

Aural/Oral Foundations of Literacy

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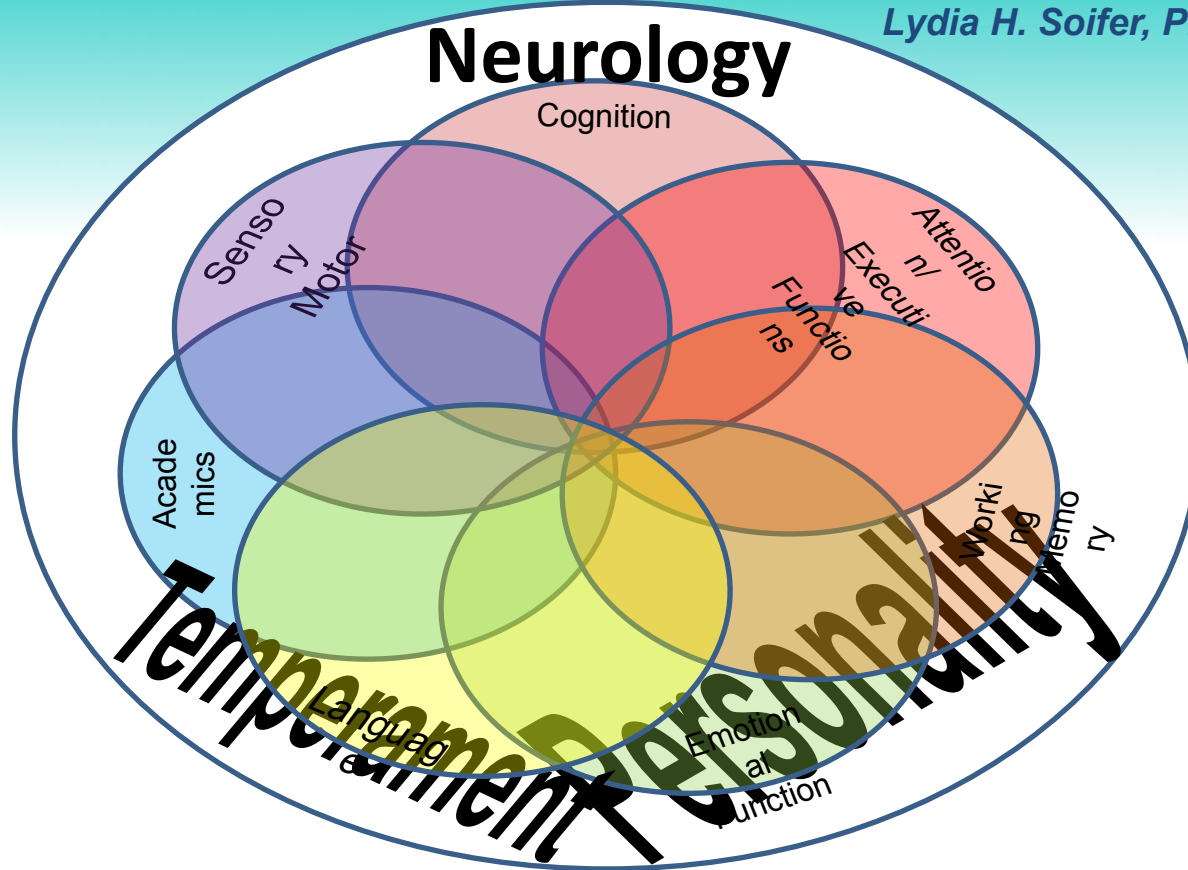
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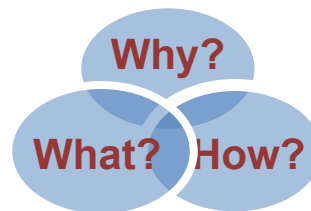
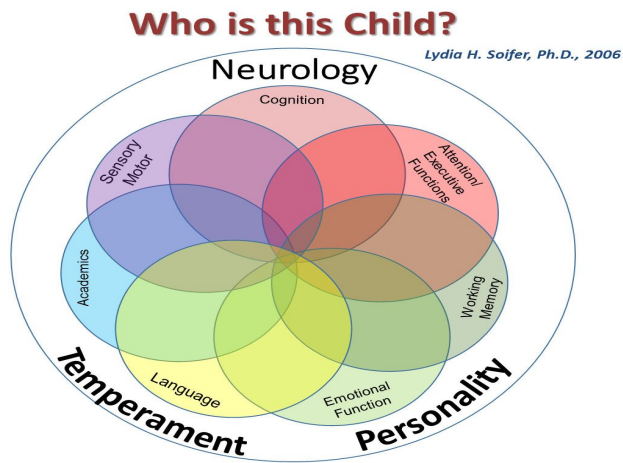
Who is this Child?

Lydia H. Soifer, Ph.D., 2006

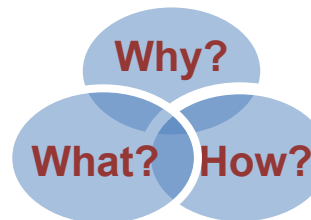


Classroom Language Dynamics@;

Who is This Child?; Effective Teaching



Teacher:
Content and Skills

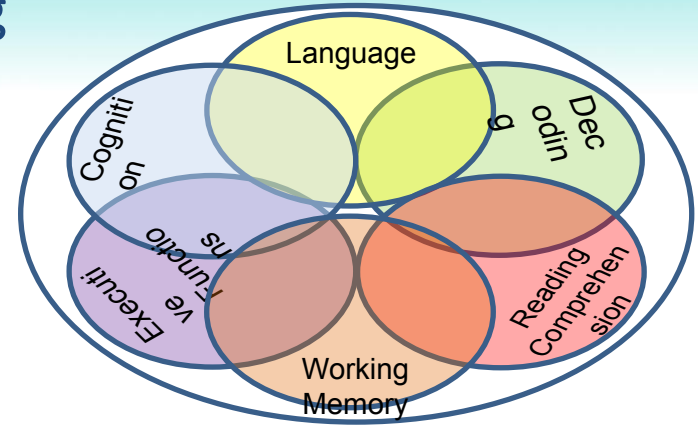


Student:
The way I learn

Cognition

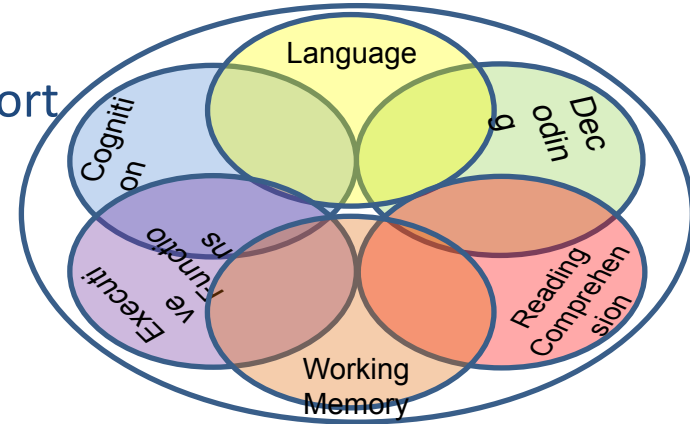
Cognition is a general concept embracing all of the various ways of **knowing**: *perceiving, remembering, imagining, conceiving, judging, reasoning.*

Cognitive development also involves the **methods** a child uses to *organize, store and retrieve information for problem solving and generalization.*



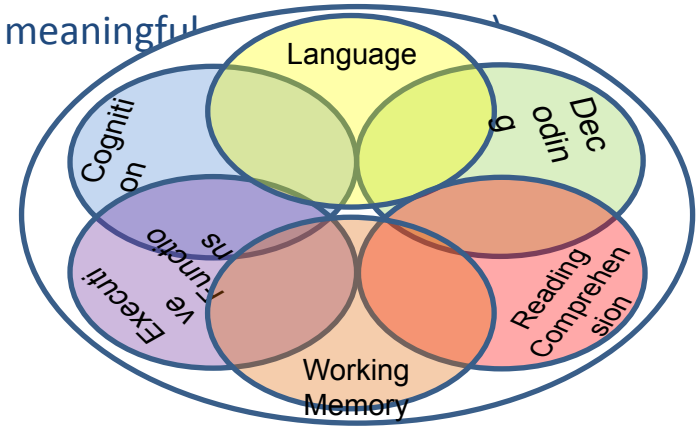
Executive Functions and Reading Comprehension

- Reading must make sense.
- Understanding is the result of planning to understand.
- Prioritizing leads to maximizing time and effort.
- Accessing background information helps organize new information.
- Self-checking enhances goal achievement.
- A flexible mindset provides opportunities for increased understanding.



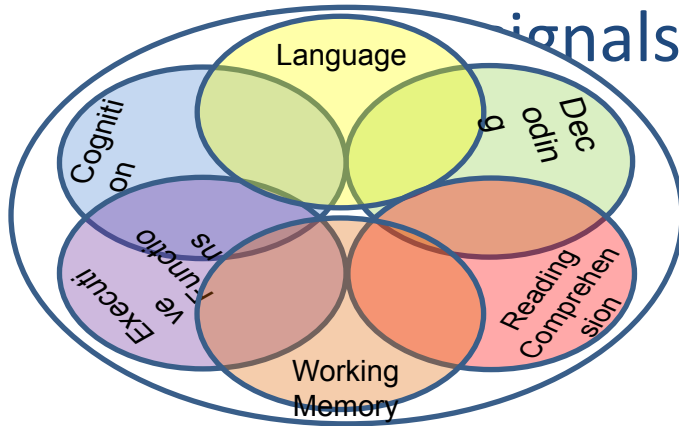
Working Memory and Reading Comprehension

- The goal of reading *is* comprehension
- Comprehension depends on the capacity of Working Memory to:
 - Decode words and attach meaning
 - Construct individual meanings (words) into bigger meaningful
 - Link information among sentences
 - Notice inconsistencies between parts of texts
 - Extract main ideas
 - Create visuals
 - Form new mental schemas
 - Draw inferences
 - Monitor understanding
 - Integrate new information with general knowledge



A Definition of Language

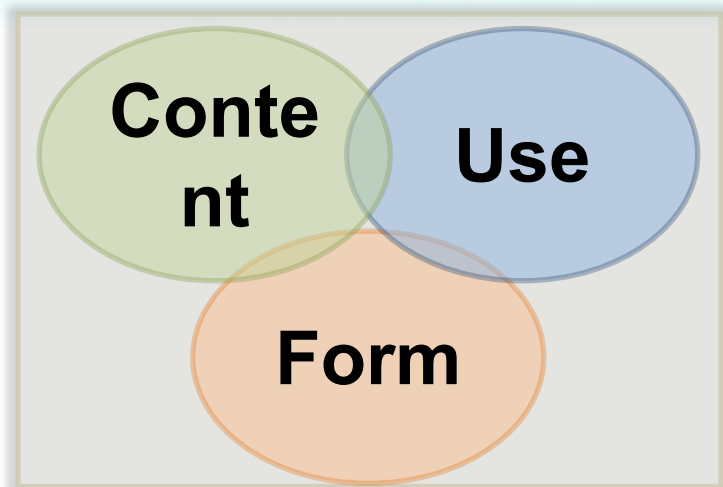
“Language is a code, whereby ideas about the world are represented through a conventional system of signals for communication.”



Bloom and Lahey, 1978

The Components of Language

(Bloom and Lahey, 1978)



- **CONTENT**
 - Meaning component
 - Vocabulary and beyond
- **USE**
 - Reasons to use language (purposes)
 - Purposes and intentions for using language
 - Conversational competence
- **FORM**
 - Sound system
 - Word structure
 - Grammar

Aural/Oral Language are the Foundations of Literacy

Listen

Content

Speak
Use

Read

Form Write

Decoding

Vocabulary - Sentence Comprehension

Paragraph - Text Comprehension

A Visual Representation of Language Related to Literacy

(Catts, et.al., 1999; Haynes, 2004)

Kindergarten

Phonological
Awareness

Rapid
Automatic
Naming

Semantics

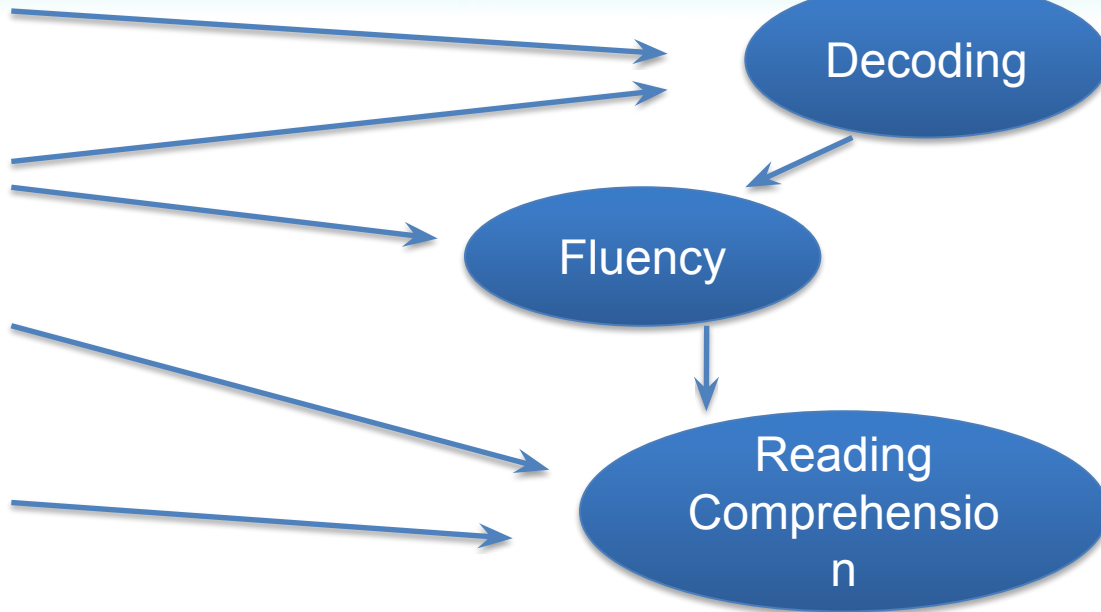
Syntax

Grades 2 & 3

Decoding

Fluency

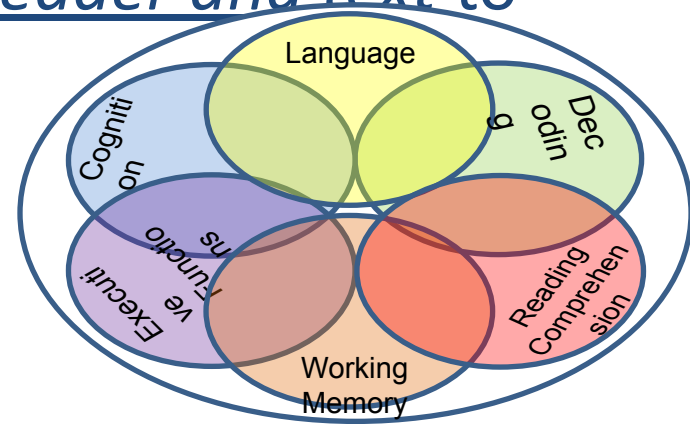
Reading
Comprehensio
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What is reading comprehension?

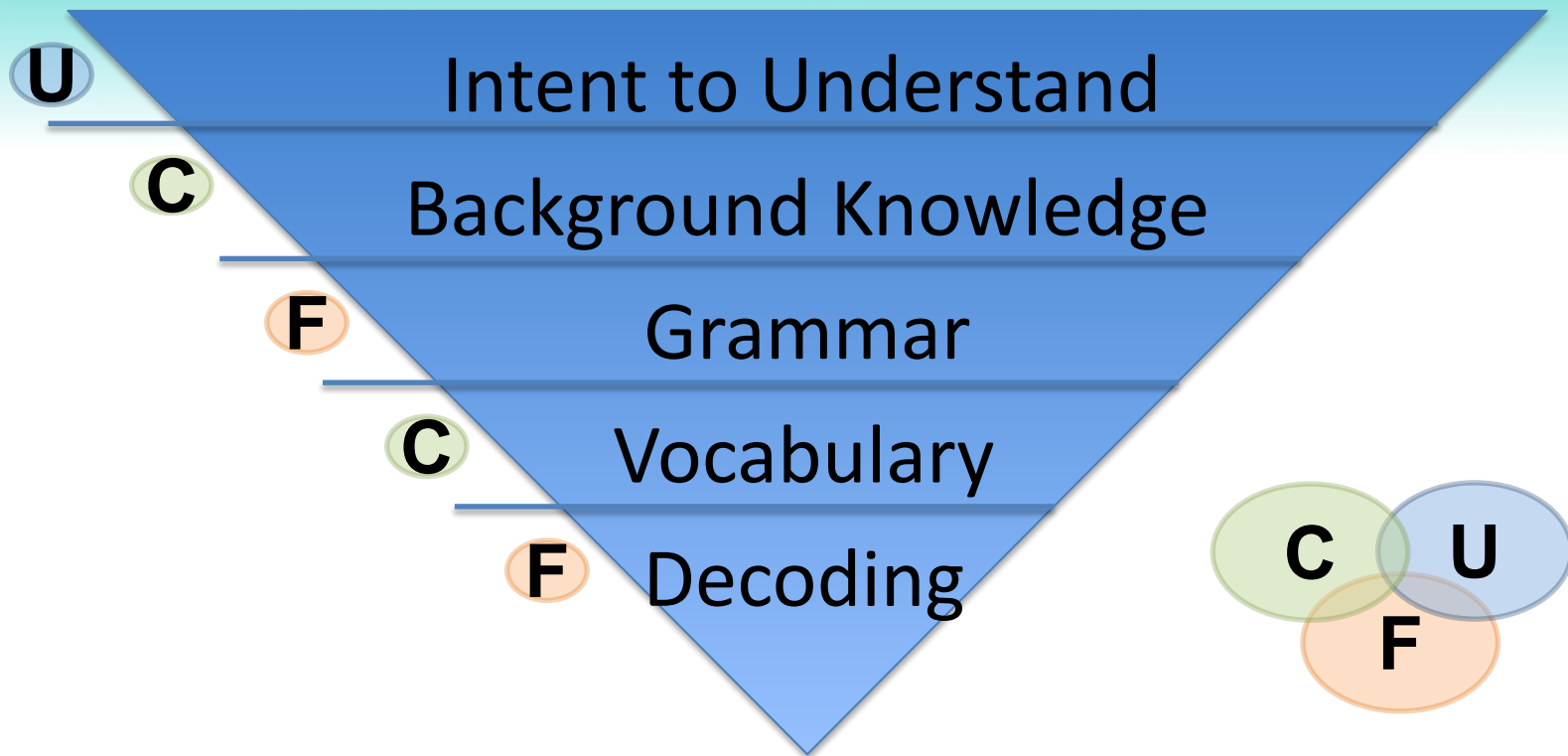
(Hook, 2006)

“Reading comprehension is the complex cognitive process involving the **intentional interaction** between reader and text to **extract meaning.**”

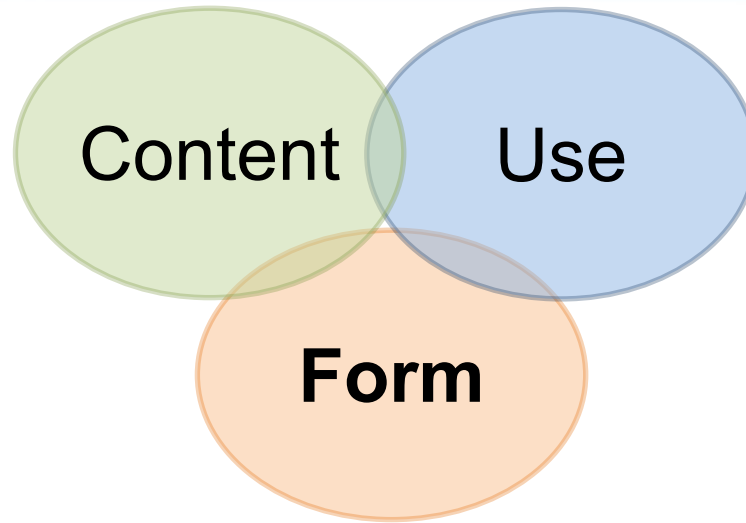


Reading Comprehension

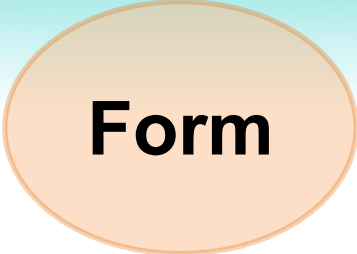
(Soifer, 2015)



“How are the components of language related to literacy?”



The “Observable Feature” of Oral Language



Form

- Phonology, Morphology, Syntax
- Phonology
 - Segmental features
 - Consonants and vowels
 - Suprasegmental features
 - Intonation, stress, loudness, juncture, pitch and rate
- Morphology
 - Bound (inflectional; derivational)
 - Unbound
- Syntax
 - Is not grammar!

English is a *mean* language - to learn to read and spell, that is!

- Not transparent (*bomb, comb, tomb*)
- Many more sounds than letters; letters are not the same as sounds!
- 26 letters BUT many more sounds (+ allophones)
- 25 consonant sounds
 - Created by sound moving through the vocal tract
 - Obstructed by lips, teeth or tongue
- 15 * vowel sounds
 - Created by sound moving through the vocal tract
 - Shape of the lips and position of the tongue

Allophones

- Variation in phoneme production that is systematic and rule based
- Some examples
 - Vowel becomes *schwa*
 - Vowel nasalization
 - Consonant aspiration
 - Flapping of medial /t/ and /d/

Allophones and Spelling Errors

- **Consonant Aspiration**

- spider □ *sboydr*
- school □ *sgol*
- hospital □ *hosbidl*

- **Vowel nasalization**

- want □ *wot*
- sand □ *sad*
- jump □ *jup*

Co-articulation: Some examples

- bark /b/, /a/, /r/, /k/
- “r” controlled vowels
 - lurk, perk, first
- write ride
- writer rider
- Tuck-truck; task-trash; dunk-drunk;
dagger-dragon
- Putting-pudding vs. tally-dally

Clearly, one letter does not equal one sound...

What is the third phoneme in each word?

- choose
- writhe
- sink
- measure
- vision
- folk
- kitchen

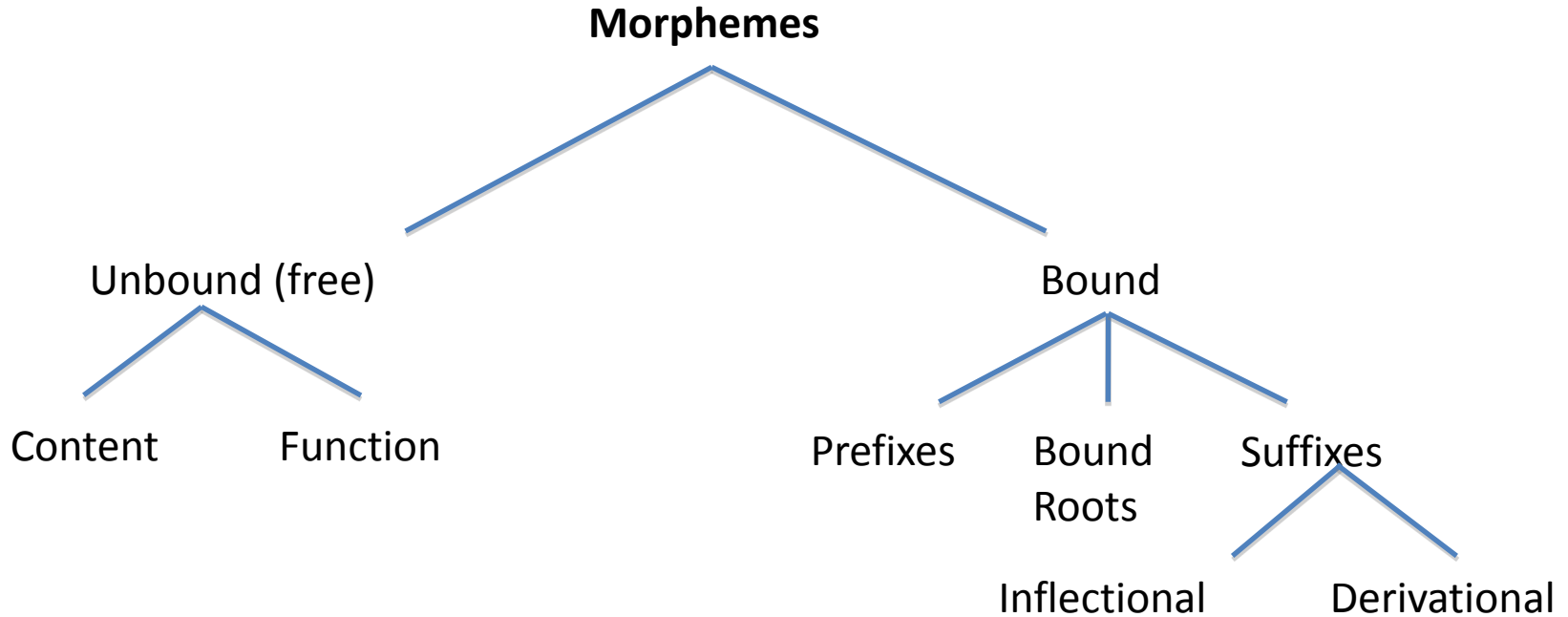
Never underestimate the power of a suprasegmental feature!

- Intonation, stress, loudness, pitch, juncture, rate (Say that three times fast)
- ? ! , .
- “motorically”
- Think “Seinfeld” – the low talker
- Are you sure?
- Jeetyet?; wenneyuhgoin’?; fuggedabowdit!
- Whoa, cowboy!

What's a *morpheme* anyway?

- **Morpheme** – smallest unit of meaning in a language
 - * Sometimes a morpheme is a phoneme!
- **Morphology** – the study of word formation
- **Unbound (free) morpheme** – can stand alone; a word
- **Bound morpheme** – must be attached to other morphemes; the affixes of a language

A Morphemic *Family Tree*



A baby and a co-baby?



Morphological Awareness Tasks

Singson, et al., 2000

1. A famous doctor performed the _____.
A. operation B. operational
C. operative D. operationalize
2. Age improved her _____.
A. personify B. personalize
C. personality D. personal
3. She works hard. She is very _____.
A. industrialization B. industry
C. industrious D. industrialize
- *4. Where do they _____ the money?

Very interesting and detailed but why should we care?

- Morphological awareness...
 - Supports a variety of literacy skills
 - Word identification
 - Reading fluency
 - Reading comprehension
 - Spelling
 - Enables children to increase vocabulary and comprehension skills
 - Indecision versus indecisive

Some examples of what that all just meant...

- **Decoding**

To a struggling reader a “big, long” word such as *sleeplessness* OMG!!!

- **Comprehension** [From Tyler and Nagy (1990)]

- “A general indecision about the use of nuclear weapons could be a threat to national security.”
- “A general indecisive about the use of nuclear weapons could be a threat to national security.”

- **Spelling**



Silent letter spelling words – Oh woe is me!

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It is just a morphophonemic shift, that's all!

Spelling as a Language Skill: Underlying Language Components

- Spelling is a complex, language based skill.
- Linguistic knowledge sources/foundations:
 - Phonology
 - Orthography
 - Semantic
 - Morphology
 - Clear and concise mental orthographic images

Reasons Why English is Hard to Learn

- The bandage was *wound* around the *wound*.
- The farm was used to *produce produce*.
- I did not *object* to the *object*.
- The *wind* was too strong to *wind* the sail.
- After a *number* of injections, my jaw got *number*.
- When shot at, the *dove dove* into the bushes.

Grammar and Syntax

- The systematic study and description of a language
- A set of rules dealing with the syntax (word order) and word structure (morphology) of a language, e.g.,
 - No splitting infinitive
 - No hanging prepositions
 - No “anxiousness” (it’s *anxiety*)

Syntax and Grammar

- is the arrangement of words into sentences and phrases; one of the major components of grammar
- how a sentence is worded
 - declarative
 - interrogative
 - exclamatory
 - imperative
- word order
 - passive vs. active

Successful Teaching of Grammar

- Teachers focus on the most frequent errors in students' writing
 - run-on sentences
 - fragments
 - comma splices
 - boundaries between clauses
 - subject-verb agreement

Anaphora (anaphoric reference)

(Pearson and Johnson, 1978)

- Pronouns
- Locative pronouns
- Deleted pronouns
 - Usually an adjective
- Arithmetic anaphora
- Class inclusive anaphora
 - A subordinate word substitutes for another word
- Inclusive anaphora
 - Can refer back to an entire phrase, clause or paragraph)
- Deleted predicate adjective
- Pro-verbs

Punctuation: A Code for Writers Only

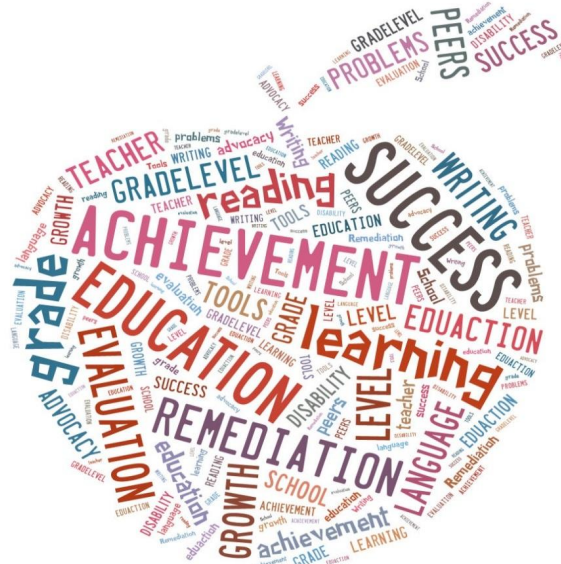
- think about it when we speak we don't use punctuation marks or capitals but somehow we manage to understand each other without them if you have read this far without them you realize how much they help writers and readers and how frustrating and confusing their absence can be
- Oral language has the **suprasegmentals**, but

The sounds and their intentions become recognizable words – enter vocabulary and lexicon!

Conte
nt



Conte nt



Language Content

Content: The meaning component of language

- Meaning features of a word (“You *walkin’ with me?*”)
- Word knowledge (lexicon)
- Concept knowledge
- Word use (literal/figurative)
- Relationship between and among words
- Decoding □ □ Comprehension
- Word categorization
- Social implications, e.g., getting the joke

What is vocabulary?

- Words and word meanings
- In oral and print
- Receptive and productive
- Multiple, contextual meanings
 - Early grades

The kinds of words that students must know to read increasingly demanding text with comprehension.

— Middle and high school

Vocabulary: The Bridge to Comprehension and School Success

- Vocabulary
 - Enhances phonological awareness
 - Facilitates decoding and spelling
 - Is crucial to reading comprehension
 - Builds linguistic awareness
 - Enhances world knowledge
 - Influences conceptual and inferential reasoning
 - Improves school achievement in general

Good Readers and Poor Readers

- Good readers
 - More efficient phonological representations
 - Stronger lexical knowledge
- Poor readers
 - Poorer phonological memory
 - Slower, less efficient word acquisition
 - Greater difficulty retaining and accessing phonological representations
 - Decoding difficulty

The “Matthew” Effects

Stanovich, 1986

- Students with word reading difficulties:
 - Read fewer and easier books
 - Have trouble “decoding” less familiar words
 - Learn fewer words through reading
 - Show increasing problems in vocabulary and comprehension

Words at Three Tiers of Difficulty

Beck, McKeown & Kucan, 2002, + + +

- Tier One Words
 - Common, everyday words, e.g., baby, clock, happy
 - Usually learned at home;
 - “Here and now” words used in a familiar context
 - Rarely require direct instruction
- Tier Two
 - New words not common to young children’s oral language
 - Typically found in written language
 - Mature or more precise labels for concepts children already know
 - Words beyond the “here and now”, e.g., maintain, merchant, fortunate
- Tier Three
 - Specific to particular content
 - Special lexicons, e.g., content area vocabulary such as biology
 - Best taught within the context of the specific writing, e.g., irksome

Tier 2 - Building on Tier 1 with Specificity and Nuance

<u>Tier 1</u>	<u>Tier 2</u>
big	large, huge, enormous
sad	grumpy, miserable
mad	angry, furious
bad	naughty, awful
scared	afraid, terrified, anxious
good	outstanding, excellent

Multiple Meaning Words: Developing a Mindset for Diversity

Imagine the dilemma: square roots (math), tree roots (science), roots of words (English), roots of families (S.S.)

Math

foot	solid	root
plot	peck	square
power	construct	product
drill	difference	yard

Science

motion	force	fault
crust	degree	balance
wave	current	host
core	organ	matter

Social Studies

key	bill	product
race	plain	range
ruler	market	group
country	crop	cabinet

Figurative Language

(Troia, 2011)

- Nearly two-thirds of spoken English
- One-third of teachers' utterances
 - multiple meaning
 - idiomatic
- Understanding and usage are critical
 - academic success
 - instruction
 - reading comprehension
 - written language

Teaching Vocabulary: General Guidelines

- Post the words in classroom in syllabicated form
- Provide a student friendly definition
- Suggest synonyms and antonyms for the word
- Put the new word into a context or connect it to known word
- Use the new word on multiple occasions in multiple contexts
- Whenever you say the word, run your hand under it as you say it
- Place several new words into a shared context
- Ask questions that contain the new word
- Add the new word to an already existing concept map or create a concept map using the word as the foundational concept
- Have pairs or teams of students construct semantic maps for the new word

Sounds, Sentences, Words put them all together....

Use

- So, what do you want to talk about?
 - Conversational skills
- Let me tell you a story!
 - Narrative ability

Language Use

- Use: Purposes and intentions with which we use language
 - Communicative functions/purposes
 - Components of social communication
 - Styles and code of communication
 - Verbal, paralinguistic and non-verbal aspects
 - Discourse, conversational and story-telling skills
 - **Reading with intent**
 - **Monitoring comprehension**
 - **Purposes for reading and writing**

Narrative v. Expository

Narrative

- Story grammar format
- Ending relates logically to beginning
- Personality, intentions and feelings appear in more complex narratives
- Requires mastery of basic level language and then higher level language processes

Expository

- Most literate of genres
- To instruct, explain, describe
- Involves the exchange of factual or technical information
- Often the information is novel and decontextualized
- Language, memory and integration demands high
- Bottom up processing – limited prior knowledge

“Just the facts, m’am.”

- An event from my youth (when I was young) that assumes a very general script about a trip:

In 1961, my family went to visit my mother’s cousins in Rome, NY. It was a long ride on roads that were unlit making it a hard but memorable trip.

Add a Narrative Framework and Facts

Become a Story

When I was a child we rarely travelled. We spent all vacations and holidays together at home with friends and family. One year, when I was 11, a trip to Rome, NY to visit cousins was planned for a vacation. Unfortunately, the car ride was very long so my grandfather had to drive at night on unlit and unfamiliar roads. My mother was so nervous that she couldn't stop talking and had us all hysterical laughing. None of us remember much about the time with our cousins, but we all fondly remember my mother having us in stitches all the way there.

Expository Text: “Life Science” (Merrill, 1995)

- Classification of Plants
 - Today, plants usually are classified into major groups called division. A division is the same level as the phylum studied in the Protist Kingdom. The simplest plants, mosses and liverworts, are placed in the division, Bryophyta.
 - Brophytes are small plants found in damp environments like the forest floor; the edges of ponds and streams, and near the ocean.

Narratives, Language Disorders and Literacy

- Fewer story grammar components
- Fewer action units, fewer words, fewer complex sentences, more non-referential pronouns
- Overall decreased length of retelling
- More limited vocabulary
- Inadequate encoding of important temporal and causal relationships
- Reduced significant detail
- Shorter in length

Narratives, Language Disorders and Literacy

(continued)

- More incorrect information
- Difficulty establishing saliency
- Poor clarification for the listener
- Deficits in organizational structure and cohesion
- Inefficient memory strategies for recall
- Increased number of repairs and abandoned utterances
- Comprehension of inferences

Always remember and please never forget...

Reading is language, too!

decoding + comprehension = *reading*

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