Literacy Staff Development 2014

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Literacy acquisition for grades Pre-K through 6th

- Tools for
  Screening
  - Criterion Referenced Testing
  - Screening Measures
- General Education Test Measures
- Individualized Standardized Tests
- Developmental Stages of Reading Acquisition
- Response to Intervention (RTI)
  Tier 1
  Tier 2
  Tier 3
- Map of Sequential Intervention Overviews

Specific Challenges

- Developing a strong pre-school literacy program following CCSS which strengthens student abilities for Kindergarten
- Pre-School testing is highly variable with low reliability
- Increasing literacy in the home prior to school entry
- Providing access for students in early grades to phonemic knowledge
- Developing early vocabulary knowledge in English
- Providing tools for teaching and detecting needs in students through a wide range of assessment tools
- Disseminating knowledge about ESL student needs and impact on literacy

Developing Solutions

▶ Make a clear schema for a process of assessing literacy competence

▶ Unite teaching resources to access professional knowledge contributing to reading success

▶ Improve knowledge and resources regarding evaluation instruments

▶ Utilize test findings to cross-check error patterns and determine areas targeted for remediation

P-O-S-E : Criterion Referenced Testing

- A *criterion-referenced screening test*, the Phonological Orthographic Substitution Evaluation (P-O-S-E©) is designed to extract underlying phonological codes operating in the student's reading and spelling processes.

- The test elicits the sound/symbol system utilized by students in the automaticity of spelling & reading.

- Focuses on short vowel proficiency using monosyllabic non-words and low frequency of occurrence real words.

Why short vowels ?

- Common Core State Standards target 1st and 2nd grades for *instruction* of short vowels in monosyllabic words and the silent /e/ rule

- "In the English language, the vowel forms the nucleus of every syllable" (S.Nolan, 2007)

- Failure to acquire accurate short vowel knowledge inhibits future acquisition of long vowels.

What is the relationship of reading and spelling ?

▸ It requires a bi-directional mapping between orthography and phonology.

▸ At the early stage of reading development, short vowels are the core elements of reading and spelling of monosyllabic words

▸ The silent /e/ rule provides the boundary between short vowel monosyllabic words and the onset of the long vowel in words

▸ Reading precedes spelling

How is the P-O-S-E Administered ?

- **Spelling test**
  Group administration
  Time: 30 minutes
  Two tests
   non-words -"vip"
  Low-frequency- of- occurrence real words- "mute"

- Reading test
- Individual administration
- Time: 5 minutes per student
- Two tests
- Words are identical to spelling words

Sample of student spelling responses

Integrating P–O–S–E results into remediation processes

- Data on errors provides prescriptive information for instruction in the classroom, reading and special education

- Students with high levels of errors receive <u>auditory training</u> with a team approach, in areas of phonological knowledge to develop competencies foundational to accessing core curriculum .

- Focus on phonological/orthographic mapping using auditory and articulatory skills

Factors contributing to high error patterns

- English as a Second Language
- Learning Disabilities
- Speech and Language Disorders
- Hearing loss in early years
- Developmental issues requiring protracted and redundant teaching of basic phonics
- Teaching methodology

The Five Spanish Vowels

*non-diphthongal
a--------short- o   "wok"   pat = "pot"
e--------short-a   "ache"   pet = ''pate"
i---------short-e   "machine" pit = "peet"
o--------long-o   "coke"   pot = "pote"
u--------long-u   "juke"   putt = "poot"

* It takes over 2000 exposures of a sound before it becomes a part of the auditory lexicon.

General American English Long Vowels

Long Vowels		Diphthong (?)	
"..say their names."			

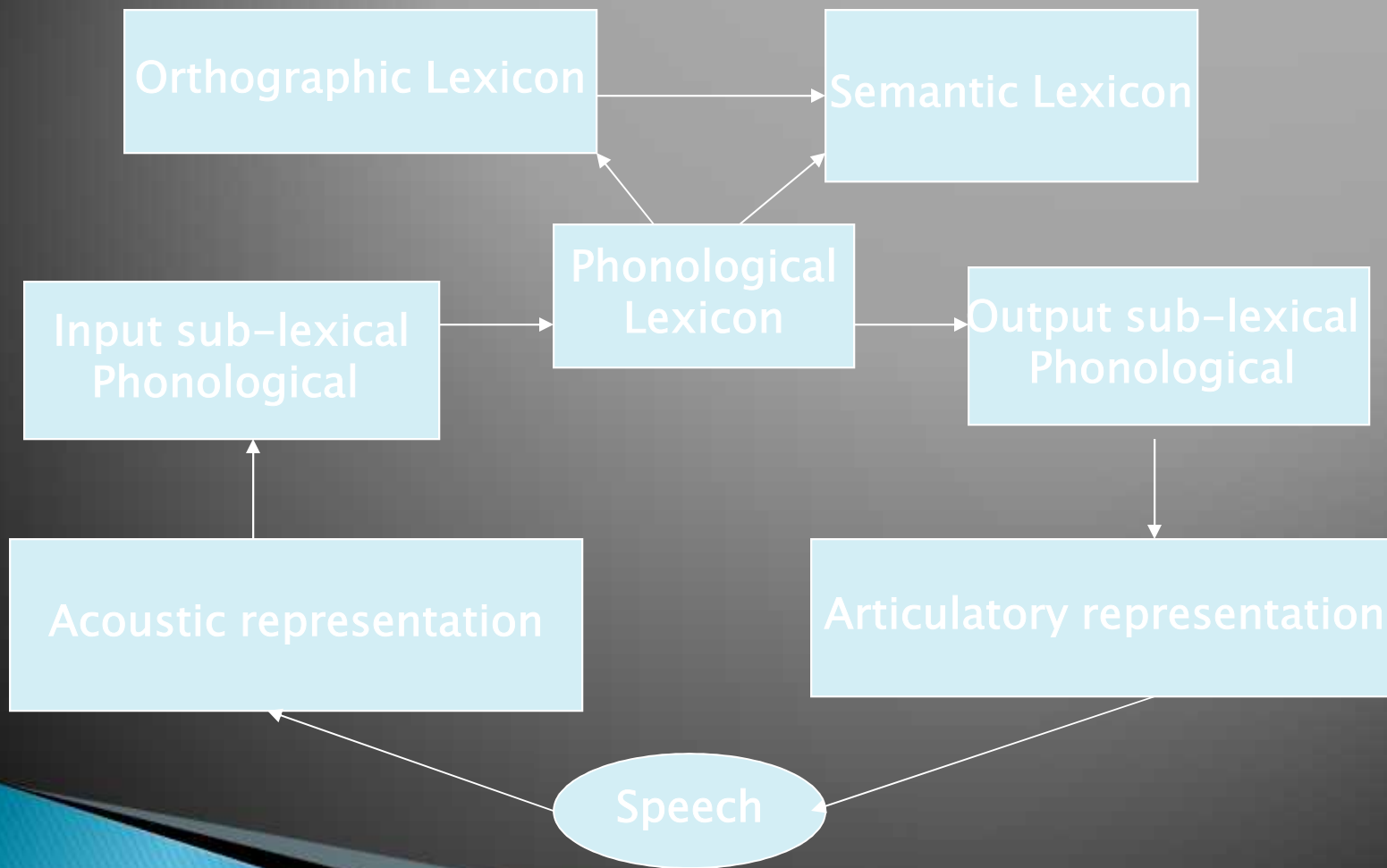|			
a ā	weak	ā + (ĭ or ē)	ay+yyyy
e ē	no	ē = ē	eeeee
i ī	strong	ŏ + ĭ	ah+ihhh
o ō	weak	ō + (ū or û)	oh+oooo
u ū	no or strong	ū or yū	ooo

or yooo

Interaction of acoustic input and articulatory output– Phonological Loop

Sullivan, C. & Kooper, R. 2007

Orthographic Lexicon

Semantic Lexicon

Phonological Lexicon

Input sub-lexical Phonological

Output sub-lexical Phonological

Acoustic representation

Articulatory representation

Speech

Intervention using P-O-S-E data for prescriptive teaching

- 1st Learn to read group and individual reports

- 2nd Cross check error patterns on POSE results with WADE, Pseudo-word subtests, WIAT or Woodcock Johnson Test of Achievement Word Attack Subtest

- 3rd Scan samples of written work for error types

- 4th Set goals for short vowel intervention

Auditory training of short vowels

- Emphasis is on the auditory representation of the short vowel
- Contrast two short vowels in error
- Use a dry erasable board with pens and eraser
- Use short vowel template cards as exemplars
- Cover mouth when you say the vowel sound
- Student makes a mark under the correct intended vowel
- If error is made repeat the vowel with the exemplar word
- When the student is correctly identifying the vowel have the student become the teacher and produce the vowel
- In a small group of students have them mark the sample vowel and assess the accuracy

# Auditory training continued...

- Vowel training can be presented in a period of 15 minutes
- Vowel training is most effective when given five days a week. It can be done by a team of specialists. Keep consistent goals among interventionists.
- Do not use "scooping" when doing vowel training.
- When short vowel identification becomes correctly identified both in <u>the auditory and articulatory</u> presentation proceed to add final consonants and create CVC nonsense words.
- Alternate the reading of CVC words across two vowels
- Use the reference book, <u>Angling for Words</u>, (brown cover)

How are vowels produced ?

▸ Vowels are produced within the mouth as tongue positions are altered

▸ Some vowels are produced in close regions hence the acoustic envelope is similar
    Example is /o/ and /u/   Low back vowels
    Vowels that are produced are high/front
    Long /A/, short /e/ and short /a/

Vowel Quadrangle
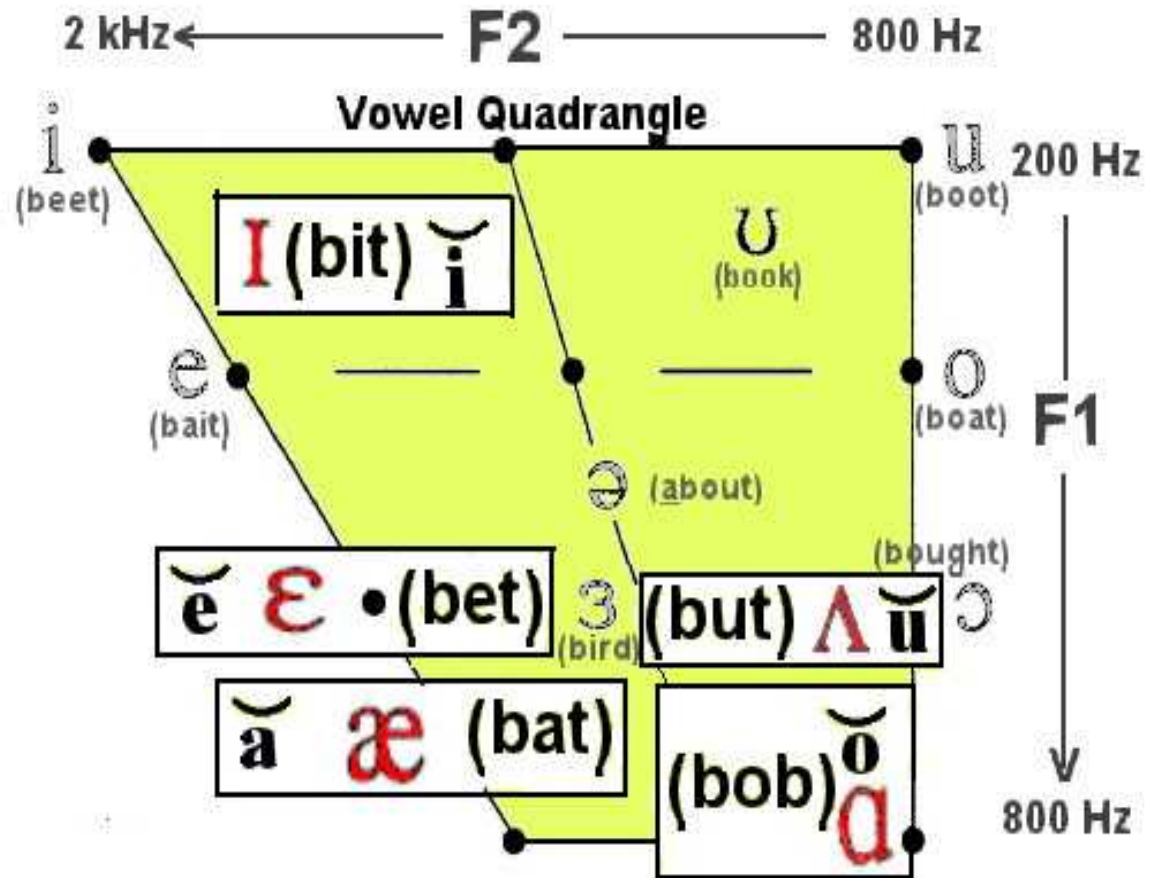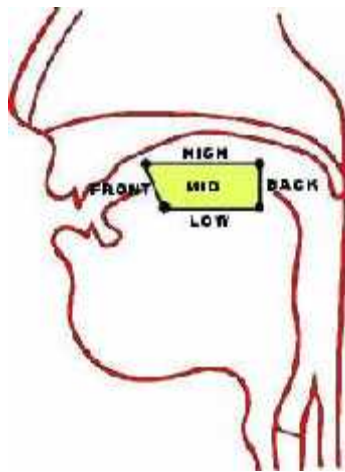
Teaching of short vowels

- Sequence of teaching short vowels

  /a/, /i/, /o/, /u/, /e/

  Acoustic properties of vowels are important in the vowel quadrangle

  Vowels are heard in fuzzy or underspecified form when…

  - Noise contaminates accurate hearing of short vowels
  - Hearing loss, fluid in middle ear dampens accurate perception of short vowels

- Vowels may not be "heard" in ESL students until exposure has occurred systematically over time

Short Vowel Mastery Vs. Silent /e/ rule

- Short vowel mastery can be accomplished when CVC and CCVCC nonwords and real words are read with automaticity
- Writing CVC words when they are presented aids transition to spelling
- Silent /e/ rule vs. short vowel CVC/CCVCC words accomplishes the transition to long vowels.
- Classroom teachers can aid in the teaching of the silent /e/ rule.