

3 by 3: Grade Level Reading by Third Grade

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Where Gayla works...



And here and here...



Overview of Presentation

- ▶ Grade Level Reading Campaign
- ▶ Reading Realities for All Children: Facts are Facts
- ▶ “Literacy for Littles” with Hearing Loss: Things to Consider
- ▶ Literacy Definitions
- ▶ Literacy Development
- ▶ Effective Reading Strategies for Parents
- ▶ Literacy Curriculums

The Campaign

- ▶ The Campaign for Grade-Level Reading: 3rd Grade Reading Success Matters!
- ▶ <http://gradelevelreading.net/>
- ▶ Research shows that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn, and to master the more complex subject matter they encounter in the fourth grade curriculum. Most students who fail to reach this critical milestone falter in the later grades and often drop out before earning a high school diploma. Yet two-thirds of U.S. fourth graders are not proficient readers, according to national reading assessment data. This disturbing statistic is made even worse by the fact that more than four out of every five low-income students miss this critical milestone.
- ▶ About 67 percent nationwide and more than 80 percent of those from low-income families—are not proficient readers by the end of third grade

The Campaign

- ▶ As early as 18 months, children in low-income families begin to fall behind in vocabulary development and other skills critical for school success.
- ▶ 61 Percent of children in low income families have no children's books at home.
- ▶ Children in low-income families hear as many as 30 million fewer words than their more affluent peers.
- ▶ By age 2, poor children are already behind their peers in listening, counting, and other skills essential to literacy.
- ▶ A child's vocabulary, as early as age 3, can predict third grade reading achievement.
- ▶ By age 5, a typical middle-class child recognizes 22 letters of the alphabet, compared to 9 for a child from a low-income family.

<https://gradelevelreading.net/our-work/school-readiness>

Fueling the Campaign

- ▶ Goal: By 2020, a dozen states or more will increase, by at least 100%, the number of low-income children reading proficiently at the end of third grade
- ▶ Funding: <https://gradelevelreading.net/about-us/campaign-investors>
- ▶ Partners: <https://gradelevelreading.net/about-us/campaign-partners>
- ▶ Grade-Level Reading Communities Network
<https://gradelevelreading.net/our-network/participating-communities>

Where Do Children Who Are Deaf or Hard of Hearing Fit Into This Equation?

- ▶ Children who are deaf or hard of hearing have the same need to read and stay on course as children who are not deaf or hard of hearing....of course!
- ▶ Birth to Three and Pre-School:
 - ▶ Because of decreased auditory access: language, vocabulary, pre-literacy and literacy activities may not be as available to children who are deaf or hard of hearing
- ▶ School-age:
 - ▶ Because of decreased auditory access coupled with the fast-paced classroom, increased rate of learning, reading to learn, and expectations to meet outcomes, many children who are deaf or hard of hearing are likely to need adaptations to their education in the form of one or more of the following: classroom accommodations, modifications, related services and/or supplementary aids and services to truly have access to instruction.

The Campaign for Grade-Level Reading 3rd Grade Reading Success Matters

- ▶ Betty Hart and Todd R. Risley (1995) published a study that highlighted the close link between children's academic success at ages 9 and 10 and their verbal interaction with their parents during the first years of life which became:

The 30 Million Word Gap

The Role of Parent-Child Verbal Interaction in
Language and Literacy Development

Because of Hart & Risley and other researchers...

- ▶ Parent-child verbal interaction is strongly associated with the development of children's vocabulary and emergent literary skills.
- ▶ Parent- child verbal interaction is associated with development of conceptual knowledge (e.g. vocabulary, understanding of narrative and story structure) which together with subsequent development of decoding skills (e.g. phonological awareness, letter knowledge) leads to literacy.
- ▶ Researchers link the achievement gap between high and low SES
- ▶ Verbal interaction between parent and child is part of a constellation of income-associated home characteristics and family practices that influence reading readiness.
 - ▶ <http://www.aecf.org/resources/the-30-million-word-gap/>

National Early Literacy Panel

- ▶ Panel convened in 2002
 - ▶ Reviewed 8000 articles, used 500 for their meta-analyses
 - ▶ Final Report: *Developing Early Literacy: Report of the National Early Literacy Panel, 2008*
- ▶ Identified 11 skills linked to early literacy achievement and predictive of achievement at the end of kindergarten or beginning first grade

Precursor Literacy Skills

- ▶ 6 had a medium to large predictive relationship
 - ▶ Alphabet Knowledge
 - ▶ Phonological Awareness
 - ▶ Rapid Automatic Naming (RAN) of letters or digits
 - ▶ RAN of objects or colors
 - ▶ Letter Writing
 - ▶ Phonological Memory
- ▶ 5 were moderately correlated with later measures of literacy development
 - ▶ Concepts about Print
 - ▶ Print Knowledge
 - ▶ Reading Readiness
 - ▶ Oral Language
 - ▶ Visual Processing

Precursor Literacy Skills Defined

1. **Alphabet Knowledge:** knowledge of the names and sounds associated with printed letters
2. **Phonological Awareness:** ability to detect, manipulate, or analyze the auditory aspects of spoken language, to distinguish or segment words, syllables, or phonemes (independent of meaning)
3. **RAN of letters or digits:** ability to rapidly name a sequence of random letters or digits
4. **RAN of objects or colors:** ability to rapidly name a sequence of repeating random sets of pictures of objects or colors
5. **Letter Writing:** ability to write letters in isolation on request or to write one's own name
6. **Phonological Memory:** ability to remember spoken information for a short period of time

Precursor Literacy Skills Defined

7. Concepts about Print: knowledge of print conventions
8. Print Knowledge: a combination of elements of AK, concepts about print, and early decoding
9. Reading Readiness: a combination of AK, concepts of print, vocabulary, memory, and PA
10. Oral Language: ability to produce or comprehend spoken language, including vocabulary and grammar
11. Visual Processing: ability to match or discriminate visually presented symbols

Hearing Loss and Literacy

- ▶ **Reading problems stem from:**
 - ▶ Phonological awareness/phonemic awareness and decoding difficulties
 - ▶ Inadequate language (reduced content, form and use)
 - ▶ Lack of experiences and world knowledge/current events knowledge
 - ▶ Difficulties understanding another's perspective, dialogue and narrative language skills
 - ▶ Lack of exposure to books being read to them/book knowledge

Hearing Loss and Literacy

- ▶ Teach *listening first*:
 - ▶ to promote neural connections within the auditory cortex
 - ▶ To facilitate language and reading competence.
 - ▶ Phonemic and Phonological Awareness training begins in **infancy**.

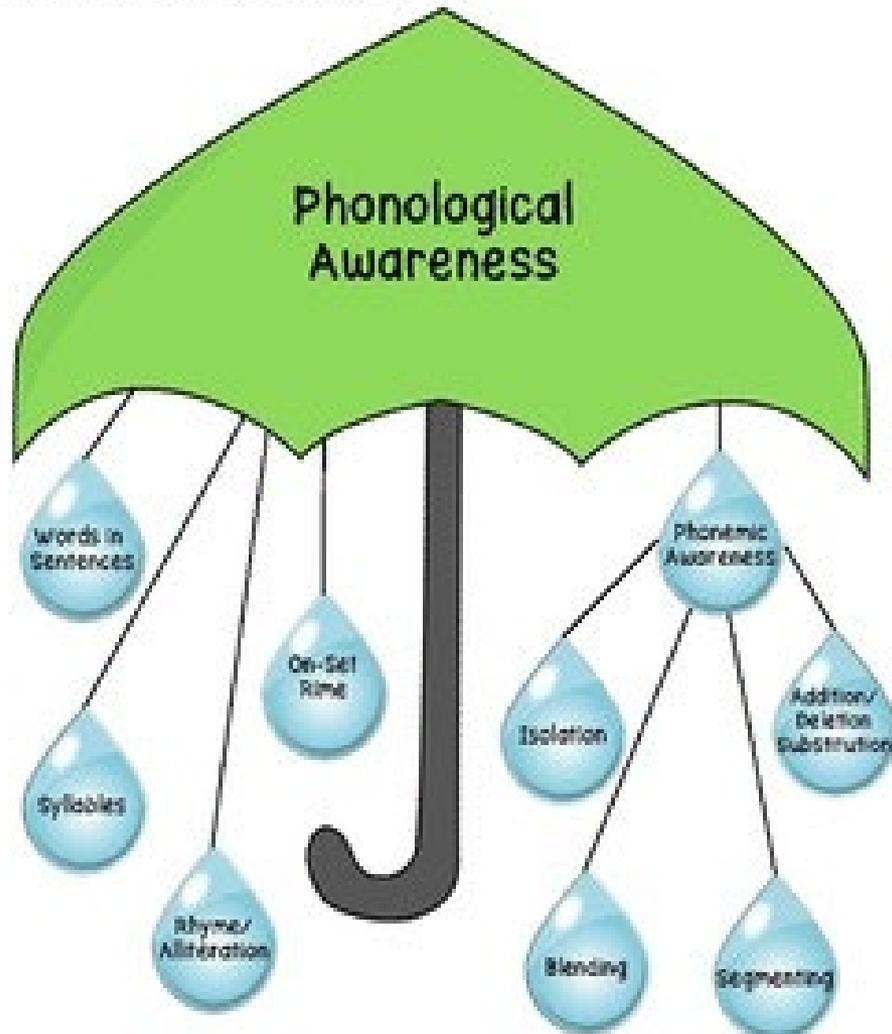
Hearing does NOT equal Listening!

Literacy Definitions

- ▶ **Metalinguistic Awareness:** think about, talk about, and manipulate language; the language of learning
 - ▶ Plays an important role in phonological, word, syntactic, pragmatic and meta-textual awareness
- ▶ **Phonological Awareness:** large units such as words, syllables, AND phonemes; one aspect of metalinguistic awareness
 - ▶ Sentences: made of words
 - ▶ Words : made up of syllables and sounds
 - ▶ Syllables: made up of sounds
 - ▶ Letters: represent sounds
- ▶ **Phonemic Awareness:** speech sounds only; one aspect of phonological awareness
 - ▶ Spoken words are sequences of phonemes which are the smallest units of speech

Phonological Awareness and Phonemic Awareness

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and on-set/rime. Sentences can be broken down into words, words into syllables, and then into onset-rime. When the word is broken into the smallest part, or individual sound (phoneme), "phonemic awareness" is used. Phonemic awareness is a subskill of phonological awareness.



A Simplified View of Reading

- ▶ **Decoding + Comprehension = Reading**
 - ▶ **Decoding Skills** allow information to “get in”
 - ▶ Print knowledge
 - ▶ Phonological and Phonemic Awareness
 - ▶ Phonics and the Alphabetic Principle
 - ▶ **Language Comprehension** allows us to “make sense of it”...once it is “in”
 - ▶ Grammar
 - ▶ Vocabulary
 - ▶ Narrative skills
 - ▶ Metalinguistic awareness

A Simplified View of Reading

- ▶ Non-fluent Reader
 - ▶ Mental effort on DECODING
 - ▶ Negatively impacts Comprehension
- ▶ Fluent Reader
 - ▶ Decoding is automatic, fast and accurate
 - ▶ Mental effort on COMPREHENSION

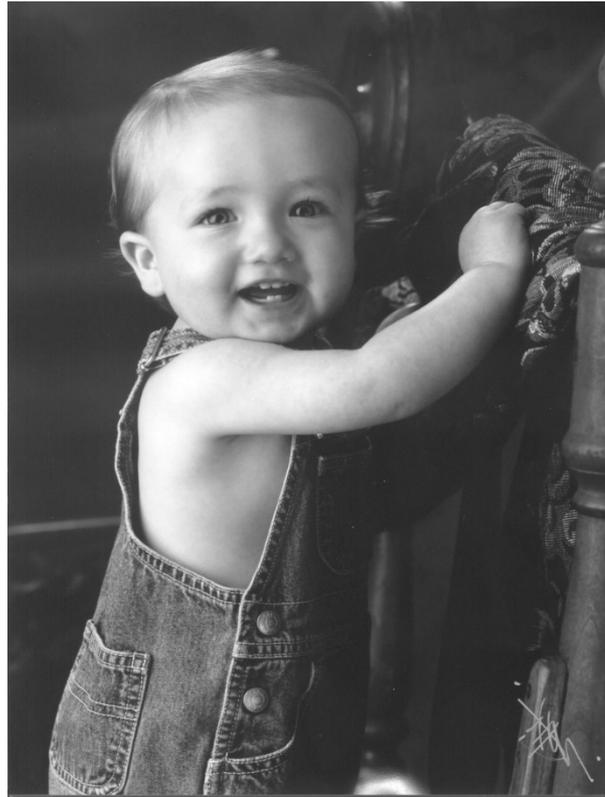
The fluent reader can accurately decode and comprehend at the same time with automaticity.

Literacy Development

Loving to Read!
Learning to Spell and Write!



It starts at a young
age!



Birth to 12 months Literacy Development

- ▶ Reaches for book
- ▶ Puts books to mouth
- ▶ Sits in lap with head steady
- ▶ Turns pages with help
- ▶ Looks at pictures
- ▶ Vocalizes and pats pictures
- ▶ Prefers simple pictures, bright colors, and faces
- ▶ Point to words and pictures while naming



12-18 months

Literacy Development

- ▶ Sits without support
- ▶ Carries books
- ▶ Holds book with help
- ▶ Turns board pages, several at a time
- ▶ Points at pictures with one finger
- ▶ Make same sound for certain pictures
- ▶ Points when asked “Where’s the -----”
- ▶ Turns book right side up
- ▶ Gives book to adult to read



18-24 months

Literacy Development

- ▶ Turns board book pages one at a time
- ▶ Names familiar pictures
- ▶ Fills in words to familiar stories
- ▶ “reads” to dolls or stuffed animals
- ▶ Recites part of well-known stories
- ▶ Attention span is variable, may not sit through entire story
- ▶ Understands vocabulary (book, cover, story, beginning, end, the end)
- ▶ Begins to ask questions (What’s That?)(What does this say?)



24-36 months (2-3 years)

Literacy Development

- ▶ Learns to handle paper pages
- ▶ Goes back and forth in books to find favorite pictures
- ▶ Recites whole phrases, sometimes whole stories
- ▶ Protests when adult says a word wrong in familiar story
- ▶ Coordinates picture with text
- ▶ Reads familiar books to self
- ▶ Explores print and recognizes some words in stories and environmental print
- ▶ Shows top to bottom and left to right orientation
- ▶ Recognize beginning and ending of stories
- ▶ Points to title and author
- ▶ Recognizes favorite books and finds them
- ▶ Asks “what does this word say?”

37-48 months (3-4 years)

Literacy Development

- ▶ Wants to learn to read and reads simple books independently
- ▶ Recognize a few sight words and many environmental print words
- ▶ Notices differences in print (egg vs eggs)
- ▶ Use knowledge of alphabet to find words in books
- ▶ Begins to decode simple words
- ▶ Imitates adult reading with eye movements, and tone of voice
- ▶ Understands reading for pleasure vs. for information
- ▶ Understands concepts of author, title, illustrator, simple plot lines, making predictions, cause and effect
- ▶ Develops directionality
- ▶ Print is read, pictures support the print
- ▶ Responds to emotional content of story
- ▶ Differentiates letters from words from numbers
- ▶ Recognizes rhymes and beginning sounds in words

49-60 months (4-5 years)

Literacy Development

- ▶ Wants to decode words
- ▶ Identifies the cover, the title, and where the author and illustrator information is located
- ▶ Holds book properly, turns pages, moves eyes, follows print with finger
- ▶ Storybooks are different than newspapers
- ▶ May not understand “silent reading”
- ▶ Demonstrates understanding of plot and sequences of stories
- ▶ Retells stories with structure and future tense
- ▶ Understands letters, words, sentences and punctuation
- ▶ Identifies all letters and reads many words
- ▶ Understands rhyme and syllables

Kindergarteners

- ▶ Phonological Awareness:
 - ▶ Rhyming (given a word can produce a rhyming word)
 - ▶ Clapping/counting syllables
 - ▶ Substituting sounds in words
 - ▶ Blending phonemes into a word
 - ▶ Counting phonemes
 - ▶ Manipulating letters to make new word
 - ▶ Separate onsets and rime
 - ▶ Attend to word beginnings and endings
 - ▶ Letter sequences represent sound sequences

Kindergarteners

- ▶ Other literacy skills :
 - ▶ Know letter sound associations
 - ▶ Recognize uppercase and lowercase letters
 - ▶ Tell which of three words is different (sit, sit, suit)
 - ▶ Tell which of three words share a sound (dog, doll, pen)
 - ▶ Write uppercase and lowercase letters
 - ▶ Use letter sound knowledge to spell (invented spelling)
 - ▶ Know conventionally spelled words
 - ▶ Write their own names and names of friends
 - ▶ Write most letters and some words from dictation

First Grade

- ▶ Discusses how, why, what-if? In sharing nonfiction and fiction texts
- ▶ Uses basic punctuation and capitalization
- ▶ Predicts and justifies what will happen next in stories
- ▶ Recognizes irregularly spelled words by sight (have, said, where, two)
- ▶ Has reading vocabulary of 500 words (sight and easily sounded out words)
- ▶ Accurately decodes orthographically regular one syllable words and non words (zot, fet, shik)
- ▶ Spells and decodes four letter short vowel words
- ▶ Oral reading fluency is 60 WCPM at 50th percentile

Second Grade

- ▶ Understands different characters, narrators and authors tell stories with different points of view
- ▶ Compares two or more versions of the same story
)Cinderella vs Ella the Enchanted)
- ▶ Describes how characters repond to events and challenges
- ▶ Identify main topic of 3-5 paragraphs and main idea of each paragraph
- ▶ Decodes and encodes chained vowels/vowel digraphs
- ▶ Recognizes stories have beginnings, identify problems and how events unfold to the ending of the story
- ▶ Oral reading fluency is 100 WCPM at 50th percentile

Third grade: 3 by 3

- ▶ Segments , blends, deletes and manipulates sounds and syllables in real and non real words
- ▶ Uses prefixes, suffixes, and morphological markers to decode and encode unfamiliar words
- ▶ Uses prior knowledge to make connections, inferences and predictions from texts
- ▶ Understands and organizes information using compare and contrast and analogies
- ▶ Writes five sentence paragraphs
- ▶ Edits first drafts and uses correct punctuation
- ▶ Reads silently longer texts staking weeks to complete
- ▶ Uses reading to build vocabulary and knowledge in all academic subjects
- ▶ Oral reading fluency of 112 WCPM at the 50th percentile
- ▶ **FOURTH GRRADE INCREASES TO 133 WCPM**

Suggestions for Reading With Your Child

▶ Getting Ready

- ▶ A comfortable chair or couch for cuddling and close viewing
- ▶ Twenty minutes of un-interrupted time
- ▶ A good book or three
- ▶ Pick books with rhymes, repetition, big unexpected events, problems to solve, and are PRINT salient
- ▶ A happy frame of mind, have fun, laugh and smile
- ▶ Ask “what do you think this story is going to be about?” let’s think about the title and the pictures/illustrations on the COVER and on the BACK and on the FIRST PAGE

Suggestions for Reading With Your Child

- ▶ Let the child chime in on rhymes, repeats, refrains
- ▶ Use auditory closure and “expectant lean” strategies
- ▶ Let the child re-tell the story
- ▶ Pose questions, “what would YOU do if...”
- ▶ Plan a follow-up, related activity
- ▶ Ask, “What do you think will happen next?”
- ▶ Make distinctions between what is a *letter, sound, word, sentence, and paragraph*
- ▶ Read first, without always showing the pictures

Literacy Curriculums

Target top down and bottom up processes

- ▶ SPELL-Links
- ▶ Phonological Awareness Kits
- ▶ Lindamood LiPs
- ▶ Lindamood Visualizing and Verbalizing
- ▶ Lindamood Seeing Stars
- ▶ Wisnia Kapp Reading Program
- ▶ Wilson Reading System
- ▶ The Source for Reading Fluency
- ▶ Learning Ladder
- ▶ Story Grammar Marker

What You Have Learned

- ▶ Grade Level Reading Campaign
- ▶ Reading Realities for All Children: Facts are Facts
- ▶ “Literacy for Littles” with Hearing Loss: Things to Consider
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One More Time: 3 by 3



- ▶ Literacy development is multi-faceted
- ▶ The process should begin as early as possible
- ▶ Follow developmental timelines
- ▶ Assess literacy skills
- ▶ Develop appropriate goals and benchmarks
- ▶ Apply explicit instruction on literacy
- ▶ Celebrate successes!

- ▶ **Complete third grade ready for “reading to learn”**

References

- ▶ *Scaffolding with Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement*, Laura M. Justice and Khara L. Pence, 2005
- ▶ *Shared Storybook Reading: Building Young Children's Language and Emergent Literacy Skills*, Helen K. Ezell and Laura M. Justice, 2005

References

- ▶ *The Campaign for Grade-Level Reading:*
<http://gradelevelreading.net/>