

Welcome! Please turn off your microphones.

Reading is a Superpower

HCH Teachers Night Out September 2020
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My Background

- B.S. in Psychology University of Arizona
- M.S. in Communication Disorders Arizona State University
- Speech Language Pathologist
 - Public Schools
 - Home Health
 - Skilled Nursing
 - Rehabilitation
- Homeschooling 7 years
 - Kinder, 4th, and 7th
- Moved from AZ to TX in 2017
- Gardening, reading, knitting

Disclosures

- No longer licensed
- No longer practicing
- Not a reading interventionist

→ Purpose is to provide high quality, in depth information to parents to help improve literacy outcomes in the home.

Objectives

- Language Arts Overview
- How the Brain Reads
- Speech Sound Disorders and Literacy
- Teaching Methods
- Teaching Reading
- Benefits of Reading
- Questions

Language Arts

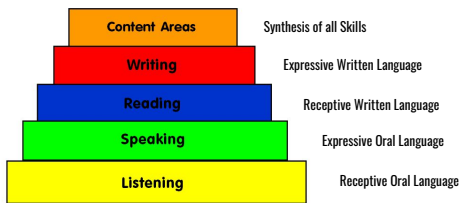
Reading is the heart of education. The knowledge of almost every subject in school flows from reading. Jim Trelease, [The Read Aloud Handbook](#)

The Basics

The Language Arts are:

- Reading
- Writing
- Listening
- Speaking

The Language Pyramid



Language Pyramid

- Children need to be able to understand it before they can express it.
- Children need strong oral language skills to have strong reading skills.
- Children need to be able to speak it before they can read & write it.
- Children need to speak and write before they can perform in content areas.



Language Pyramid

- Speech and reading are co-dependent and that relationship changes over time.³⁰
- For most of childhood, speech is dominant.³⁰
 - Entry into reading depends on knowledge of speech → expose your kids to the spoken language
 - Replicated many times that oral language skills are predictive of future reading success.
- Reading and listening skills begin to converge at about 8th grade.²
 - Until then, kids usually listen on a higher level than they read on.²
- Becoming literate is reading catching up to speech and surpassing it.³⁰

Early Isn't Better!

- Doesn't make sense to teach kids to read at 3 because that's the stage that they are learning oral language.³⁰
- Several studies shown that early academics do not result in higher performance in later years, sometimes, it results in lower performance.
- Our cognitive skills develop over time on a highly variable continuum.
 - One child will be ready at 4 while another isn't ready till 7 → That's Okay!
 - Can't ask a child to perform an abstract task before they have developed abstract reasoning.

Earlier Isn't Better

But regrettably, in many cases there's a mismatch between curriculum and biology. Reading gets pushed onto unready four and five-year-olds...Children seem to have an earlier predisposition to math and a later predisposition to reading. In most schools, however, we treat math and reading the same and emphasize instruction equally in kindergarten and the early primary grades. Perhaps it makes more sense to put more focus on math and less on reading for first graders.

~[Mapmaking with Children](#) by David Sobel

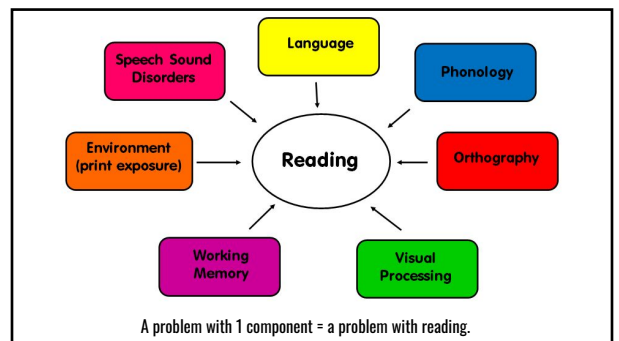
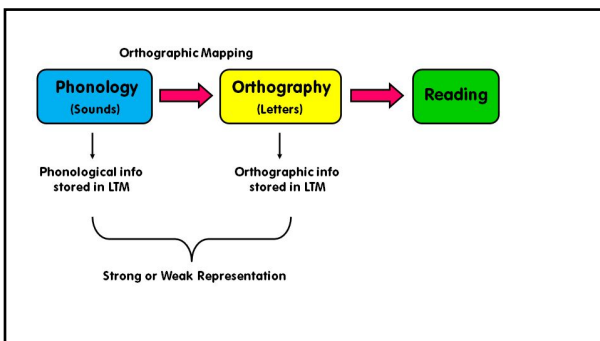
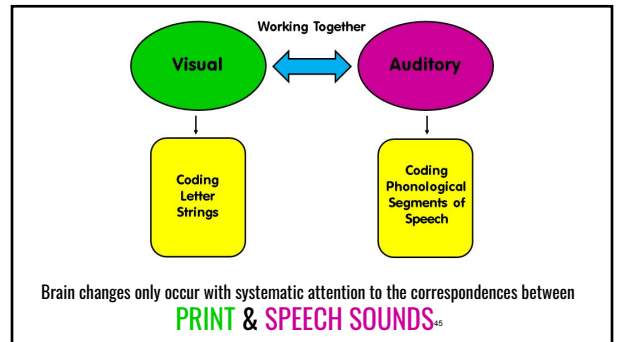
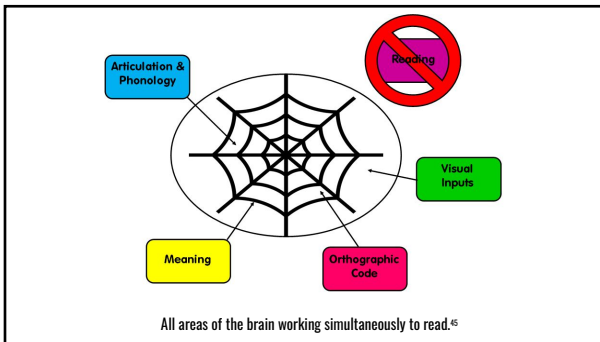
How the Brain Reads

Terminology

- **Phonology**- the sound system of language
- **Orthography**- the written word
- **Phoneme**- sounds
- **Grapheme**- letters
- **Decoding/Phonological Recoding**- turning the written symbols into words

The Reading Brain

- Reading is a cultural invention.^{45,31}
- There are no reading specific brain circuits→ we must recycle existing brain systems for a new use.⁴⁵
- **READING CHANGES THE BRAIN!**
- Spoken language areas are used and reading gives us access to them through vision.⁴⁵
- When a child enters school, the spoken language system is in place. The child must acquire the visual interface into the language system.⁴⁵



Self Teaching Hypothesis^{2,8}

- Words are learned from the self-teaching opportunities provided by decoding new letter strings while reading.
- Multiple successful decodings of a new word= fast, efficient visual word recognition.
- Few exposures appear to be sufficient, but NOT for disabled readers→ They will need more exposures.

Self Teaching Hypothesis^{2,8}

- Early self-teaching is dependent upon
 - Letter-sound knowledge
 - Some minimal phonological sensitivity (phonological awareness)
 - Ability to utilize contextual information to determine exact word pronunciations on the basis of partial decodings.
- Even kindergarteners are capable of learning words on a phonetic rather than visual basis.
- Happens independently while reading for meaning.
- Depends primarily on frequency of exposure to a word.

Self Teaching Hypothesis^{2,8}

- Word Recognition will depend on EXPOSURE:
 - High frequency words→ recognized by sight with minimal phonological processing.
 - New, less frequent words→ haven't solidified orthographic representations yet, so are dependent on phonological processing.

Speech Sound Disorders

Speech Sound Disorders⁴

- **SSDs are a RED FLAG for reading disorders!**
- More than half of children with SSD experience difficulties in reading!
- Children spell how they pronounce → so they spell their mispronunciations.²⁸
 - They spell how they say it NOT how they see it → shows importance of the phonological system.

Speech Sound Disorders⁴

- Children with superior speech sound production skills experience superior literacy outcomes.
- School-aged children with speech sound disorders have demonstrated weaknesses in: phonological processing, decoding, spelling, and working memory. (Farquharson, 2019)
- Children with "residual" SSD, ages 8.5-10, exhibit cortical and subcortical differences during phonological processing tasks → their brains are processing phonological information differently.

Working Memory

- Ability to hold information for a short period of time in order to do something with it (solve a problem or complete a task)
→ Mental workspace
- We use working memory to:
 - Do mental math
 - Follow verbal instructions
 - Read, write, learn to spell
 - Reason

Speech Sound Disorders

- All typically developing children acquire all sounds by the age of 6 (McLeod & Crowe, 2018).
- Sounds get solidified at around 11-13 → how does it affect literacy?
- If trouble with /r/ (and there are 52 different /r/s/), might be an indication that the underlying representation (how our brains store phonological information) of that sound is disordered in some way.

Speech Sound Disorders

- If children do not have access to the phonological information that they need, they are going to be delayed automatically.
- If they can't say those sounds correctly when learning letter names & sounds → those errors could be imprinted in the phonological representation of that sound because they are saying it wrong repeatedly.
- If you let that continue for 4 or 5 years:
 - Treating it late may be more difficult.
 - Breaking that bad letter-sound correspondence will be hard.

Speech Sound Disorders

- Children need access to speech sounds to decode
- Children with SSD often struggle to make the translation between phonology and orthography
- Long term difficulties can persist even after the sound is remediated.

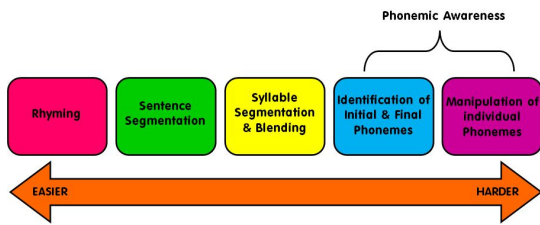
Teaching Methods

Reading Wars

- Skill Building Hypothesis vs. the Comprehension Hypothesis
- **Skill Building:** Learning the rules → explicit instruction, practice, and correction.¹¹
- **Comprehension:** Learn through meaning → understanding what we hear and read.¹¹
 - We learn to read by reading.¹²
 - Provide students with interesting, comprehensible texts and teacher helps them read these texts.¹²
 - Reading is the source of much of our vocabulary knowledge, writing style, advanced grammatical competence, spelling, and knowledge of phonics.¹²

Phonological Awareness

An individual's awareness of the phonological structure, or sound structure, of words.



Phonological Awareness⁴

- Phonological awareness- eyes closed → say cat without the /c/
- Add orthography now its phonics
- PA instruction in isolation improves PA skill when testing PA.
- HOWEVER, it may not transfer to reading.
- PA needs context → within text
 - Rhyming & Alliteration

Phonemic Awareness

- Research suggests that phonemic awareness, beyond the most basic level, is the **RESULT OF READING**, not a cause.^{15, 51}
- Children who receive training in phonemic awareness improve on tests of phonemic awareness, but there is no evidence to suggest PA training benefits comprehension.¹⁵
- Children with low or even no PA learn to read quite well.¹⁵

Levels of Phonics Instruction

- **Phonics**: the study of the rules relating to sounds to spelling.¹⁵
- **Systematic Phonics**: knowledge of phonics must be deliberately taught and consciously learned, and intensive instruction is essential. We learn to read by first learning all the rules of phonics.¹⁵ (Skill Building)
- **Basic Phonics**: straight-forward rules, the ones that work well and that students can remember. We learn to read by reading and understanding what is on the page. Our knowledge of phonics is the **result of reading**; the more complex rules of phonics are subconsciously acquired through reading.¹⁵ (Comprehension)
- **Zero Phonics**: direct teaching of phonics is not necessary or even helpful.¹⁵

Other Methods^{4,7}

- **Whole Language**: Primary focus is on meaning of words in text. Phonics is taught incidentally.
- **Balanced Literacy**: Combination of Systematic Phonics and Whole Language
- **Whole Word**: Sight words
- **Morphological**: Focuses on meaning by breaking words down into meaningful parts (suffixes, prefixes, bases)
- **Structured Word Inquiry**: Teaches the interrelation between all the components of written words (phonology, morphology, and etymology) in order to make sense of spellings.

Intensive Systematic Phonics

- Will help you but only on tests in which words are presented in a list in isolation and the student is meant to pronounce them out loud.²⁶
- Many studies supporting ISP utilize nonsense words and syllables → uses brain circuits that aren't involved in normal speech processing → understanding them is different, maybe even harder.⁴⁴
- On test of reading comprehension, the impact of ISP is non-existent.²⁶
- Argument against ISP is that many rules are very complex and do not work very well.¹⁵
- Different phonics programs teach different rules.¹⁵
- There's no agreement on phonograms.⁴⁴

Intensive Systematic Phonics

- Children who have been given the opportunity to do a great deal of interesting comprehensible reading and have been given less decoding instruction, perform as well or better than children in decoding-emphasis classes on decoding tests. Moreover, they typically score higher on tests that assess what really counts → comprehension.¹⁵
- ISP has been shown to have short-term gains with no evidence that effects persist into later grades (Bowers, in press).⁴⁷
- No short-term or long-term benefits were demonstrated for struggling readers above 1st grade (Bowers, in press).⁴⁷
- Systematic Phonics vs. Non-Systematic Phonics → Positive benefit for word reading accuracy but not significant for comprehension or spelling (Bowers, in press).⁴⁷

Intensive Systematic Phonics

- 45 phonics generalizations were studied and found to not work very well.¹²
- Another study found that simple rules don't apply to a large percentage of words.¹²
- When 2 vowels go walking, the first one does the talking
 - Applied only 45% of the time.¹²
- What's the rule for a _ e? → The a _ e combination is pronounced with the long vowel and the final e silent. The silent e reaches around the consonant and pinches the vowel so it yells its name.
 - Except when the final syllable is unaccented-then the vowel is pronounced with a short-i sound, as in "palace," or the combination is "are."
 - words such as "have" and "dance" are exceptions.

Basic Phonics

- If teachers can't remember the phonics rules, how are 6 year olds expected to?²⁶
- Basic Phonics- lowers the possibilities, but is not 100%.²⁶
 - Alphabet
 - Initial consonants
 - Basic vowel sounds

Basic Phonics

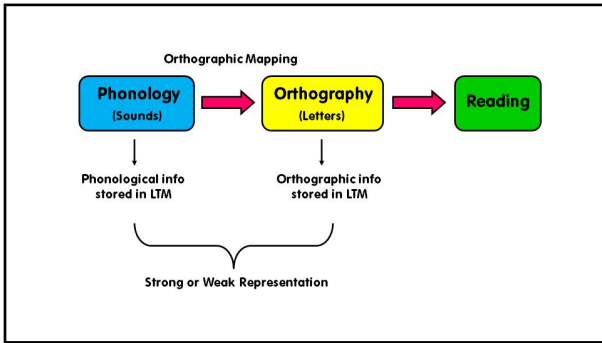
- "...phonics instruction should aim to teach only the most important and regular of letter-to-sound relationships...once the basic relationships have been taught, the best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read. If this position is correct, then much phonics instruction is overly subtle and probably unproductive."¹² Becoming a Nation of Readers, pg 38
- A few straightforward rules of phonics can be taught directly and can be useful in making texts more comprehensible, but most phonics is the result of reading, not the cause.¹²

Structured Word Inquiry⁴⁷

- I am learning about this to implement in my homeschool.
- Teaches the interrelation between all the sub-lexical components of written words (phonology, morphology, and etymology) in order to make sense of word spellings with the aim of improving all aspects of literacy.
 - Phonology AND meaning of word spellings should be the focus from the beginning.
- Systematic phonics is better than no phonics, BUT no better than non-systematic phonics (Camilli et a. 2003, 2006).

Sight Words

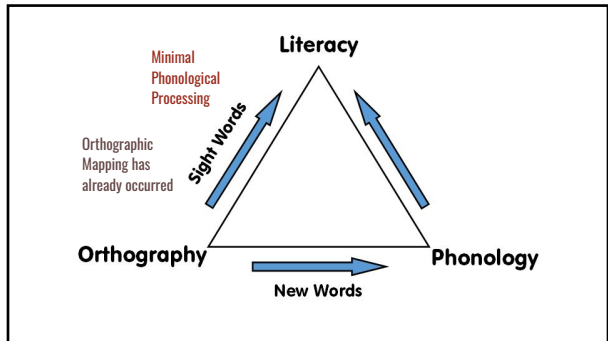
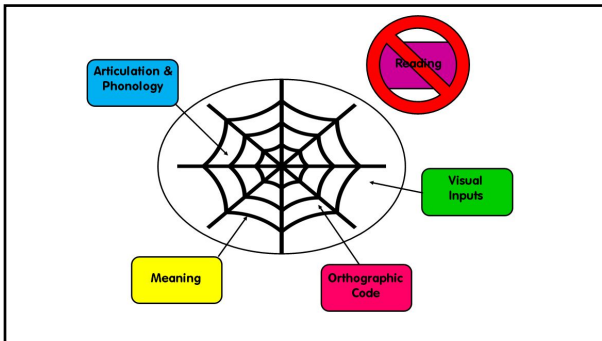
- Any word that can be read by sight.^{37, 38}
- What many teachers call sight words are actually high frequency words.³⁷
- Sight words are the process of reading words by accessing them in memory³⁸ → With practice ALL words come to be read as sight words.⁴⁰
- Orthographic mapping is essential to build sight words.⁴
- Whole word recognition, memorizing the shapes of words or other visual features, is not supported by the literature.^{28, 38, 45}
 - Visual shape memory is critical for LETTER learning but plays virtually no role in WORD reading.⁴²
- Only actually reading (sounding the word out) offers a viable route to printed word learning.²⁸



- To Become a Sight Word**
- Read the word accurately several times.^{37,38}
 - Sight words are learned through repeated exposure and decoding.
 - The process of learning sight words involves forming connections between letters and sounds to bond spellings of the words to their pronunciations and meanings in memory. The process is enabled by phonemic awareness and by knowledge of the alphabetic system.^{40,37}

- Research Says...**
- Evidence suggests that visual words are being broken down into their components before the whole word can be put back together and recognized. This happens so fast it creates the illusion of whole word reading.⁴⁵
 - Whole word instruction may discourage and inhibit the development of orthographic mapping and strong neural communication pathways, potentially disabling development of skilled reading, especially for new, struggling, and dyslexic students (Ehri 1998; Ehri 1991; Farrell, Osenga, & Hunter, 2013b; Dehaene, 2011; Laureta, 1966; Moats, 1999; Shaywitz, 2003).⁴⁶

- Research Says...**
- To a child who is oblivious to the sounds of speech, where spoken words are seen as wholes (sight words), they will not have a way of pronouncing an unfamiliar letter string.²⁸
 - Teaching sound-to-letter correspondences is the fastest, most efficient way of making children efficient readers, both for pronunciation and for comprehension purposes (Ehri, Nunes, Stahl, & Willows, 2001).⁴⁵



Teaching Reading

Language Acquisition

- For language acquisition to happen, input must be comprehensible and very interesting, even compelling⁷
- It's very easy to find material that is comprehensible, but not very interesting→ that's school (textbooks)
- It's very easy to find material that's interesting, but not comprehensible→ that's real-world language outside the classroom.⁷
- Goal is to find material that is interesting and comprehensible for your child.

Language Acquisition

- This is why I do not follow any curriculum to a T.
 - Adapt for each child based on what they are interested in and can comprehend at that time.
 - May have to do read a loud with one child for the spine book and find a reader on the topic that is doable.
- I also give some control and choice over the material. Children are more likely to buy into the curriculum if they have a say in it.
 - Believe your kids when they say they don't understand the text.
 - Believe them when they say the book is boring them to tears.

Language Acquisition

- But what about the classics? They must read those, right?
 - Do they?
 - Many of the classics are not written for children. The audience is adults.⁷
 - Why on earth are we reading Pilgrim's Progress in 2nd grade?
 - Reading them too soon may do harm→ unpleasurable reading experience⁷
 - They can read the classics when they are age appropriate and will be interesting to them.

Early Years 0-5 (even up to 6/7)

- Phonology is part of learning a spoken language→ you must learn how to understand and produce speech before you can read.³⁰
- Children need to have maximum exposure to the sounds in their language.³¹
- Start reading to your kids early and often! Before they are born.
- Talk to your kids a lot.
- Print rich environment
 - Interactions with print
 - Research connects access to print with higher reading scores.²

Print Awareness

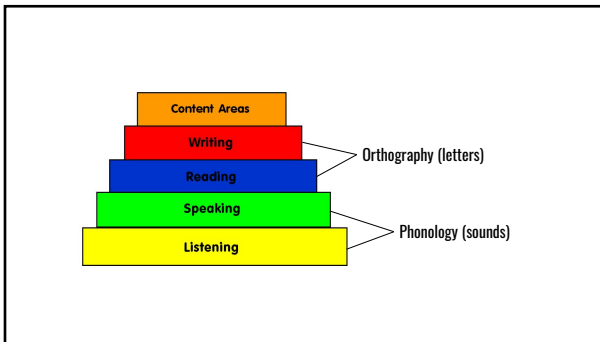
- Build print awareness→ how print works
 - Print serves a purpose
 - Print is language written down
 - How to correctly hold book
 - Writing goes from left to right, from top to bottom
 - New word is signified by a space
 - Words have meaning
- To understand the concept of word in print, children need to watch others reading print and pointing to words.³⁷
- Children need to practice pointing to words themselves.³⁷

Alphabet

- Teaching alphabet³⁰
- Letter names^{30,37}
 - Do not have any consistent relationship to sound.
 - Have an association with the symbol
 - Gives category→ alphabet song teaches that there are 26 categories of objects called letters.
- Alphabetic principle: that visual symbols (letters) represent speech sounds.^{31, 45}
 - Children can learn letters and even letter sounds without understanding the alphabetic system.³⁷
- Phonology and orthography are being developed separately.³¹

Early Elementary 5-7+

- About connecting sounds to letters.^{30,31}
 - Where sounds and letters come together.³¹
- We don't hear speech sounds, we hear words, or word meanings. Reading instruction is needed to teach that speech can be chopped up into individual sounds.⁴⁴
- The more concepts and vocabulary known; the more reading will come together. → **READ**³¹
- A child who can decode does not always mean a child that comprehends.³¹



Elementary (sound-letter correspondence achieved)

- About becoming fluent readers (practice to become faster)
- Need automaticity in putting phonology and orthography together with meaning and syntax→ then you can think about what you are reading.³¹
- Fluent readers comprehend while decoding→ It is possible to decode and not understand what you are decoding.³¹
- **READ READ READ**
 - Aloud & independent
 - Compelling and interesting
 - Comprehensible

Jr. High/High School

- Fluent Readers→ when you can successfully decode AND comprehend
- Start using reading and writing in content areas to effectively to express original ideas.
- Start reading to answer a question.
- **READ SOME MORE!**

Reaching Highest Level of Literacy¹⁴

1. **Hearing Stories**- increases vocabulary, knowledge of text structure (how stories are put together) and knowledge of the world. Creates a desire to do independent reading.
2. **Self-selected narrow recreational reading**- the source of much of our reading ability, writing style, grammar, spelling, and vocabulary.
3. **Self-selected narrow professional reading**- related directly to a problem the thinker is working on now.

Free Voluntary Reading/ SSR

- Reading what you want, no book reports, no comprehension questions. Don't like it...stop reading.²⁶
- Source of reading ability, most vocabulary, all academic vocabulary, our ability to handle complex grammatical constructions, our ability to write with an acceptable writing style, much of our spelling ability, and knowledge of the world.^{26,7}
- 1 positive reading experience can make you into a reader.²⁶
- Get a bed lamp→ can stay up later if read.²
 - Isn't over stimulating
 - Study showed that arousal went below baseline after bedtime reading.

Reluctant Readers

- "I hate reading!"
- You don't hate reading. You haven't found the right book.
 - Need to create a positive reading experience.
 - Give them anything that will get them to read.
 - Comics
 - Guinness Book of World Records
 - We'll watch the movie after we finish the book.
 - "How to" books

Need to see YOU reading. Boys need to see DAD reading.

Reading Volume

- Most North Americans read at a 2-4th grade reading level in their first language.⁷
- Voluntary massive reading is what gets you beyond.⁷
- Made a significant contribution to multiple measures of vocabulary, general knowledge, spelling, and verbal fluency even after reading comprehension ability and nonverbal ability had been partialled out.¹⁶
- Predicts variance in 5th grade reading comprehension.¹⁶
- Comprehension ability and reading volume are in a reciprocal relationship.¹⁶
- In the domain of verbal abilities, reading a lot can even help to compensate for the normally deleterious effects of aging.¹⁶

What about ebooks?..

- Inferior to real books
- Children (4th/5th graders) think they are doing better on digital, but when given the same passage in print→ comprehend better.
- College students were found to NOT be capturing the details in the sequence of the narrative. They were losing details that contribute to comprehension.
- Kids learn more from print than digital→Comprehend more when reading actual books.

Foreign Language

- Several studies have shown that pleasure reading in L2 is a more consistent predictor of L2 proficiency than Skill-Building.¹¹
- The amount of pleasure reading done in English (as L2) was a better predictor of performance on standardized tests of English than predictors related to skill-building or were just as strong.¹¹
- The earlier the better. Children's brains are primed for language learning.

Adult Reading

- Reading continues to change the adult brain.
- Decreases the deleterious effects of aging.
- Atrophy of the reading brain in adults→ When we stop reading books
 - Less immersed, less contemplative dimensions in our reading
 - Addicted to devices
 - Lack of cognitive patience
 - Decline in empathy

Benefits of Reading

Reading is a Superpower

- Reading changes our brain and our relationship to language.³⁰
- Reading affects:
 - Reading
 - Vocabulary
 - Grammar
 - Writing
 - World Knowledge
 - Spelling
 - Oral Language
 - Empathy

Reading is a Superpower

- Literacy and poverty have an inverse relationship
 - If you are illiterate, you are at a higher risk for poverty
- Literacy and imprisonment have an inverse relationship
 - If you are illiterate, you are at a higher risk for imprisonment.
- Reading is the key to unlock success in school and life

Read Aloud

- Reading aloud and comprehension are causally connected because they both make use of the phonology to semantics pathway.³⁰
- Listening is an acquired skill. It must be taught and cultivated gradually.²
- Family read alouds foster a positive reading experience.

Vocabulary

Vocabulary

- Vocabulary and reading are bidirectional.³⁰
 - Large vocabularies facilitate learning to read and reading expands your vocabulary³⁰
 - True for grammar as well.³⁰
- Most theorists agree that the bulk of vocabulary growth during a child's lifetime occurs indirectly through language exposure rather than through direct teaching.¹⁶
- Many researchers are convinced that reading volume, rather than oral language, is the prime contributor to individual differences in children's vocabularies.¹⁶

Vocabulary

- Most speech is not as vocabulary rich as written language.¹⁶
- Children's books have 50% more rare words in them than adult prime-time television and the conversation of college graduates.¹⁶
- For vocabulary growth to occur after the middle grades, children must be exposed to words that are rare → must read to be exposed to these rare words.¹⁶
- Conversation is not a substitute for reading.¹⁶

Grammar

Grammar

- There is no relationship between grammar study and writing (Krashen, 1984).²⁴
- After a 3-year study comparing the effects of traditional grammar, transformational grammar, and no grammar on high school students → English grammar instruction showed virtually no influence on the language growth of typical secondary students (Elley, Barham, Lamb and Wyllie (1976)).²⁴
- Those who read more, write better (Krashen, 1993a).²⁴
- Diagramming has shown no effect on improving children's writing.²⁵

Grammar

- English grammar should not be at the core of the English curriculum, but there are good reasons for including direct study of grammar.²⁴
- Grammar as Linguistics → Grammar teaching can be an excellent introduction to the study of linguistics → learning how the language is put together.²⁴
- Grammar for editing → including grammar as an aid for editing (subject-verb agreement, verb forms, punctuation).²⁴
- Grammar as open book → Research shows that knowledge of grammar rules is very fragile and is rapidly forgotten (Krashen, 1993b) → have and know how to use a grammar manual as a reference → goal to develop competent users of grammar handbooks.²⁴

Grammar

- Children automatically learn English grammar by being exposed to it in spoken language and **READING**.⁵¹
 - Recasting by parent to help correct grammar.
- Studies show that children doing SSR did better on grammar than those studying grammar.²⁶
- "Grammar is more caught than taught" → more exposure, better grammar.^{2, 23}
 - Hearing the language spoken correctly
 - Reading
 - Test grammar → We say it out loud → that doesn't sound right

When to Teach Grammar

If most of our competence in writing comes from reading, and if grammar study can make only a limited contribution to accuracy, it is more efficient to delay grammar study until the student has read a great deal.²⁴

1. Students first acquire a great deal of grammatical competence through reading.²⁴
2. Students are taught to use a grammar handbook to increase their grammatical accuracy further → grammar handbook introduced during junior high or high school.^{24, 23, 25}

Spelling

The Research Says...

- Studies have shown positive correlations between spelling competence and the amount of **READING** done.²¹
- Studies have shown that there is no relationship between the amount of time devoted to spelling and spelling achievement, when measured on tests involving words in sentences and compositions (Rice, 1897; Krashen & White, 1991).^{21, 22, 23}
- Dropping spelling instruction had no effect on spelling accuracy (Cornman, 1902; Krashen & White, 1991).^{21, 23}

The Research Says...

- Children who had spelling instruction spelled better than uninstructed students in grade 3 & 4, but the differences disappeared by grades 4 & 5 (Hamill, Larsen, McNutt, 1977).²¹
- There was no difference in spelling accuracy among those who said they knew the rules and used them, those who said they knew the rules and did not use them, and those who said they did not know the rules (Cook, 1912).²¹
- Each spelling word learned through direct instruction takes about 20 minutes (Wilde).^{21, 23}

The Rules

- Spelling rule for /ou/?
 - Usually /ou/ is spelled “ou” before most consonants as in cloud. Sometimes /ou/ is spelled “ow” before final “l” or “n” as in howl or clown or at the end of a word or syllable as in how or tower.
- Spelling rule for /o/?
 - /o/ can be spelled “a”, “o”, and “au” before most consonants as in already, cost, and sauce or as “augh” or “ough” before “t” as in sought and caught or as “aw” before final “k”, “l”, “n” as hawk, crawl, and lawn or at the end of a word or stressed syllable as in awful or law.

Learning to Spell

- Learned best by **reading, reading, reading**.^{2, 21, 23}
- Repeated exposure.²
- Nearly everyone spells by visual memory, not the rules.²
 - Research suggests that those with better memory of graphic or geometric symbols are better spellers.²
- By looking at a word, you can tell if it’s spelled correctly → write it out different ways until you find one that **LOOKS** right → know bc you were exposed to that word many times while reading.²

Structured Word Inquiry

- Studying how the language is put together is a good thing (linguistics).
- English spelling has a lot to do with **MEANING**, not just sounds.
- In a fully segmental writing system like English, each phoneme has a default grapheme: the grapheme you use unless you have a good reason not to.⁴³
 - “expected spelling”
- English spelling system makes sense once the interrelation between phonology (sound), morphology (meaning), and etymology (origin) are considered.⁴⁷

Structured Word Inquiry

Why does <sign> have a 'g' in the spelling?

1. What is the **meaning** of the word? (Can you use it in a sentence?)
→ a gesture used to convey meaning
2. What is the **structure**? <sign> has no affixes (prefixes or suffixes). It is a **free base**, meaning it can stand alone as a word with meaning.
3. What is the **etymology**? It comes from Latin 'signum' meaning "mark, token, indication, symbol"
4. What are the **relatives**? resign, assign, design, signal, signature, etc..

Structured Word Inquiry

In conclusion, I see that the 'g' in <sign> links it to relatives that share the same base, yet pronounce the 'g' like in <signature>.



English base <sign> from Latin root signum
"mark, token, indication, symbol"

sign + al → signal
re + sign → resign
de + sign + ate → designate
sign + ate/ + ure → signature

Writing

Writing, of course, comes from reading, and nobody can write well who does not read much.
-Charlotte Mason

Writing

- Traditional approach: write, write, write, write, write
- Studies have shown that the students who write the most are not the best writers.²
- Good writers READ a lot
- Seeing many models of good writing translates into good writing → you write what you see.²
- Remember: Listening, Speaking, and Reading all come before writing

Empathy

Empathy

- Readers have more empathy.²⁶
- Experience of living another person's experience in fiction.²⁶
- It's not vicarious. The brain processes this as real, as fact in the same decisions.^{26, 50}
- Extra insight into the world.²⁶

Teaching Methods Summed Up

- Most important thing for language skills → speaking and reading EXPOSURE
- Put speaking and reading in first as methods for explicit teaching should build from this foundation.
- More intensive, systematic methods are not necessarily better → so don't feel guilty about not diagramming sentences everyday!
 - If grammar, phonics, writing feels like torture for your child → find solace in the fact that READING can impart much skill in those areas to your child → you can use a less intensive teaching method.
 - HOWEVER if your child loves diagramming sentences → Go for it! → you may have a budding linguist on your hands!

Conclusions

- READ! → Interesting & Comprehensible → The one thing your child can do to improve language arts skills.
- The brain is not pre-wired for reading. We learn to read by speaking and reading.
- Language acquisition requires abundant and early exposure.
- Earlier isn't better for reading instruction!
- Goal is COMPREHENSION → Decoding without it is useless
- Get Speech Sound Disorder treated early! → any early intervention!
- More intensive methods of instruction are not better.

By means of the free use of books the mechanical difficulties - reading, spelling, composition, etc. - disappear, and studies prove themselves to be for delight, for ornament, and for ability.
~ Charlotte Mason

Resources

- The Read Aloud Handbook by Jim Trelease
- Works of Dr. Stephen Krashen: <http://sdlkrashen.com>
- Brain Science Podcast with Ginger Campbell, M.D.
 - Episode #112 What do Mirror Neurons Really Do
 - Episode #136 Why Reading Science Matters
 - Episode #145 The Reading Brain
 - Episode #167 Stanislas Dehaene
- Structured Word Inquiry
 - Word Works Literacy Center:
http://wordworkskingston.com/WordWorks/Structured_Word_Inquiry.html
 - Linguist Educator Exchange: <https://linguisteducatorexchange.com/>
 - http://files.realspellers.org/PetesFolder/resources/Handouts_for_DTI_virtual_conference_Bowers_2018.pdf

Questions?