

The Role of the Parent at Home

July 7, 2010

“Linguistic competence stands at the very center of what is crucially human in each of us. We are as we speak; we work as we read; we become human as we understand each other through language.”

What is the best predictor of early reading acquisition?

- Intelligence
- Oral (speaking) vocabulary
- Listening comprehension
- Understanding letter /sound relationships
- Being read to as a child
- Ability to name rapidly colors and objects
- Ability to manipulate sounds in syllables
- As a child being part of adult conversation
- Knowledge of the alphabet
- Understanding words are made up of syllables

Disabled readers do not readily acquire the alphabetic code because of deficits in phonological processing. Thus, disabled readers must be provided highly structured programs that explicitly teach application of phonological rules to print.

G. Reid Lyon
N.I.H.

Samuel Torrey Orton

- Realized that all aspects of language functions were involved- listening, speaking, reading and writing.
- Treatment was educational

Anna Gillingham
Bessie Stillman

Developed an educational
prescriptive to remediate dyslexic
children

The Orton-Gillingham Approach

- Direct and Explicit
- Alphabetic - Phonetic
- Diagnostic and Prescriptive
- Multi - sensory
- Structured, Sequential, and Systematic
- Cumulative and Repetitive
- Cognitive
- Emotionally Sound/Flexible

Direct and Explicit

- Make no assumptions
- Teach the language to the child as he/she is
- Children don't see patterns-need direct teaching
- Only responsible for what I teach you here

Alphabetic - Phonetic

Students need to understand (a) that a letter has both a name and a sound, (b) that a spoken word is made up of a sequence of individual sounds, (c) that letters are sequenced from left to right, and (d) speech sounds match the symbols as they are written.

Symbol to sound - c, k, ch, and ck all represent the /k/ sound

Sound to symbol - /k/ can be represented by the following symbols: c, k, ch, and ck

Diagnostic and prescriptive

When a student makes an error, the tutor immediately helps the student identify the error; then the tutor makes a diagnostic decision regarding the pathway in which the error occurred and determines why the error occurred.

Each error is corrected immediately, using specific prescriptive strategies, depending on the diagnostic information gathered from the error.

Multisensory

- A multisensory approach must involve all pathways to learning - auditory, visual, and kinesthetic/tactile. The last involves hand/arm movement, speech musculature movement (lips, tongue, and throat) and the sense of touch.
- Spelling is taught simultaneously with reading. In this respect Orton- Gillingham differs from traditional phonics programs.

Structured, Sequential, and Systematic

- The English language must be presented in an organized way, involving sounds, rules, syllable patterns, generalizations, grammar, and linguistic principles.
- Our language needs to be learned by starting with the simple and moving to the more complex. It needs to be sequenced in an organized way for the study of both the spoken and written language involved in reading and spelling.

Cumulative and Repetitive

- Each new element introduced needs to be directly connected to what is already known, so that it can be readily used as the body of knowledge grows.
- Just understanding the logic of language is not sufficient. Overlearning is necessary so that retrieval becomes automatic. This is achieved by repetition. The amount of repetition needed varies with individuals.

Cognitive

- Teaches a reliable “system”
- Involves structural analysis
- Engages a thought process for reading and spelling.
- Reasoning can be used to build mastery.

Emotionally Sound

Because old material is constantly reviewed and new material is introduced systematically, the student experiences a high degree of success in every lesson and gains in confidence as well as in skill.

Learning becomes a positive experience.

Flexible

At its best, Orton – Gillingham teaching is diagnostic – prescriptive in nature. Always the teacher seeks to understand how an individual learns and to devise appropriate teaching strategies.

Each professional's responsibility is to deliberately design an environment in which each child can succeed.

Jon Saphier

The Skillful Teacher

Processes Involved in Reading

1. Phonemic Awareness
2. Phonics/ Word Study
3. Fluency
4. Vocabulary
5. Comprehension



Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how sounds in words work. They must understand that words are made up of speech sounds, or phonemes. Put Reading First, 2003

Phonemic Awareness

- The smallest unit of sound within a syllable is called a **PHONEME**
- Research has shown that the ability to manipulate phonemes is a critical factor in learning to read.

clock



/k-l-o-k/

At home you can help by.....

Practicing the sounds of language. Read books with rhymes.

Teach your child rhymes, short poems, and songs.

Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books.

Phonics Instruction

Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

It teaches children to use these relationships to read and write words.

We use the term sound-symbol to describe this relationship.

The goal of phonics instruction is to help children learn and use the alphabetic principle - the understanding that there are systematic and predictable relationships between written letters and spoken sounds.

Put Reading First, 2003

At home you can help by....

Listening to your child read words
and appropriate books from school or
from the library.

At home you can help your child
by....

Rereading familiar books.

Building reading accuracy.

Building reading comprehension.

Rereading Familiar Books

Children need practice in reading comfortably and with expression using books they know.

Building Reading Accuracy

If your child struggles with a word, tell he/she the correct word. You are not the teacher and do not want to promote the feeling of being engaged in a lesson.

Make reading a part of every day.
Share conversations with your child
while driving in the car, over meals
and other times that you are together.
Provide a comfortable place and a
quiet time for your child to read

Building Reading Comprehension

Talk with your child about what he/she is reading. Ask about new words. Talk about what happened in the story. Ask about the characters, places, and events that took place.

Oral Reading Fluency

What is Oral
Reading
Fluency and
why is it
important?



- **More fluent readers** focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge.
- Therefore, they are able to focus on comprehension.

Less fluent readers must focus their attention primarily on decoding individual words.

Therefore, they have little attention left for comprehending the text.

Vocabulary Instruction

- Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.
- Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.

»

Put Reading First, 2003

- Children learn word meanings in three different ways:
- They engage daily in oral language.
- They listen to adults read to them.
- They read extensively on their own.

Put Reading First, 2003

Comprehension Instruction

- Comprehension is the reason for reading.
- As they read, good readers are both purposeful and active.

Put Reading First, 2003