

The Listening – Reading – Writing Connection

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Objectives: The participants will:

1. Relate listening skills to literacy acquisition
2. Evaluate impact of hearing loss
3. Learn strategies for reading competence
4. Recognize how comprehension of oral language impacts the transition to written language

Literacy skills are the foundation for reading and writing, they use auditory and visual processing to make language understood. Literacy elements are: Reading, Writing, Listening, Technology, Creativity, Talking and Viewing

2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare

Over 70% of America's inmates cannot read above a 4th grade level

One World Literacy Foundation: "Illiteracy Statistics"

Types of literacy

Digital Literacy – Ability to access, use, understand and create knowledge in varying digital formats

Financial Literacy – Ability to understand and responsibly plan money spending and use

Computer Literacy- Ability to use a computer and software

Media Literacy- Ability to think critically about different types of media

Information Literacy-Ability to evaluate, locate, identify, and effectively use info

Technology Literacy- The ability to use technology effectively in several different ways

Political Literacy- Knowledge and skills needed to participate in political matters

Cultural Literacy- The knowledge of one's own culture

Multicultural Literacy- The knowledge and appreciation of other cultures

Technological literacy

Freedom **to express** their views, personalities, and identities

Able **to customize** and personalize technology

Able **to find** information they want

Able **to have fun in** learning, work, and socialization as well as entertainment

Able **to connect** to others and collaborating in everything

Have speed and responsiveness in communication and searching for answers

Able **to seek and use** what is new and better <http://thoughtfullearning.com/resources>

Literacy is an active application of learned skills.

For educational purposes - Basic functional literacy – to grade 3

Prose – continuous text: stories, brochures, articles

Document – non-continuous text: maps, schedules, labels, forms

Quantitative – numbers imbedded in writing: recipes, order forms, receipts 2003 National Assessment of Adult Literacy

Focus on content literacy – after grade 3 -The Organization for Economic Co-operation and Development (OECD) measured 15 year olds around the world in 3 content areas of literacy: **Reading , Mathematics, Scientific Knowledge**
Content reading literacy is the ability to: access, manage, integrate, evaluate, reflect on written information, use reading as a tool to advance and extend knowledge, manage information in unfamiliar texts, infer relevancy, and hypothesize based on the presented information.

Reading skills:

Needs

Phonemic awareness

Decoding/phonics

Fluency

Comprehension

Vocabulary

Challenges for DHH

phonology – how words sound different

semantics – word meaning based on association

word knowledge impacts speed of decoding

comprehension is experience based

word choice – understanding degrees of meaning

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Content mathematical literacy is the ability (1) to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, (2) to identify & understand the role math plays in the world, to problem-solve, reason and analyze information, (3) to understand the “language” of math to decipher what a question is actually asking by understanding the terminology.

Mathematics skills:

Needs

Basic operations - +, -, x, division and fractions by grade 5
Need to be automatic with basic operations to allow time to problem solve

Challenges for DHH

Pattern recognition – predict future events
Abstract reasoning
Interpret word problems

Scientific literacy is the ability to use scientific knowledge, recognize scientific questions, identify what is involved in a scientific investigation, relate scientific data to claims and conclusions and communicate findings

Scientific skills:

Needs:

Ask, find, or determine answers to questions derived from curiosity about everyday experiences
Describe, explain, and predict natural phenomena
Pose and evaluate arguments based on evidence

Challenges for DHH:

Analytical skills
Read with understanding articles about science
Engage in social conversation
Apply reading and math skills

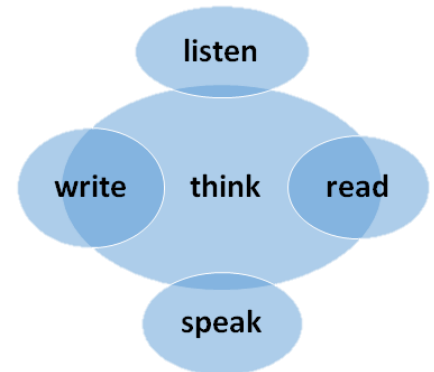
Content literacy – Common Core: (1) determine what text says ‘explicitly,’ summarize, infer, cite evidence to support a conclusion, (2) interpret words for technical, connotative, & figurative meaning, (3) analyze structure for meaning, (4) synthesize and compare information from different sources, evaluate the reasoning and relevance, and (5) do it independently.

Five components of literacy

#1 Think - 9 ways the Brain Learns

1. Pattern recognition and schema
2. Emotion
3. Parallel processing
4. Entire physiology
5. Search for meaning
6. Whole and parts

7. Social learning
8. Conscious and unconscious attention
9. Uniqueness



Listening skills

Prosody:

Listening comprehension is more than word meaning and language:

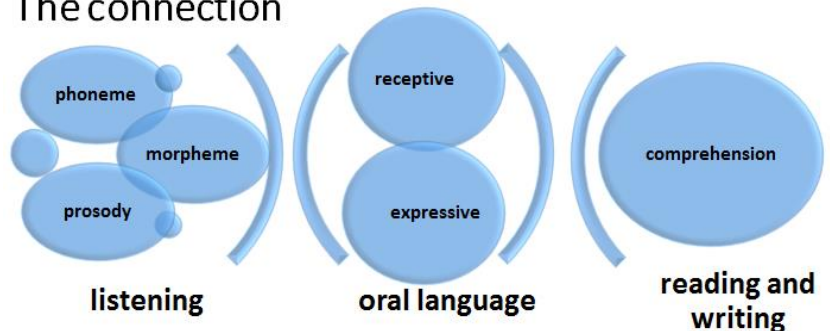
Listening level: suprasegmentals – pitch, intensity, duration

Mark meaning, attitude, emphasis of expression

Indicates continuation or disjuncture Richard Ogden, *An Introduction to English Phonetics*. Edinburgh University Press, 2009

Language level: stress, juncture, intonation, rate stressed or unstressed syllables (minute – minute), rise and fall of speech (You are hungry. You are hungry?), word spacing in running speech recognizing humor, sarcasm, or contradictions in words and meaning.

The connection



Reading level: plot understanding of time, place, action. Inflection in oral reading.

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Prosody Instructional strategies

Suprasegmentals: singing, breath control games, volume control

Language: read out loud, ending punctuation, role playing

Reading: Retelling a personal experience vs a text, draw an inflection diagram



Listening – auditory function

Detecting – demonstrating the awareness of a particular sound or sounds

Discriminating – making judgments as to the similarity or differences between 2 sounds

Prosody patterning – recognizing the features of rate, duration, intensity and pitch that create rhythms in sounds and speech

Identifying – specifically indicating what has been heard through a motor or speech response

Comprehending – demonstrating understanding of particular input through response or generation of new ideas

Nevins, Garber (2005). *Getting Started with Auditory Skills*. HOPE Online Library.

Phonology: the relationships among the speech sounds

Listening: Smallest unit of sound, sound units apart from meaning

Language: fundamental components of language, mentally verbalizing/blending to form the word using visual analysis & memory to compare it to known words in long term memory (internal dictionary)

Reading: correlates strongly with fluent reading skills, needed to decode words

"The best predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness)."

The ability to hear and manipulate phonemes plays a causal role in the acquisition of beginning reading skills." National Reading Panel, National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel

Phonology Instructional strategies

Listening: Auditory discrimination of consonant vowel pairs, rhyming and word families

Language: Number of words, syllables, and phonemes in an item

Reading: Syllable patterns

Morphology -the smallest unit of language **with meaning**.

Listening: Morphology awareness is tied to speech perception

Language: affixes (pre-, post-, -able, tion), verb endings (-ed, -ing), noun inflections (dogs), compound word parts such as 'base' in 'baseball.'

Reading: understanding of morphemes effects processing speed of spoken language and comprehension.

Morphology Instructional strategies

Listening: Repeat nonsense words

Language: Repeat sentences, decode multi-syllable words by word parts, Greek and Latin roots

Reading: Combine with phonics to determine meaning, use context clues to define

Auditory discrimination sequence - easy to difficult

Words - initial position – voice/voiceless	cane – gain Sue – zoo
Phrase/sentence – initial position – voice/voiceless	It's Dan. - It's tan. Try to park. - Try to bark.
Words – initial position /consonant clusters	splash – smash, scan – span
Phrase/sentences – initial position – consonant clusters	was brief - was grief

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Sound Manipulation

- Segment and blend whole units into parts
- Rhyme and recognize word families
- Identify individual sounds in a word
- State sounds for written individual and paired letters
- Blend sounds to pronounce syllables
- Combine syllable types to pronounce written multi-syllable words

Levels of difficulty for auditory closure

- Recognition of the concept “Missing”
- Missing words: phrase & simple sentence, single sentences, word Associations
- Missing syllables
- Missing phonemes
- Complex word retrieval

Word usage

Recognize word usage errors in running speech.

- an error in a sentence with phrase, (“Not _____, but _____”.)
- an error of sound discrimination (He has a bing on his finger. (ring))
- an error of grammar (Yesterday, he eat a hot dog. (ate))
- an error of vocabulary (She wears shoes on her head. (feet))

Explain word relationships based on semantics. Recognize absurdities and humor. Complete analogies and similes.

Following directions

- Gross-motor responses/Fine –motor responses
- Listens to a spoken passage with embedded information
- Discriminate between a direction, a statement, and a question.
- Recognize vague or unreasonable directions.
- Identify the action word or phrase in a simple single direction.
- Identify the number of steps in a direction.
- Follow a sequence of directions with an object (rubber band) / on a worksheet.
- Follow a 2 step direction in proper sequence for object & worksheet.
- Follow a 2 step direction with sequence reversed. Follow multiple step directions to create something. (art, recipe)

Auditory Language Integration

- Listen for fact or opinion
- Listen for key information
- Listen for supporting details
- Identify main idea
- Summarize
- Infer meaning and action

Reading - Reading is the making sense of print.

Vocabulary: word knowledge, visualization of content

Decoding: sounding out words & syllables; syllable types – closed, open, ‘r’ controlled; automaticity

Fluency-rate: word prediction and word webbing; intonation, inflection

Comprehension-understanding the text: text organization, summarization, sequential memory

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Vocabulary: Students need to visualize words and move through time and space.

“When a fact or idea that you memorized through words (and stored in the left hemisphere of your brain) is also memorized through a picture or sketch (and is stored in the right hemisphere of your brain), you set up a powerful combination in your memory. You can draw on this combination later when you need to recall the fact or idea.”

*Allan Pavo, **Imagery and Verbal Process** (New York: Holt, Rinehart and Winston, 1971),*

Decoding: consciously use phonics and other related skills to figure out the pronunciation of a printed word

Fluency -Automaticity: the reading process is automatic, the reader recognizes the overwhelming majority of words by sight; very little conscious decoding; a precondition for comprehension

Differences in fluency

1st - determine purpose for reading, 2nd - adjust rate to fit the type of text

Five Categories of Reading Rates

Careful - to master content: evaluate, outline, summarize, paraphrase, analyze, solve problems, & memorize.

Normal - to answer a specific question, note details, solve problems, understand relationship of details to main ideas, or read with the intention of later retelling what you have read.

Rapid - to review familiar material, get the main idea, get information for short-term use, read for relaxation.

Scanning - to get an overview of the content or to preview.

Skimming - to search for something specific in the text, to find a reference, locate new material, locate the answer to a question, get the main idea of a selection, or review.

Comprehension: Cognitive processes that include following a sequence of action or thought, anticipating outcomes, visualizing, synthesizing and recognizing main events, distinguishing main ideas from subordinate details.

“There are three major elements in reading comprehension: the text, the reader, and the activity.”

RAND Reading Study Group (2002)

“Reading comprehension is the product of decoding and listening comprehension.”

Gough and Turner (1986)

Students whose language skills are deficit require direct instruction in weak oral language skills before reading comprehension can be achieved.

Smart, SM & Glaser, DR Pg 179

Levels of Comprehension

Adapted for Breaking Through to College Reading, Brenda Smith, 1999.

Level One: Literal: what is actually stated.

-What is actually said: facts and details, rote learning and memorization; surface understanding only

Measured by objective tests – who, what, when, where; true/ false, multiple choice, fill in the blank

Level Two: Interpretive: what is meant or implied

- What is **implied** or meant, rather than what is actually stated. Drawing inferences; tapping into prior knowledge / experience; attaching new learning to old information, making logical leaps and educated guesses, Reading between the lines. Measured by subjective tests – why, what if, how; open ended questions

Level Three: Applied: using in a new situation

Taking what is said and meant and using it in a new situation by analyzing, synthesizing, applying. Measured by assimilating details into a larger cognitive pattern.

The Reading Process:

1st **read through** – silent reading to get the big picture, relate to personal experience & background knowledge, determine type of text, identify unknown vocabulary

2nd **read through** – silent reading to analyze for comprehension

3rd **read through** – silent reading to practice fluency & pronunciation

Oral reading with correct inflection and intonation

Oral reading for speed

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Written Language - Oral language vs written language

Oral

- Correctable
- Informal,
- Flexible
- Immediate interaction
- Idiomatic, unstructured
- Short phrases and sentences
- Repetitive
- Immediate feedback

Written

- Permanent
- Formal,
- Preplanned
- Over time and space
- Rule oriented
- Longer sentences
- More clause
- No immediate feedback

Types of Written Language

- Notes, emails, texts
- Prose – descriptive, narrative
- Informational – factual, technical
- Sequential – instructions, directions
- Correspondence
- Persuasive

Instructional strategies

- Sentence combining – Given 2 simple sentences, form a complex sentence'
- Transition phrases – Provide a list of phrases related to time, contrast, illustration, addition, or emphasis
- Prewriting – Identify key vocabulary and language structures before writing
- Fill in the blank prompts – Gradually increase the number of blanks
- Comparison – Use Venn diagrams to show relationships
- Summarization – Read and write a sentence stating who did what when, where, and (perhaps) why
- Plan, revise, edit – Teach specific strategies for editing

Summary

The connection

