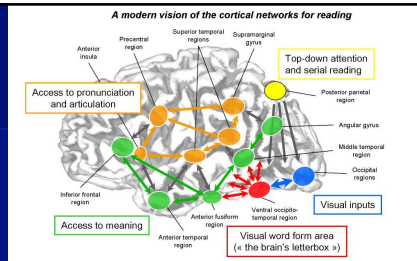
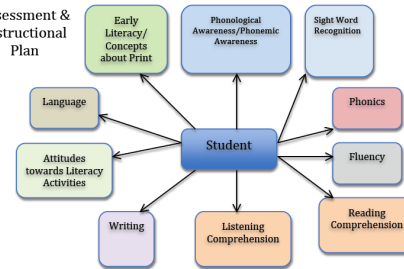


SPCD 587

Foundations for Literacy Instruction



Assessment & Instructional Plan



Theoretical Perspectives of Literacy

- Literacy is both the basics of “deciphering” and composing written materials (Schachter & Galili-Schachter, 2012) **and**
- what one does with the text

Theoretical/Conceptual Models of Literacy

- Cultural literacy (Hirsch, 1987)
- Critical literacy (Freire & Macedo, 1987)

Theoretical Frameworks

- Ideological Model of Literacy (Street, 2003): Literacy is a social practice; cultural contexts shape these practices; recognition of “multiple literacies” and the importance of what Kliewer calls “local understandings”

Conceptual Framework for HOW we learn to read

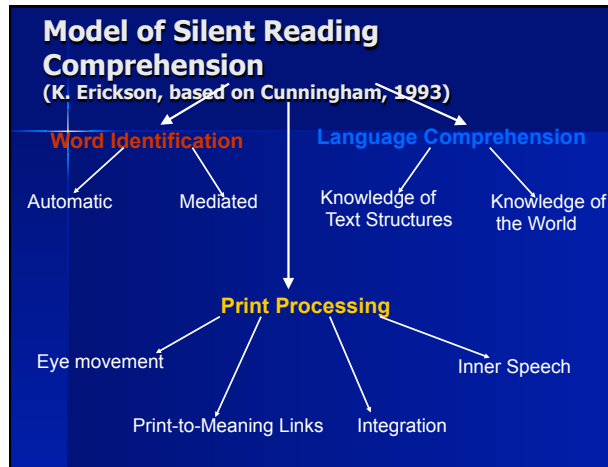
- **Simple View of Reading**
(Hoover & Gough, 1990): Reading is comprised of
 - (1) Decoding and
 - (2) Linguistic Comprehension; both are crucial.

Network Theories

(e.g., Harm & Seidenberg)





- As children are exposed to language, they develop **phonological knowledge** of the language they hear. They learn the phonological patterns of the language and incorporate them into a cognitive network.
- Later, children learn letters and develop **orthographic knowledge** (typical patterns of letters in one's language) which is mapped onto their phonological network.
- Therefore, learning to read requires extensive experience with **language and with print**; associate print with words they have in their listening/speaking vocabulary.



Alphabetic principle

- Understanding that letters (or combinations of letters) represent individual sounds in words

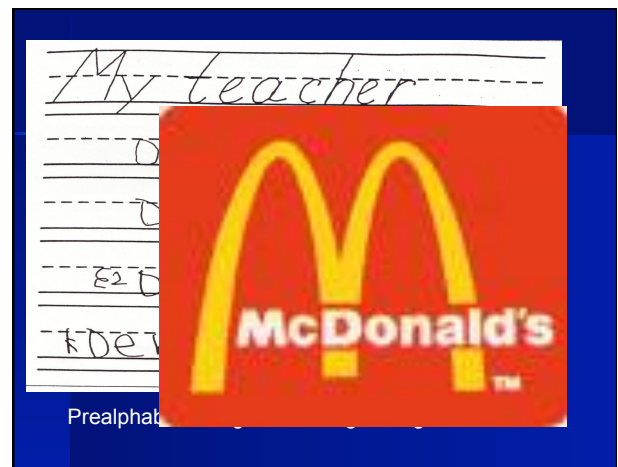

Vs.


Stages/Phases of Learning to Read:

Pre-alphabetic Phase (Ehri)

Individuals in this stage:

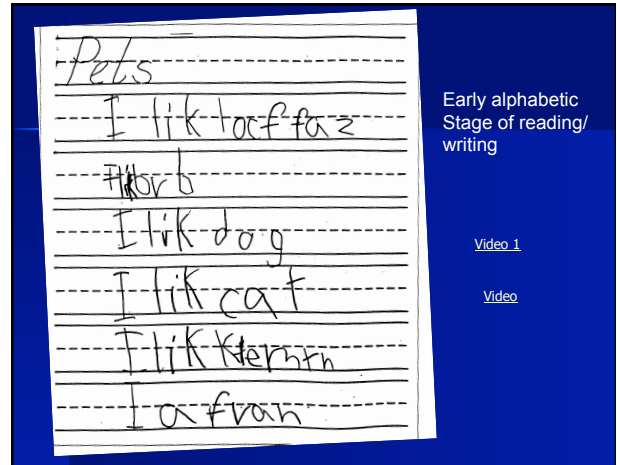
- Use “visual discrimination and associative learning” to identify words
 - Use visual cues and associate them with words they know
- Make “little if any use of letter-sound correspondences”



Partial Alphabetic Phase

Individuals in this stage:

- Have some knowledge of letter-sound correspondences and use one or more letters/sounds to identify a word (usually use first or first and last letters)
- Are using some phonological awareness skills (b/c they are using “speech segments [letter-sounds]” to read words)
- Are using some context cues to read words

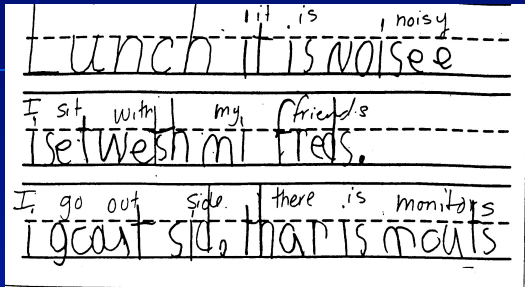


Full Alphabetic Phase

Individuals in this stage:

- Know letter-sound correspondences quite well and are learning more complex correspondences
- Can “sound out” new words
- Can read by analogy (using larger “chunks” of phonological and graphemic info to decode)
- Depend “heavily on phonological awareness, working memory, and access of phonological codes from long-term memory”



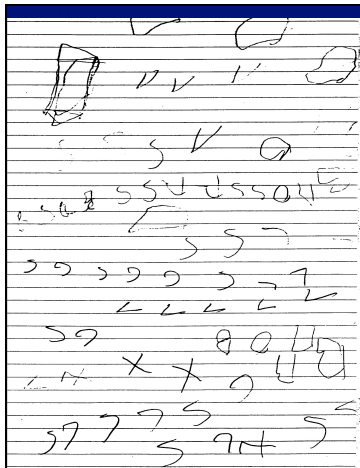


Later alphabetic stage of reading/writing

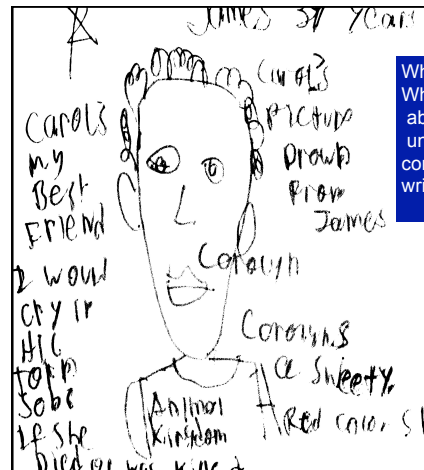
Consolidated Alphabetic Phase

Individuals in this stage:

- Can “chunk” word sections making their word recognition more efficient
 - e.g., know how to pronounce *-tion* at the end of a word
- Can read “exception” words
- Can map “orthographic units to phonological units”
- Use working memory but “its role shifts from managing word identification (which becomes more automatic) to managing comprehension processes” (p. 194)



What stage(s)?
What can you deduce about this person's understanding of conventional reading/writing?



What stage(s)?
What can you deduce about this person's understanding of conventional reading/writing?

Factors Affecting Acquisition of Literacy Skills



- Environmental & Instructional
 - e.g., no or limited exposure to instruction or literacy experiences or materials; placement in classrooms with other children with significant language delays
- Expectations
 - e.g., no or limited expectations that student can learn/participate in literacy (lack of opportunity)
- Individual Differences
 - e.g., sensory, physical, communication, and/or cognitive differences making access difficult

For children with ID, also consider

- “Working memory may be the single most reliable predictor of reading ability among individuals with [ID].” (Connors, 2003, p. 212)

Literature Circles Discussion



- <http://www.youtube.com/watch?v=sDlt6WVwUPk&feature=related>
- <http://www.youtube.com/watch?v=vwZbpZqI6aQ&feature=related>
- <http://www.youtube.com/watch?v=wJJhP3frUQ&feature=related>

Next Week: Assessment

Read:
Lipson & Wixson (2009). Chapters 8 & 9

NOTE: Go back to Week 2's readings and read these assigned pages. Lipson & Wixson (2009). **pp. 274 – 306** in Chapter 7.

Get the Plagiarism Tutorial done and bring your certificate to class.

Secure consent for your participant

