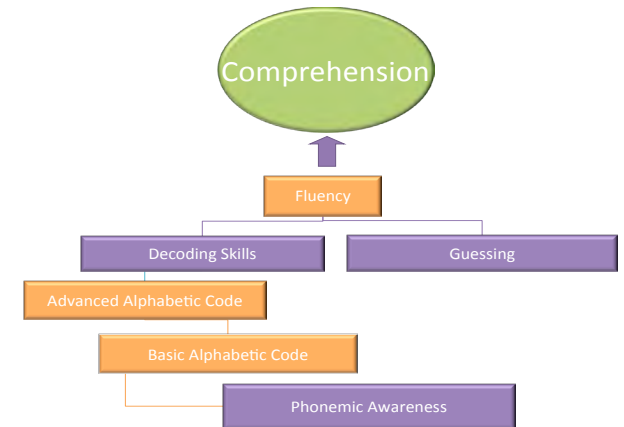
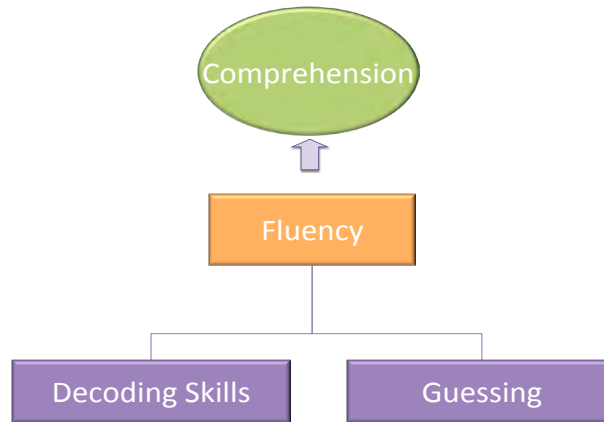
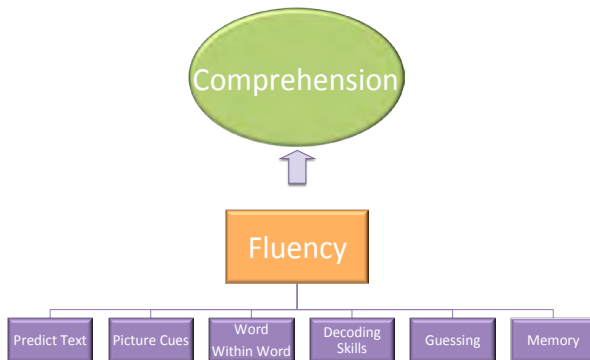
Boat – Bout
 Toe – Teo
 Said – Said
 Snow – Snow
 Dough – Dow
 Steak – Stacke
 Through – True
2/7 = 29%

Duwayne 6th Grade

Reading Errors
 Inviting
 Microorganisms
 Optimized
 Purified
 Require
 Alternatives

Word Sort Answers

tic	taps	boat	limits
tip	stop	said	insist
hit	stamp	show	temper
map		snow	mention
tap		great	
		steak	
		dough	
		through	



Activities and Consultation Strategies at Work

www.readingresource.net

1. Advanced Code & Multi-Syllabic Words
2. Reading Fluency
3. Basic Code
4. Phonemic Awareness

Activities and Consultation Strategies for Advanced Code

- Advanced Code Flash Cards
- Fluency Builders
- Reading Games
- Mapping
- Mini Poster Templates
- Reading A-Z Decodable Books
- Flip Chart and Desk



Advanced Code Flash Cards



Fluency Builders

The

The **note**

The **note** from M**oe**

The **note** from M**oe** said

The **note** from M**oe** said to

The **note** from M**oe** said to go

The **note** from M**oe** said to go **home**.

Reading Games

- Flip It Down
- Flower Game
- Cars Uno
- Long Vowel Games

www.readingresource.net/reading-games.net

Mini-Poster Templates & Student Desk Reference



Decodable Text

Goats Go Slow

www.readamerica.net

www.readinga-z.com

Goats go slow. They can't help it, but it is so. If you have a goat that you want to go fast, there is something that you need to know.... Goats go very, very slow!

Repeated, Echo, & Recorded Reading Individual, Small, Whole Group

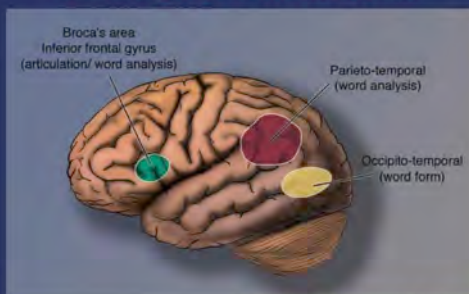


Causes of Dyslexia *Simplified*

Neurological – Classic dyslexic born with a neurological glitch in his posterior reading system.

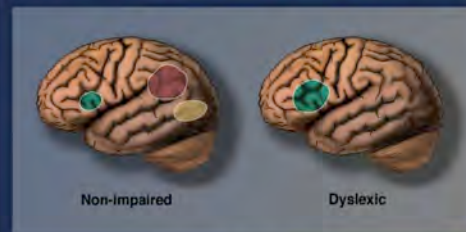
Environmental – Reading struggles the result of poor instruction, disadvantaged language environment, etc

Reading Systems in Brain



© Sally Shaywitz, *Overcoming Dyslexia*, 2003

Neural Signature for Dyslexia: Disruption of Posterior Reading Systems



© Sally Shaywitz, *Overcoming Dyslexia*, 2003

Flags for Specific Learning Disability

Woodcock-Johnson

Visual Auditory
Learning

Retrieval Fluency

Rapid Picture Naming

Phon. Processing

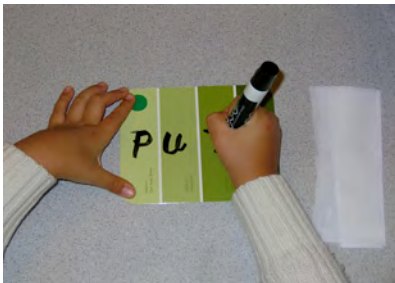
CTOPP

Rapid Naming

25 Words Make Up 33% of the Words You Read!

the	I	he	with	on
and	in	you	her	at
a	was	for	she	have
to	that	had	his	but
of	it	is	as	me

Paint Samples Small/Large Group



Multi-Syllabic Flash Cards

- 107 words make up over 50% of the words you read!
 - 930 words make up 65% of the words you read!
 - 5,000 words make up 80% of the words you read?
 - 13% of words occur only once in one million words
- (Zeno et al., 1995)

Quiz, Quiz, Pass Reading Games Small Group/Centers



Activities and Consultation Strategies for Basic Code

- Paint Samples
- Quiz, Quiz, Pass!
- Reading Games
- Roll-a-Word
- Reading A-Z
- Decodable Books



Basic Code Stories

PEG THE HEN

www.starfall.com

www.readinga-z.com

Peg is a red hen. Peg gets set to go. Peg gets in a jet. The jet is fast. Peg gets wet. The jet gets into a web. Peg falls and falls. Peg falls into bed.

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