Language and Literacy

Foundations For The Future

Patsy Pierce, Ph.D.
piercep@med.unc.edu

Linzy Abraham, M.S., CCC-SLP, ABD
Linzy_abraham@med.unc.edu
Oral and Written Language

• 40% of preschool children with language impairments develop significant literacy learning difficulties (Aram & Nation, 1980) even if their delays appear to have been resolved by age 5 (Scarborough, 1990; 2002).

• Approximately 90% of individuals with severe communication impairments experience significant literacy learning difficulties (Koppenhaver & Yoder, 1992).

• No person of any age is too physically, too cognitively, or too communicatively impaired to benefit from experiences with written language (Center for Literacy and Disability Studies).
Major approaches in the literacy development continuum

• Emergent (Clay, 1966; Sulzby & Teale, 1991; Morrow, 2005)
  – Adults modeling literacy behaviors
  – Literacy rich environment
  – Oral language

• Evidenced-based Reading Research (EBRR) (Adams, 1990; Snow, Burns, & Griffin, 1998)
  – Phonological awareness
  – Alphabet knowledge
  – Oral language
Oral and Written Language

- Develop concurrently
- Assist in each system’s development
- Share the same basic sound system (phonemes)
- Share the same basic rule system (morphemes and syntax)
National Early Literacy Panel (Lonigan, 2004)

- Receptive/expressive vocabulary, syntax development and narrative retelling predicts written language comprehension;
- Phonological awareness and letter naming ability predicts written language decoding skills;
- Vocabulary has positive impact on phonological awareness.

(Lonigan presented these results at a conference in 2004)
Oral and Written Language Development

Speaking/AAC

Reading

Writing

Listening
What does it look like?

- Foundations: Early Learning Standards for NC Preschoolers and Strategies for Guiding Their Success
- Language and Communication Domain:
  - Receptive Language
  - Expressive Language
  - Foundations for Reading
  - Foundations for Writing

http://www.ncpublicschools.org/success/
Foundations for Reading

- Motivation
- Book and Print Awareness
- Phonological Awareness
- Vocabulary and Comprehension
- Alphabet Knowledge
- Alphabetic Principle
  - (Activity #1)
Receptive Language

Children begin to...

- Understand increasingly complex sentences, including present, past and future tenses.
- Understand and use a growing vocabulary.
- Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations.
- Consistently respond to requests for information or action (e.g., respond to questions and follow one- and two-step directions.)
- Comprehend and use language for multiple social and cognitive purposes (e.g., understand and talk about feelings, ideas, information and beliefs).
- Develop familiarity with sounds in words (e.g., listening to, identifying, recognizing, discriminating).
- Understand that people communicate in many ways, including through gestures, sign language, facial expressions and augmentative communication devices.
Expressive Language

Children begin to...

- Use verbal and non-verbal language (gestures, devices, signs and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings and to relate personal information and experiences).
- Use language as a part of pretend-play to create and enact roles.
- Use language to establish and maintain relationships.
- Initiate and engage in conversations.
- Describe experiences and create and/or retell simple stories.
- Ask questions and make comments related to the topic of discussion.
- Communicate messages with expression, tone and inflection appropriate to the situation.
- Use increasingly complex and varied language structures, sentences and vocabulary.
Children begin to:

- Show an interest in books, other print & reading-related activities, including using & sharing books & print in their play.
- Enjoy listening to & discussing storybooks, simple information books & poetry read aloud.
- Independently engage in reading behaviors (e.g., turning pages, imitating adults by pointing to words, telling the story).
- Independently engage in writing behaviors (e.g., write symbols or letters for names, use materials at the writing center, write lists with symbols/letters in pretend-play, write messages that include letters or symbols).
- Show preferences for favorite books.
- Use books that communicate information to learn about the world by looking at pictures, asking questions and talking about the information.
Foundations of Reading: Vocabulary & Comprehension

Children begin to:

- Develop knowledge about their world — what things are and how they work — and use this knowledge to make sense of stories and information books.
- Discuss books by responding to questions about what is happening in stories & predicting what will happen next.
- Relate personal experiences to events described in familiar books.
- Ask questions about a story or information in a book.
- Imitate the special language in storybooks & story dialogue — repetitive language patterns, sound effects, and words from familiar stories — use it in retellings & dramatic play.
Children begin to:

• Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels and signs).
• Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn).
• Pretend to read familiar books in ways that mimic adult reading.
• Hold a book upright while turning pages one by one from front to back.
• Occasionally run their finger under or over print as they pretend to read a familiar book.
• Understand some basic print conventions (e.g., concept of letter, concept of word).
• Learn to identify their name and the names of friends.
Foundations of Reading: Alphabet Knowledge

Children begin to:

• Know that letters of the alphabet are a special category and are different from pictures and shapes.

• Recognize and name some letters of the alphabet, especially those in their own name and in the names of others who are important to them.
Foundations of Reading: Alphabetic Principle

- Children begin to:
- Understand that letters function to represent sounds in spoken words.
- Make some sound-to-letter matches, using letter name knowledge (e.g., writes “M” and says “This is Mommy”).
Foundations of Readings: Phonological Awareness

Children begin to:

• Enjoy listening to songs, poems and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.

• Enjoy and repeat rhythmic patterns in poems and songs through clapping, marching or using instruments to beat syllables.

• Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words.

• Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound).
Foundations of Writing

Children begin to:

• Use a variety of writing tools and materials (e.g., chalk, finger paint, clay, computers).
• Use a variety of writing in their play and for a variety of purposes (e.g., labels, lists, signs).
• Represent thoughts & ideas through drawings, marks, scribbles & letter-like forms.
• Learn how to tell their thoughts for an adult to write.
• Play with writing letters & mastering conventional letterforms, beginning with the first letter of their name.
• Use known letters & approximations of letters to write their own name.
• Attempt to connect the sounds in a word with its letterforms.

video. – Sharing Books with Babies (first 7 minutes)
What is the SLP’s Role?

- Prevention
- Identification
- Assessment
- Intervention
- Collaboration, Advocacy, Leadership, Research

- [www.asha.org](http://www.asha.org) – documents and resources
What is the SLP’s Role?

• Prevention
  - provide children with emergent literacy learning experiences
  - modify conditions which may potentially place a child at risk for difficulties with literacy development
  - assist children in acquiring knowledge of language system – appropriate for their age
What is the SLP’s Role?

- Identification
  - assist teachers in recognizing symptoms of literacy learning difficulties
  - monitor children who currently receive speech-language intervention
  - collaborate with teachers to develop screening and referral process
What is the SLP’s Role?

• Assessment
  - select/recommend assessment materials and methods
  - provide authentic assessment of reading and writing using a variety of methods
  - offer appropriate adaptations/accommodations in the assessment process
What is the SLP’s Role?

• Intervention
  - input regarding service delivery
  - collaborate to establish goals and intervention activities
  - individualized intervention for students as needed
  - include students with disabilities in classroom literacy experiences
What is the SLP’s Role?

- Collaboration, Advocacy, etc.
  - advocate for students with literacy and communication disorders
  - collaborate with teachers & other providers to provide inclusive learning opportunities
  - conduct or participate in research
  - consultation with colleagues
  - develop new strategies and materials
Time for a break!