Reading and Writing
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Word Recognition
• Decoding – sounding out and mapping letters to a word
  • Phonological awareness – awareness that words are made out of sounds and syllables
    • Phonemic awareness – specific to the sounds of the language
  • Alphabetic principle or sound symbol relations
    • Orthographic knowledge – specific to how letters can be organized and sequenced in a language

Comprehension
• Vocabulary
• Abstract Language
• Grammar – syntax, morphology,
• Text structure

How do we learn to read?
Adapted from Chall (1983)
• Preliteracy – preschool
  • Book knowledge
  • Pretend to read/write
  • Word, syllables, rhyme awareness
  • Environmental print
• Learning to read – learning to decode- K-1st
  • Grapheme-sound correspondence
  • Sounding out words

How do we learn to read?
• Consolidation of rules – 2nd-3rd
  • Reads short texts
  • Reads simple stories and textbooks
• Reading to learn – 4th – 8th
• Gains most academic knowledge through reading
• Acquires vocabulary mostly through reading
• Critical Reading – high-school and college
  • Reads for different points of views
  • Compares knowledge from self and others

How do we learn to read?
• Instruction vs. Exposure?
• Phonics vs. Whole language
  • Whole to part and part to whole (top-down vs. bottom-up)
    • Instruction in decoding
    • Instruction in the purpose and content of reading
• Other methods?
  • Syllabic method
  • Analogy or association method
  • Writing to read

Causes of Reading Difficulties
• Given what you now know about reading, what would be the cause of reading difficulties?
  • Dyslexia
  • Learning disabilities
  • Cognitive disabilities

Writing
• Complex process of transforming spoken language into written language with social, linguistic, cultural and psychological influences
• Type of communication
• Many purposes and genres
• Gateway to literacy in children

Writing Development
• Prewriting – pre-alphabetic level
  • Pretend
  • Dictate
  • Scribble
  • Draw and combine with letters
  • Linear strings of scribbles
  • Associate nouns with words, but not verbs or adjectives
• May connect speech sounds to symbols at the syllable levels

**Writing/Spelling**

• Partial alphabetic level
  • Copy name and start using real letters – alphabetic principle emerges
    • Some letter sound relations some syllabic relations
    • Learn the names and sounds of letters
    • Learn to form the letters in Prek or K through programs such as the letter of the week

**Preschool**

**K writing**

**Writing/Spelling**

• Full alphabetic level – conventional writing
  • Link reading to writing, words are stable conventional symbols
  • Know grapheme-phoneme correspondence
  • Still missing the more complex structures like blends and clusters
  • End of first grade

**First Grade**

**Writing/Spelling**

• Consolidated alphabetic level
  • Know letter sequences such as affixes, letter doubling
  • Starts learning and using different genres of writing
    • Stories, reports, science experiment, poetry, legends, persuasion

**Skills needed for writing**

• Grammar
• Punctuation
• Spelling
• Genre
  • Text structure
• Sense of audience and purpose
• Content
  • information – vocabulary – world knowledge
• Learning the process
  • Planning, editing, revising, final form

**Relation between reading, writing/spelling and oral language**
• Phonemic awareness
• Comprehension
• Orthographic knowledge
• ..........?

**Children with Writing Difficulties**

**Summary**
• Reading and writing are language-based processes
• Phonemic awareness an vocabulary are critical for both processes
• Both undergo a developmental process
• Teaching of these two process is necessary for children to learn to read and write well
  • It does not happen automatically