Reading and Writing Development in School-Age Children: Current Concepts

INTRODUCTION

Many SLPS are playing an increasing role in addressing literacy skills and often work as part of a team in schools to improve students’ reading and writing. This journal self-study adds to the knowledge base of SLPs working on literacy. Five articles address how literacy progresses over time in both typically developing children and those with speech and language disorders. SLPS who work with school-age children in or outside of schools will come away with an increased understanding of the role of linguistic awareness skills—such as phonological, morphological, and orthographic awareness—on reading and writing development, as well as the importance of vocabulary and overall language development. The articles contain take-away points that SLPS can consider in their clinical practice as they continue to expand their literacy instruction.

LEARNING OUTCOMES
You will be able to:
- describe how speech and language disorders may affect literacy skills throughout the school-age years
- explain the differences among various models of literacy development
- apply research findings to clinical practice to improve literacy instruction in the classroom and provide guidance to teachers and parents

CONTENTS

Classroom Phonological Awareness Instruction and Literacy Outcomes in the First Year of School, by Karyn L. Carson, Gail T. Gillon, and Therese M. Boustead.................................................................CE-1

The Relation of Linguistic Awareness and Vocabulary to Word Reading and Spelling for First-Grade Students Participating in Response to Intervention, by Young-Suk Kim, Kenn Apel, and Stephanie Al Otaiba.....................................................CE-15

Reading Skills of Students With Speech Sound Disorders at Three Stages of Literacy Development, by Crysten M. Skebo, Barbara A. Lewis, Lisa A. Freebairn, Jessica Tag, Allison Avrich Ciesla, and Catherine M. Stein.................CE-26

Evaluating the Dimensionality of First-Grade Written Composition, by Young-Suk Kim, Stephanie Al Otaiba, Jessica S. Folsom, Luana Greulich, and Cynthia Puranik.................................................................CE-40
Emergent Literacy in Children With Autism: An Exploration of Developmental and Contextual Dynamic Processes, by Elizabeth Lanter, Linda R. Watson, Karen A. Erickson, and Daniel Freeman.................................................................CE-53

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

Original start date: September 9, 2014
Peer reviewed: February 13, 2013, and January 25, 2016
End date: March 12, 2020

To earn continuing education credit, you must complete the test with a passing score on or before March 12, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.65 ASHA CEUs (Intermediate level, Professional area).