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EHDI – Florence

Promoting Grade Level Reading Skills

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March 4, 2019

2:45 – 3:15p

CART/CAPTIONING PROVIDED BY:

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>> Good afternoon, everyone. I'm Gayla Guignard. My copresenter, Velvet Buehler couldn't come this afternoon. I discovered the wrong presentation is on the screen. I did a presentation with, yesterday, a pre‑day workshop, so... pretty much everything's plugged in here... I've got the correct presentation on my passport, but I've gotta get some AV support. Sorry about that, just hang around ‑‑ I'm sure they'll be here in just a minute. I'm going to do sort of a preamble so that we won't waste time. This presentation is titled Three by Three. Grade level reading by 3. If we want children to graduate with a diploma, we want those children to be reading at the third grade level by the end of third grade. This is key, I'll tell you why, going into my background, professionally, I'm an audiologist and a Speech Language Pathologist and listening and spoken language specialist who certified in auditory verbal therapy, but personally, I'm a parent of a young woman with special needs, intellectual imperative and she's now 24 years old. Even though, as an audiologist and Speech Language Pathologist and a parent... I did not know, until it was a little too far down the road, how important it was for my child to be reading on the third grade level at third grade.

 So... it's really, really important that we do everything we can to help children achieve that important milestone. So... are most of you familiar with third grade assessments that children, really, their reading skills are looked at in third grade? At least in the U.S.?

 Yeah... so one thing you can do, when you look at the school you might be considering for your child or the school in the area where you live... or... another school that you might be attending is find out what their data looks like. How are your kids doing when it comes to third grade reading by the end of third grade. How many children are passing that assessment? That assessment is ‑‑ is decided by the state. So... it's a question, as a parent, or as a professional, that you might want to ask. What's that third grade assessment in our state and how are our children doing with it?

 So... I still don't have anything here. I'm not sure what to pull out. Hold on just a minute. Talk amongst yourselves. I'll give you one minute. They are working on it ‑‑ okay... here's what we're going to cover today. We're going to talk about the grade level reading campaign we have in the United States. We're going to talk about reading realities for all children ‑‑ facts ‑‑ our facts, literacy for littles with hearing loss, things to consider, literacy definitions, literacy development, effective reading strategies and literacy curriculums. How can we talk about all of that in 25 minutes, right? I'm just going to hit the high points. The advantage that you have, I hope you'll find an advantage is that this handout is on the website and it is quite full of information. I'm not going to stop on each of the slides, I'll be sliding through some of those slides to show you those pages.

 So... hopefully the handout will be really beneficial to you ‑‑ I'll be hitting the high points. Yeah... that's it.

 So... the campaign is the campaign for grade level reading by third grade success ‑‑ sorry... grade level reading by third grade. Third grade reading success matters.

 So... research shows that proficiency in reading by the end of third grade, enables students to shift from learning to read to reading to learn. So... that they can master the more complex skills and subject matter that they're going to encounter in the fourth grade curriculum.

 About 67% nationwide and more than 80% of those from low income families are not proficiency readers by the end of third grade. 67% nationwide. 67% of our kids are not proficiency readers by the end of third grade and when you look at children who are from low income families ‑‑ it's 80%. Very, very high.

 So... here's some tenants of the campaign. This is the reason this campaign ‑‑ led by the Annie Casey Foundation. As early as 18 months of age, children of low literacy age begin to fall behind in development and skills critical for us.

 When do we start to make sure children are achieving third grade literacy skills? By the end of third grade? Right at the beginning, right? We know very early on children are starting to fall behind.

 61% of children in lower income families have no children's books at home. Children in lower income families hear as many as 30 million fewer words than their more‑affluent peers. This goes back to the 30 million word gap.

 By age 2, children in lower income families are already behind their peers in listening, counting and other skills that are essential to literacy. And a child's vocabulary, as early as age 3 can predict third grade reading achievement. Early, early, early. By age 5 ‑‑ a child who is from a middle class family or middle income family typically recognizes 22 letters of their alphabet, compared to nine letters of the alphabet for a child from a lower income family.

 And all of this data, in terms of where the sources are is on my slide that you may or may not have access to right now.

 So... this campaign for third grade level reading, by the end of third grade ‑‑ there's an overarching goal, by 2020, a dozen states or more will increase by at least 100%. The number of lower income children reading proficiently at the end of third grade. So... what I'm here to tell you about, in terms of this campaign ‑‑ so often, we don't recognize how we can get involved in the work that's already going on, so... there is this campaign that the Annie Casey Foundation has led. It's been going on several years now and lots of different corporations have put money into it. You can go ‑‑ you can just Google grade level reading campaign and you'll be able to find the information, but... there are all kinds of resources you can use and you can also do what I did ‑‑ you can get on the weekly e‑mail list and when they send out their e‑mails that just have points and tips, they tell you what they're doing with the campaign and give you resources, you can share those resources with others.

 Minimally, you can do that. Maximally, you can get in touch with these people and see what you might do to make some systems change in your state to help more children read at a third grade level by the end of third grade. That's the main reason I bring up this campaign for grade‑level reading.

 So... it's called the Campaign for Grade Level Reading, Third Grade Reading Success Matters. So... there are... just want to make sure I don't run out of time. I'm a little unnerved by the fact I don't have my PowerPoint, but I hope you're not too unnerved. I'm going to keep going ‑‑ the Nationally Literacy Panel back in 2002 ‑‑ this isn't a document that says anything different. Back in 2002 ‑‑ there was a national early literacy panel that was held and they identified eleven skills linked to early literacy achievement. In predictive agreement of how children would be doing. Marcus six of these had a medium to large predictive relationship. Here are the biggies. The first six, medium to larger predictive relationship. Alphabet knowledge, phonological awareness, rapid automatic naming of letters or digits... rapid automatic naming of objects or colors... letter‑writing and phonological memory.

 The next five of those eleven predictors for success were moderately correlated with later measures of literacy development. And those were concepts about print, print knowledge, reading readiness, oral language and visual processing.

 Let me define those for you. What is alphabet knowledge? Knowledge of the names and sounds associated with printed letters. What is phonological awareness? I bet some people will be glad to hear this definition. We use terms all the time that we can't be sure everybody knows the definition of, right? Here it is... phonological awareness is the ability to detect, manipulate or analyze the auditory aspects of spoken language, to distinguish or segment words, syllables or phonemes independent of their meaning. It's ability to detect, manipulate or analyze, spoken language, to distinguish or segment words, syllables or phonemes. What is rapid automatic naming of letters or digits? Ability to say them quickly, in random fashion, so... you could ‑‑ for example, we've all done it, right? We've all played those games. I say 3, 8, 10, 12 ‑‑ you say 3, 8, 10, 12. I say ADEG, you say...

 >> ADEG ‑‑
 >> That's it, perfect. Amazing, you'd think that would have an impact on literacy skills ‑‑ it does. Really getting that brain going. Letter‑writing, the ability to write letters in isolation, on request or write one's own name. It's a really big deal that when you go into kindergarten that kids have the opportunity to write their name every day. All right... so... going on with these precursor literacy skills. Concepts about print ‑‑ that's knowledge of print conventions. This will sound familiar to some people ‑‑ asking a child or helping a child understand ‑‑ this is the front of the book, this is the back of the book ‑‑ this is the title, this is the author ‑‑ this is the illustrator ‑‑ let's start at the beginning, open the book, one page, next page ‑‑ that's an example of basically knowing the vocabulary and the behaviors that describe a book. Print knowledge, that's a combination of elements and concepts about print in early decoding and a reading readiness, it also ties in with concepts of print, your vocabulary, your memory and your phonological awareness.

 So... we're just not ready to read because we're a certain age ‑‑ we're ready to read because we've done all the precursory work so... let me catch up to the correct slide.

 Okay... oral language ‑‑ the ability to produce or comprehend spoken language, including vocabulary, grammar and grammar and visual processing. The ability to match or discriminate visually‑presented symbols.

 Okay... so... we look at hearing loss and literacy... the reading problems are going to stem from decoding difficulties with phonological awareness or phonemic awareness. Reading problems could stem from inadequate language. When we talk about this, it's not the hearing loss, specifically... it could be, but it's the fact that many children who are deaf or hard of hearing don't have the kind of exposure to language that they need to have prior to when it's really time to, to start taking off with these literacy skills.

 So... when we talk about inadequate language, we're talking about reduced content form in use. Not having the vocabulary, not knowing the syntactic and grammatical structures ‑‑ not knowing how language is to be used ‑‑ how you pragmatically use language ‑‑ there's lack of experiences in world knowledge and current events knowledge. Sometimes the world goes by a little too quickly and... we don't necessarily have the language to understand the world that we see and so... it's really important to understand that those lack of experiences impact development. Difficulties understanding another person's perspective ‑‑ dialogue and narrative language skills. And lack of exposure to books being read to them and book knowledge.

 Okay... teaching listening first, so... we do this to promote neural connections within the auditory context. The words those sounds make and the phrases and sentences that those words make. We also do this to facilitate language in reading competence and to engage in phonemic and phonological awareness training which begins in early infancy. Hearing doesn't ‑‑ having hearing doesn't necessarily ‑‑ or not having hearing ‑‑ doesn't necessarily mean that you're a good listener. So... there's hearing, the sense of hearing and also being able to listen.

 So... what's the earliest we can start reading to our children? Somebody said birth ‑‑ any other guesses? Before birth ‑‑ you got. It how is it that ‑‑ why would we read to children before birth? Because... children can often hear at 20 weeks of age. If a child has typical hearing, that's correct here in utero around 20 weeks of age. If a child is deaf or hard of hearing ‑‑ there's also vibrations that your voice can make, that go through your body.

 So... it never, ever hurts ‑‑ as a matter of fact, it helps to start reading to your child even before birth.

 So... these are the literacy definitions that I'm not going to go through all of these. Just mostly going to point them out to you as I bring them up in this ‑‑ the rest of the presentation.

 I mentioned phonologic awareness ‑‑ there's phonemic awareness ‑‑ so... a simplified view of reading. A simplified view is decoding, plus comprehension equals reading. Children need to be strong in both.

 Decoding skills allow information to get into the child's brain and that's where you need to have print knowledge, phonological and phonemic awareness and... phonics and alphabetic principle.

 Language comprehension allows us to make sense of that information once it is in and we need grammar, vocabulary, narrative skills and metalinguistic awareness to have solid reading comprehension that develops to age‑level and grade‑level skills.

 A nonfluent reader ‑‑ this is their experience. There's mental effort on decoding. Just trying to figure out what that word is. It does negatively impact comprehension. In contrast of fluent read er, having the experience where decoding is automatic, fast and accurate. And mental effort is on comprehension. Does this sound familiar to some of you? And how this works?

 So... if you see that a child's having issues with decoding the written word... then... they're certainly going to be having issues with reading comprehension, right? To go back to what I had you do earlier with rapid automatic naming ‑‑ it's one reason you're doing that and doing it, certainly ‑‑ before school formally begins and before it appears that that reading process begins, because... children need to learn how to ‑‑ they need to learn those skills and they need to learn to automatically become faster at decoding. So... they can spend their mental energy on comprehension. And learning through reading.

 Literacy development... we want children to love to read. We want them to learn to spell, we want them to learn to write ‑‑ this is on my handout, hope you'll print it out so you can use this as a reference ‑‑ these are things a child should do related to literacy birth to 12 months, 12 to 18 months, 18 to 24 months, 24 to 36 or two to three years, wow, right? Wow! 37 to 48 months. Four to five years of age. And kindergartners. Wow. More for kindergartners. I'm going somewhere with this ‑‑ first grade? Second grade... and third grade, which is, what we want to be able to say with the children we work with ‑‑ the child reads on the third grade level by the end of third grade.

 So... I'll have you talk to your shoulder partner ‑‑ a quick two minutes. Think about what you've learned so far and this is very‑specific task I'm asking you to do. Think of one thing you can do in your work to incorporate anything that I said today, sharing with parents or if you're a parent, doing it at home and tell somebody else what that is. If you're already doing a lot of it ‑‑ I see my colleagues at Childs Voice, if you're doing this ‑‑ what's something else ‑‑ new from today ‑‑ we could do this or something we're already doing differently. Take two minutes and talk to your shoulder partner.

 Okay... great... all right... so... we're going to finish the presentation up. I love that you're so excited to talk to each other. I'm going to take one minute ‑‑ is there anybody who would like to report out their idea? Going to have three people report out ideas they came up with. Yes? Would you stand? You're going to have to be loud.

 >> [Speaker off mic].

 >> Excellent, somebody else?

 >> When we do the home visits, we use kids, for example. We have an umbrella and all these different animals ‑‑ they're playing with the books and learning and remembering... so that part looks like playing, but... incorporates some of the ideas ‑‑
 >> Excellent, great. It all has to look like play with little kids. And one more? Anybody else? Yes? Can you stand ‑‑ I'm sorry.

 >> [Speaker off mic].

 >> Mm‑hmm, yep.

 >> What could that look like?
 >> Yeah...

 >> In kindergarten, per your recommendation, your list, everything has to do with oral.

 >> Yeah.

 >> Before that [indiscernible] ‑‑
 >> Yeah... not all of them ‑‑ right. That's a good observation. Just for the sake of time, I'm glad to talk to you afterwards ‑‑ so... thank you, everybody, terrific. Just to end ‑‑ there's some suggestions for reading with your child that we included. And... then... the all‑important literacy curriculums. People are always looking for products, so... these are products that I've used some of these, Velvet Buehler, my colleague has used the others. These are considered good resources in terms of literacy curriculums.

 These are the things I hope you've learned today. I know it was quick... but grade level reading campaign and you could get involved. There are reading realities for children. You start literacy very little, some definitions... the developmental continuum, some effective reading strategies and literacy curriculums. One more time... literacy development is multifaceted. If we want to get to third grade reading by third grade... the process should begin as early as possible, even before birth... follow developmental timelines, assess literacy skills, so we know where children are, develop appropriate goals and benchmarks, apply explicit instruction on literacy, and celebrate successes.

 Because... we want to complete third grade with reading to learn skills. So... we know third grade, sometimes for children, it's fourth grade too, frankly, but we know that up until that time, children are learning to read and once they hit fourth grade ‑‑ they're reading to learn. Thanks for your attention.
[applause]

 >> It's online ‑‑
 >> I just checked online and it's not the correct PowerPoint.

 >> The correct PowerPoint for this is going to get moved around. Thank you for telling me that. We discovered that this PowerPoint and my other PowerPoint ‑‑ the handouts ‑‑ are switched. But... if you wanted to go right now ‑‑ because now is the time you're thinking about this, you can go to the presentation that we did on Sunday, called Listening and Spoken Language from Start to Finish and that's where the PowerPoint is. Okay... thank you.

 [Presentation concluded at 4:15 p.m. ET].

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