

**Wednesday, October 05, 2005**  
**BEAUX MIDI TALK**

**NOTES AND REFERENCES TO ACCOMPANY:  
EXPLICIT READING TEACHING FOR MINORITY CHILDREN: HOW  
LONG IS ENOUGH?  
Yvette Hus PhD**

- Minority language students require 7-9 years to learn academic language to the same degree as their non-minority peers.

**(Hus, Y. (2001). Early reading for low SES minority language children: An attempt to 'catch them before they fall'. Folia Phoniatica et Logopaedica, 53 (3), 115-184.)**

- Incomplete or unstable alphabetic code development implies reading failure and educational struggle throughout the school years.

**(Grossen, B. (1998). 30 years of research: What we now know about how children learn to read. NICHD document commissioned by The Centre for the Future of Teaching and Learning: A Pacific Bell Foundation [On-Line]. Available: [cftl.org/30years/30years.html?id=3D3656092](http://cftl.org/30years/30years.html?id=3D3656092), 1-20.)**

- Reading disabilities and educational failure plague students from low SES families and minority language status

**(Skutnabb-Kangas, T. (1981). Bilingualism or Not: The education of minorities: Vol7. Clevedon, England: Multilingual Matters.**

**Cummins, J. (1984). Bilingualism and special education: Issues in assessment and pedagogy. Clevedon, Multilingual Matters.**

**Lundberg, I. (2002). Second language learning and reading with the additional load of dyslexia. Annals of Dyslexia, 52, 165-187.)**

- Jolly Phonics: a commercial product that focuses on synthetic phonics or an explicit teaching of phonological awareness and the alphabetic principle (sound/letter correspondence) using reading and writing activities. It uses a multisensory and a contextualized approach. Also available in French (Le Manuel Phonique).

**(Lloyd, S. & Wernham, S. (1998). Jolly Phonics: A program for teaching reading, writing, and spelling. USA and Canada edition. Chigwell, Jolly Learning.)**

- *Soundprints* This is a Canadian explicit reading & writing teaching approach developed by **Lynn Senecal, from Riverside School board, Quebec**, who describes it as “a content-rich framework for basic literacy learning”. It uses a synthetic phonics method and academic vocabulary building via a variety of science topics. The Harper-Collins' Read and Find-Out science series is used for this purpose. It is also available in French.
- Given these results we must consider that this population requires neither early intervention nor late intervention programs, but rather continuous reading intervention approaches and programs, based on best-practices that are informed by sound scientific evidence. Without this they may never completely acquire the school language orthography.

(Margolis, H (editor) (2002). **Closing the gap: providing late intervention for struggling learners. Reading & Writing Quarterly, Vol.18, 2, 97-195. Taylor & Francis, London: UK.**)

- Fluency of reading is vital for comprehension of reading.

(Wolf, M. & Katzir-Cohen, T. (2001). **Reading fluency and its intervention. Scientific Studies of Reading, 5, 211-239. )**

- **Modification of identification of reading/learning disabled:** students are identified as learning disabled when the school psychologist finds a notable **IQ-achievement discrepancy** (the size of the discrepancy is regulated by the school board). This method of identification is aptly named a 'wait-to-fail' attitude.

A '**responsiveness - to - intervention**' LD identification model therefore may be more appropriate for this high-risk population.

(Fuchs, D. (2003). **On Responsiveness to Intervention as a valid method of LD identification. Perspectives, 29, 2, 28-31. The International Dyslexia Association.**)

- **Modification of teacher knowledge of language and reading acquisition:** A Canadian study found that many teachers exhibit limited knowledge of children's literature, knowledge of phonological awareness, and explicit phonics knowledge.

(Cunningham, A.E., Stanovich, K.E., & Stanovich, P.J. (2004). **Disciplinary knowledge of k-3 teachers and their knowledge calibration in the domain of early literacy. Annals of dyslexia, vol. 54, 1, 139-167.)**

- “The greatest continuing problem of the public schools is their failure to teach many children how to read,” deplore reading scientists.

**(Rayner, K. Foorman, B.R., Perfetti, C. A., Pesetsky, D, & Seidenberg, M.S. (2001). How Psychological Science Informs the Teaching of Reading, Psychological Science in the Public Interest, 2, 2.**

- "Illiteracy is a national health problem", observes Hochman. One of her observations is that 60% more minority children read below grade level than in the general population. She believes that about 75% of students who do not learn to read by age 9 will never become competent readers.

She continues: “The price of failure in the classroom is high since many of these students develop emotional and social problems that gravely affect their ability to function in school and later in society.”

**(Hochman, J.C. (2003). The price of failure in classrooms. Perspectives, 29, 3, 8-9: The International Dyslexia Association. )**

- And, finally, for those who believe that our children can learn to read strictly through 'exposure' to quality literature, we would like to quote Hochman: "there is plenty of room for excitement and creativity in explicit instruction."

**(Hochman, J.C. (2003). The price of failure in classrooms. Perspectives, 29, 3, 8-9: The International Dyslexia Association. )**

Thank You & hope you find these notes and references useful.  
Bonne Chance!