

### Using Children's Story Literature to Teach Listening and Language



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Supporting Success for Kids with Hearing Loss Conference,  
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### Objectives:



The participant will identify:

1. Characteristics of story literature that lends itself to **good listening, reading comprehension, and language development...** especially for young children with hearing loss.
2. **Three elements of a "listening lesson plan" focused on enhancing auditory development** based on children's story literature
3. Write **3 objectives for an individual student** based on a story choice and the student's auditory development and educational profile.

Why is listening comprehension very important for children with *hearing loss*?

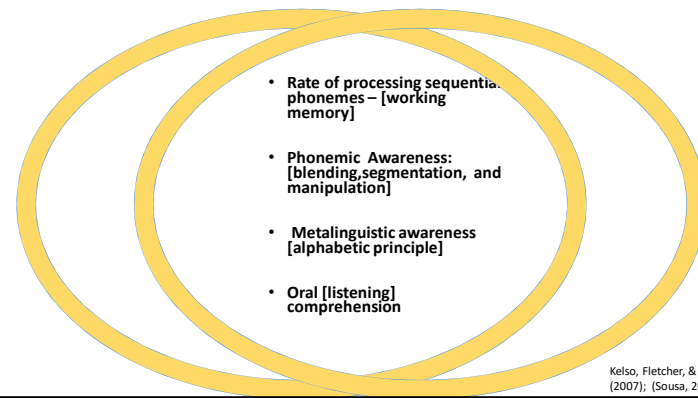
- **Phonological Awareness supports the foundation for reading and literacy**

Thomas-Stonell et al. (2009); ASHA Technical Report (2009); Sutherland, Z. et al (2000), Sousa (2005)

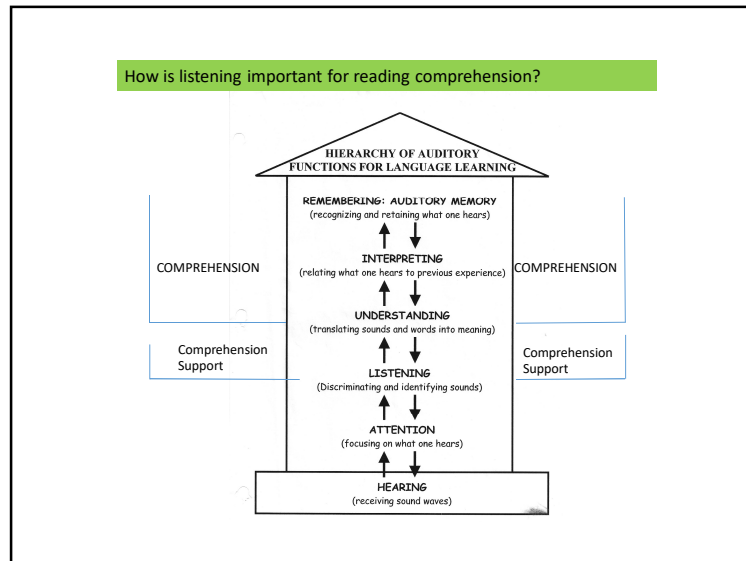
- **Auditory Emphasis in reading programs is essential for all children with hearing loss *not just children in spoken language option programs***
- **Listening Training is a simultaneous tool for receptive and expressive language development.**
- **Listening Comprehension strongly supports instructional (language) learning in classrooms.**

### Phonological Learning Supports Literacy

An auditorily-based reading program for a deaf child and hard of hearing child will have much in common with a program for a hearing child (Mayer, 2007)

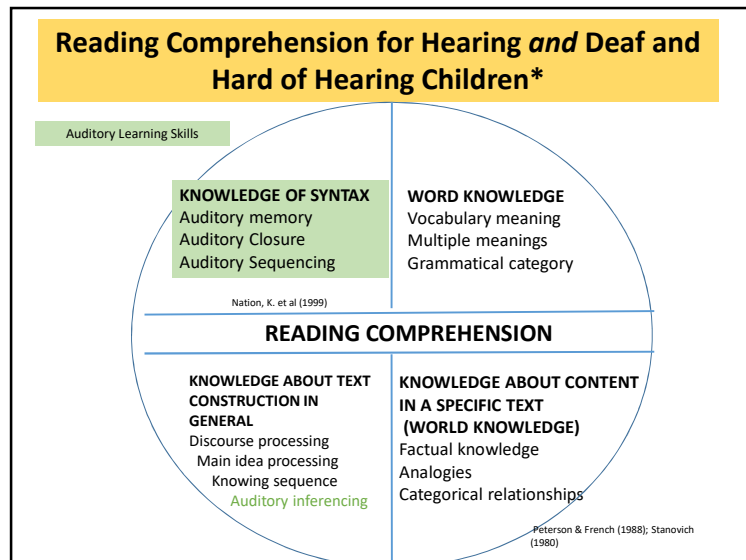


Kelso, Fletcher, & Lee (2007); (Sousa, 2005)



Listening and phonological training helps children with hearing loss develop literacy...*from many backgrounds*

- **SIGN SUPPLEMENTED SPEECH** ("Simultaneous Communication") and **ORAL** Miller, E., Lederberg, A., and Easterbrooks, S. (2013) Phonological Awareness: Explicit Instruction for Young Deaf and Hard-of-Hearing children *Journal of Deaf Studies and Deaf Education* 18 (2): 206-227.
- **AUDITORY VERBAL APPROACHES:** Goldberg and Flexer (2001) Auditory-Verbal Graduates: Outcome Survey of Clinical Efficacy. *Journal of American Academy of Audiology* (12) 406-414.
- **ASL/SEE II:** Loeterman, M., Paul, P.V., & Donahue, S. (2002). Explicit literacy instruction is helpful for children with hearing loss to increase success in reading comprehension *Reading and deaf children. Reading Online*, 5(6). [http://www.readingonline.org/articles/art\\_index.asp?HR EF=loeterman/index.html](http://www.readingonline.org/articles/art_index.asp?HR EF=loeterman/index.html)



## Reading Comprehension Requires

- Ability to rapidly decode words and attach meaning to new words.
- Syntactic and morphologic competence to gain collective meaning from the decoded words,
- Ability to hold meaning in working memory while processing new words
- Ability to apply text processing strategies for the purpose of figuring out unfamiliar words and passages.

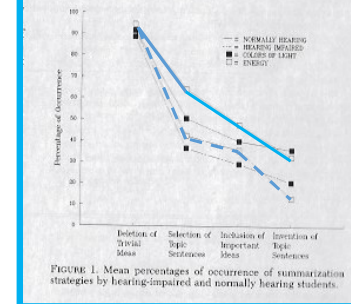


Young and Older Readers: Reading comprehension skills separate the “passive” unskilled reader from an “active” reader.”

- What **actively** happens in reading comprehension?
- **Predict** what will happen next in a story using clues presented in text
- **Create questions** about the main idea, message, or plot of the text
- **Monitor understanding** of the sequence, context, or characters
- **Clarify** parts of the text which have confused you
- **Connect the events** in the text to your prior knowledge or experience

Deaf and Hard of Hearing Children from all backgrounds need explicit instruction in reading comprehension.

Peterson, L. and French, L. JSHR, 31, 327-337, September 1988



Key:

—●—●—  
Adolescent students with hearing loss

—●—●—  
Normally hearing adolescents

Point of View: Listening, Language, and Reading:  
Was listening important to improving reading? Do you like reading now? How did “work” help you and will you apply it?

**KNOWLEDGE ABOUT TEXT CONSTRUCTION IN GENERAL**

Discourse processing  
Main idea processing  
Knowing sequence  
*Auditory inferencing*

**WORD KNOWLEDGE**

Vocabulary meaning  
Multiple meanings  
Grammatical category

Why improve reading comprehension for children with hearing loss?

- The growth of **vocabulary** is a “by-product” of good comprehension and independent reading.
- Developing reading comprehension **broadens** a child’s communication and potentially the child’s community.
- Children with hearing loss—with no additional challenges—are not equally achieving **literacy** compared to their hearing peers.



## What does an integrated (adapted) literature approach look like? auditory development and literature ?

An attempt to *differentiate learning\** into steps of the lesson cycle using literature.

### Auditory Skills Development-

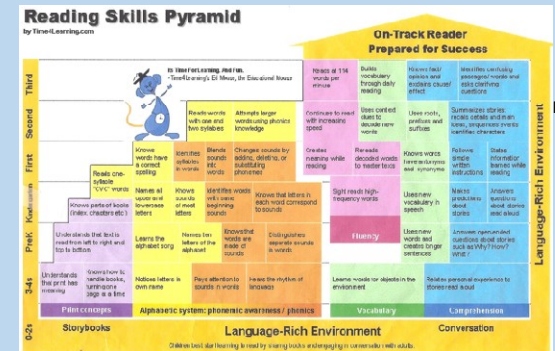
- Auditory perception: discrimination, identification
- Phonological assessment
- Auditory memory development

### Emergent Literacy Skills

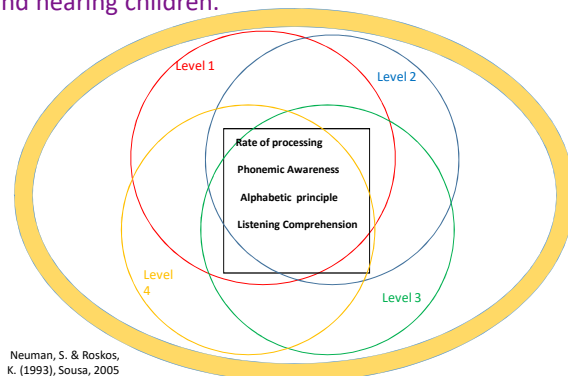
- Coordination with Language instruction- Vocabulary, Syntax, Morphology
- Reading comprehension readiness skills

(\*Sousa and Tomlinson, 2010)

## What does Reading Comprehension Readiness and Auditory Development look like?



Individual children vary in learning style and level of proficiency. Learning to read is a multi-stage process for both deaf and hearing children.

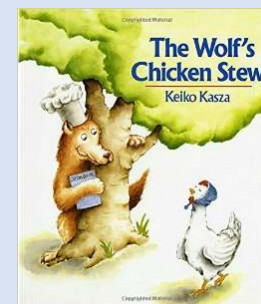


Neuman, S. & Roskos, K. (1993), Sousa, 2005

## Children's Stories.. What makes this a good story ?

- LISTEN!  
<http://www.justbooksreadaloud.com/ReadtoMe.php?vid=WolfsChickenStew>

The Wolf's Chicken by Keiko Kasza



### Energetic Main Character

### Actions- Suspense

Various audience answers!

### Familiar Setting

### Repeated sentences

### Surprise Ending

### Relatable to Family and stories

### Moral of Friendship, Caring, Kindness?

| Books for Children Ages 4-8 - <a href="http://www.teachersfirst.com/100books.cfm">from TeachersFirst /TeachersAndFamilies</a> |                                                 |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <a href="http://www.teachersfirst.com/100books.cfm">http://www.teachersfirst.com/100books.cfm</a>                             |                                                 |
| The Polar Express by Chris Van Allsburg                                                                                       | If You Give a Mouse a Cookie - Laura J Numeroff |
| Green Eggs and Ham by Dr. Seuss                                                                                               | The Lorax- Dr. Seuss                            |
| The Cat in the Hat by Dr. Seuss                                                                                               | Amazing Grace by Mary Hoffman                   |
| Where the Wild Things Are by Maurice Sendak                                                                                   | Jumanji by Chris Van Allsburg                   |
| Love You Forever by Robert N. Munsch                                                                                          | Math Curse by Jon Scieszka                      |
| Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst                                                  | Are You My Mother? by Philip D. Eastman         |
| The Mitten by Jan Brett                                                                                                       | The Napping House by Audrey Wood                |
| Stellaluna - Janell Cannon                                                                                                    | Sylvester and the Magic Pebble- William Steig   |
| Oh, The Places You'll Go - Dr. Seuss                                                                                          | The Tale of Peter Rabbit by Beatrix Potter      |
| Strega Nona - Tomie De Paola                                                                                                  | Horton Hatches the Egg by Dr. Seuss             |
| The Velveteen Rabbit - Margery Williams                                                                                       | Basil of Baker Street by Eve Titus              |
| How the Grinch Stole Christmas by Dr. Seuss                                                                                   | The Little Engine That Could by Watty Piper     |
| The True Story of the Three Little Pigs by Jon Scieszka                                                                       | Curious George by Hans Augusto Rey              |
| Chicka Chicka Boom Boom - John Archambault                                                                                    | Wilfrid Gordon McDonald Partridge-Mem Fox       |
| The Complete Tales of Winnie the Pooh by A. A. Milne                                                                          | Arthur series by Marc Tolon Brown               |
|                                                                                                                               | Lilly's Purple Plastic Purse by Kevin Henkes    |
|                                                                                                                               | The Little House by Virginia Lee Burton         |
|                                                                                                                               | Amelia Bedelia by Peggy Parish                  |
|                                                                                                                               | The Art Lesson by Tomie De Paola                |
|                                                                                                                               | Caps for Sale by Esphyr Slobodkina              |
|                                                                                                                               | Clifford, the Big Red Dog by Norman Bridwell    |
|                                                                                                                               | The Paper Bag Princess by Robert N. Munsch      |

## Characteristics: "Good" Picture Books

### PLOT:

- Usually simple, clearly developed and brief.
- Children become involved in action, identify problem, and solve it rapidly.

### CHILDREN WITH HEARING LOSS NEED:

Structure; Clearly defined parts of a story.

Progress in Language learning requires participation; interactions help think about what you are hearing to interpret and recall it.

Norton, and Norton (2003) Through the Eyes of A Child: An Introduction to Children's Literature. 6<sup>th</sup> Ed. Upper Saddle River, NJ: Merrill Prentice Hall

## Characteristics of Early Picture Books

### Characterization

**Characters not generally fully developed.**

**Characters with specific traits. ✓**

### CHILDREN WITH HEARING LOSS:

✓ As stories increase in episodes and complexity, they comprehend better with fewer characters that stand out

Characters with which one can identify (feelings)

## Characteristics of Early Picture Books

### Theme

**Themes related to children's needs and understanding ....help them deal with new situations or problems.**

**Frequent themes are overcoming fears and the importance of friendship.**

### CHILDREN WITH HEARING LOSS NEED:

- Preview and background knowledge need to be tapped as a scaffold for comprehension
- Progress in Language learning requires pragmatic skills and learning to use language to express emotions and make friends.

## Characteristics of Early Picture Books

### Setting:

**Relies on illustrations**

**Establishes location of story in time and place**

**Creates a mood or clarifies historical background.**

### CHILDREN WITH HEARING LOSS NEED:

- Visual imagery is very helpful especially when language is below average\*
- Relate to concrete places early on; relate fantasy to familiar comparable settings, i.e. the woods, the castle, etc.
- More background information helps use imagery to assist in comprehension

\*Also for deaf-blind: tactile plus visual

## Characteristics of Early Picture Books

### Style

- Words carefully selected.
- Rhythmic style of writing.
- Catch children's attention and stimulate interest while story is read aloud.
- Often single words or phrases are repeated.
- Words set mood and create vivid images.

### CHILDREN WITH HEARING LOSS NEED:

Vocabulary appropriate to language level or one step above

Repetition and rephrasing help to encode meaning

Imagination to stimulate great discussion and theory of mind!

## Characteristics of Early Picture Books

### • Humor

**Humor is important element in books preferred by children.**

**Word play and nonsense are frequently occurring.**

### CHILDREN WITH HEARING LOSS NEED:

**Pleasurable fun experiences while learning**

**Phonological Development is critical part of "word play."**

**Metalinguistic skills (word play) development important to creating good comprehension monitoring.**

## Characteristics of Early Picture Books

### Surprise: Children enjoy

- The unexpected and ironic situations with surprise endings.
- Exaggeration in storybooks.
- "The ridiculous" and caricatures
- Humorous picture storybooks gratify the desire of young children to be superior to everyone for a change or to easily overcome their problems.

### CHILDREN WITH HEARING LOSS NEED:

- Pleasurable fun experiences while learning

Norton, and Norton (2003) Through the Eyes of A Child: An Introduction to Children's Literature. 6th Ed. Upper Saddle River, NJ: Merrill Prentice Hall

Summary: Story elements that facilitate listening, language, comprehension for children with hearing loss

**Fewer Characters**

**Repetition:**

**Rhyme:**

**Interest- Relatability**

**Predictability**

**Sentence Structure**



How instructionally does a well constructed or “good” story help children learn listening and language with hearing loss?

Provides opportunities for....

- Auditory Skill Sets
- Reinforcing and Extending Language Skill Development
- Integrated Lesson Planning (Listening, Language, and Story Comprehension)
- Access to classroom instruction



## The Story Literature Lesson Format

**EXPERIENCE PHASE: PRE-READING ACTIVITY-**

Check Vocabulary Comprehension and “activate” background knowledge (Preview)

**TEXT PHASE: GUIDED READING PRACTICE –**

Developing Skills and Comprehension Monitoring

**RELATIONSHIP PHASE: “INDEPENDENT”\***

**PRACTICE** Reading/Writing/Auditory/Language

\* Independent– may actually be individual practice time as well.

## Story and Listening Lesson CYCLE: Sequence

**I. Set Purpose- State Objectives**

**II. PRE-READING ACTIVITY-** Check Prior Background knowledge **Experience Phase**

**III. GUIDED READING PRACTICE – Text Phase** Guide Comprehension processing and Developing Skills

**IV. INDEPENDENT PRACTICE: Relationship Phase** READING/WRITING/ AUDITORY training

**V. Check For Mastery – Evaluation**

## I. Set Purpose- State Objectives from State or Local Curriculum

Common Core Standard Examples:

**English Language Arts Kindergarten: CCSS. ELA-LITERACY-Speaking & Listening: SL.K. # 1 - 3**

**English Language Arts GRADE 1: CCSS.ELA. LITERACY**  
SL.1 # 1.1 – 1.3 - Speaking & Listening, Comprehension and collaboration:  
S.L.1 # 1.1 C,D, E

**English Language Arts GRADE 2: CCSS. ELA.LITERACY**  
SL. 2 # 2.1 – 2.3 Speaking and Listening, Comprehension and collaboration  
LANGUAGE #1.4 – 1.6 Vocab. Acquisition & Use

## Story Comprehension Lesson Cycle

**II. PRE-READING (EXPERIENCE):** Check prior vocabulary comprehension and activate background knowledge

Activities should be designed to:

- become familiar with story theme,
- build expectations,
- help learners set own purpose,
- make predictions
- identify unfamiliar words, build word banks.

### AUDITORY TRAINING ACTIVITIES THAT NATURALLY OCCUR IN EXPERIENCE PHASE (Examples)

1. Vocabulary: Closed set and Bridged Set: Discriminating words based on length, context clues' Matching vocabulary to definitions presented orally
2. Language Comprehension: Discriminating Picture descriptions based on sentence length and key critical elements while making predictions.
3. Auditory Memory- for two or more critical elements in a message while making predictions

## Story Comprehension Lesson Cycle

### III. GUIDED READING PRACTICE –TEXT PHASE

Comprehension Objectives and Developing Skills

- |                                                                                                                                                                                                                                                 |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a. Teacher (Read Aloud) and Explain/models skill of "thinking aloud"</p> <p>b. Character Description Actions highlighted to facilitate recall</p> <p>c. Story Mapping of story "Grammar"</p> <p>d. Checking and Monitoring Comprehension</p> |  | <p><b>AUDITORY ACTIVITIES</b></p> <p>a. Listen to Read Aloud, structure tracking words, ideas, sentences, passages</p> <p>b. Match character descriptions based on vocabulary and key words</p> <p>c. Verify and revise predictions by listening to statements; answering self-check questions</p> <p>d. Recall story sequence and auditorily recognize retellings with out of sequence events.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Sample Auditory Skills Supporting Reading Comprehension and Auditory Memory-

Adapted from List by Estabrooks, 1994

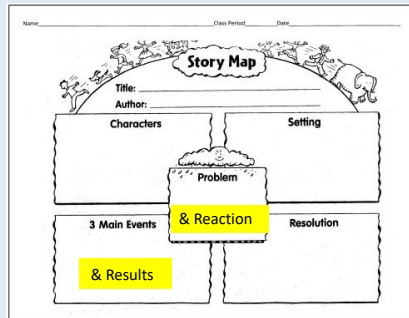
- Understanding Familiar Expressions/common phrases
- Following Single directions/two directions
- Following Classroom Instructions with at least two key elements
- Sequencing three directions
- Multi-element directions- more than three key elements
- Sequencing three events in a story
- Answering questions about a story: closed set and open set
- Comprehension activities/exercises in controlled and "noisy" environments
- Understanding inferences of Figurative Language
- Monitoring of oral reading

## Story Grammar: Story Comprehension, Listening, and Language Learning Experience

### TEXT PHASE OF READING

Explicit instruction in Story Grammar helps makes explicit a narrative story "schema" and aids comprehension by assisting in retrieving information.

Poorer readers may not come to the task of reading with expectations or background in narrative discourse, especially if language delayed.



REFERENCE: Story Grammar Graphic Organizer Products Help Children Track as they are listening  
<http://www.dailyteachingtools.com/language-arts-graphic-organizers.html#19>

## Story Grammar Activities



<https://mindwingconcepts.com/blogs/news/36160833-announcing-the-story-grammar-marker-sgm-app>



## Story Comprehension Lesson Cycle

### IV. INDEPENDENT PRACTICE: RELATIONSHIP PHASE READING/WRITING/ LISTENING/SPEAKING:

- |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>a. Dramatization or Role Play</li> <li>b. Responding to Questions about characters or story plot</li> <li>c. Book Sharing</li> <li>d. Apply vocabulary to new contexts and to Writing Activity to change outcome or characters</li> <li>e. Compare other stories /topics of similar themes (compare and contrast)</li> <li>f. Sustained Silent Reading</li> </ul> | <p style="text-align: center;">➔</p> <p><b>LISTENING/LANGUAGE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Retelling what is heard</li> <li>• Learning Lines for Dramatic Play</li> <li>• Extending comprehension of words to new related vocabulary using audition</li> <li>• Listening Discrimination and Auditory tracking with new related Information</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Simple to Complex Auditory Memory "The Three Bears"

| TASK                                 | Example                                                                 |
|--------------------------------------|-------------------------------------------------------------------------|
| Single Directions                    | Give me Papa (Bear).                                                    |
| Two Critical Elements                | Find the (baby's/Mama's) (bed/chair.)                                   |
| Three Critical Elements –six choices | Put the (porridge, spoon, baby bear) on the (table, chair, Mama's bed.) |
| Four Critical Elements-              | Put <u>Mama's</u> <u>chair</u> <u>next to</u> the <u>fireplace</u> .    |

(Estabrooks, 1997, 2006)

## Story "Grammar" for Story Lesson Summarization- Relationship Phase

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

**Story Map Interview**

|                                  |  |
|----------------------------------|--|
| What is the story about?         |  |
| What is the main character like? |  |
| What problem did he/she face?    |  |
| How was the problem solved?      |  |
| What happened last?              |  |

## The Story Comprehension Lesson Cycle

### V. CHECK FOR MASTERY- Evaluation

- a. Written Test
  - Wh Questions
  - T-F Statements

### LISTENING ACTIVITIES: (Checking Mastery)

- b. Written Close Passages

- a. T-F Statements

- c. Graphic Organizer  
Completion

- b. Auditory Cloze Passage
- c. Story Re-Telling

- Story Grammar
- Summary Interview

- d. Wh Comprehension Questions

Wood, A. & Wood, D. *Heckedy Peg*: NY: Scholastic, 1987.

What story words, phrases, sentences might possibly help listening, language and comprehension?

- Reading pages 12- 16 from Heckedy Peg
- Copies to pass of this Story are on tables in each row.



***Heckedy Peg*** by Audrey Wood and Don Wood (1987) NY: Harcourt Brace Jovanovich

Bank Street College of Education Irma Simonton Black Award

But when it was lit,  
Heckedy Peg threw the pipe  
to the floor and shouted,  
"Now I've got you!"  
And with that the witch  
turned the children into food.  
Monday became bread.  
Tuesday became pie.  
Wednesday became milk.  
Thursday became porridge.  
Friday became fish.  
Saturday became cheese.  
And Sunday became  
roast rib.

**Heckedy Peg** by  
Audrey Wood  
and Don Wood  
(1987)  
NY: Harcourt  
Brace Jovanovich



Heckedy Peg gathered up the food and loaded it in her cart.  
Without looking back, she pulled the cart down the road,



**Heckedy Peg** by  
Audrey Wood and  
Don Wood (1987).  
NY: Harcourt Brace  
Jovanovich



over the bridge, through the town, across the field, and deep  
into the woods to her hut.



**Heckedy Peg** by  
Audrey Wood and  
Don Wood (1987).  
NY: Harcourt Brace  
Jovanovich



**Heckedy Peg** by  
Audrey Wood and  
Don Wood (1987).  
NY: Harcourt Brace  
Jovanovich

Soon the mother returned home carrying  
a large basket. In it were all the things  
her children wanted:  
a tub of butter for Monday,  
a pocket knife for Tuesday,  
a china pitcher for Wednesday,  
a pot of honey for Thursday,  
a tin of salt for Friday,  
crackers for Saturday,  
and a bowl of egg pudding for Sunday.  
"Monday, Tuesday, Wednesday, Thursday,  
Friday, Saturday, and Sunday!" she called,  
but no one answered.  
The mother found the witch's broken pipe  
and burnt pieces of straw on the floor. Tears  
flowed from her eyes.  
"Who has taken my children?" she cried.  
A blackbird who had seen everything took  
pity on the mother and hopped down to the  
windowsill.  
"Follow me!" the bird chirped.  
"It's Heckedy Peg.  
She's lost her leg.  
They let her in."  
Grabbing her basket, the mother followed  
the blackbird down the road, over the bridge,  
through the town, across the field, and deep  
into the woods to the witch's hut.



### CONTENT OF INTEGRATED LISTENING LESSON PLAN:

- 1. AUDITORY HIERARCHY (WORD DISCRIMINATION):** Incorporate vocabulary words from story to create discrimination activities
- 2. EMERGENT LITERACY TARGETS** – Phonemic Awareness and Word Play Rhyming Words; Words spoken in syllables
- 3. LANGUAGE CURRICULUM TARGETS** (Estabrooks, Simpser, Caleffe-Schenck, SPICE, etc.) Language targets that match or expand sense of story sentences and linguistic structures
- 4. AUDITORY MEMORY FOR CRITICAL ELEMENTS-** Auditory Memory to phrases from the story

We also  
need to  
know:

### Integrated Story Teaching Lesson: LISTENING PROCESS ELEMENTS

- **Level of Speech Perception** (Discrimination, Identification)
- **Level of Linguistic Processing** (Area of Language, Complexity of Syntax, Conversational Use of language)
- **Cognitive Load** (Familiar, Unfamiliar, Context: Number of choices or Closed v. Open Set )
- **Auditory Memory Load** (number of elements required to recall)

Listening and Language activities  
should be guided by Auditory  
Assessment results and Listening  
Learning Objectives  
(IEP: Standardized & Functional Evaluations)

### Establish Need for Listening and Language Objectives: TESTING TOOLS

1. Auditory Perception, Auditory Discrimination at Word and Sentence Level
2. Phonological Awareness
3. Auditory Vocabulary
4. Auditory Question Comprehension
5. Syntax/ Morphology (Form)
6. Language Use/Advocacy
7. Auditory Memory

1. Compass Cards, CAST, Auditory Skills Checklist, ESPT, WASP, Auditory Perception Test APT- HI (Rev.)
2. TOPEL, Test of Phonological Awareness
3. PPVT & Expressive Vocabulary Test
4. GASP III Screening; OWLS- Listening Comprehension Sub-Test?
5. Consult w/ SLP: e.g. CELF 3, CELF 4, CELF 5; CASL; CASLLS (Wilkes)
6. The Pragmatics Checklist and Developmental Scale
7. CELF; TAPS, Test of Auditory Comprehension (TAC) Recorded; GASP III Screening, Functional Directions Assessment (Peterson)

## Developmental Scales to Write Specific Listening/Language Learning Objectives

- **Auditory Hierarchy Discrimination Ladder** David Sindrey); See also Instructional Strategies (**Teacher Tools**): Supporting Success for Children with Hearing Loss web-site
- **Auditory Skills Checklist-** (Anderson, 2004)
- **Listening Levels Checklist** (Estabrooks, 1998)
- **Integrated Scales of Development (Cochlear, 2003)-** based on a number of developmental scales and sources
- **CASLLS – Cottage Acquisition Scales for Listening, Language and Speech (Listening Sections) (Wilkes, 1999)**

## Auditory Skills Hierarchies

- **David Sindrey (1997).** *Listening for Littles.* (Introduction) Wordplay Productions. Auditory Perception
- **The Auditory Listening Word Discrimination Hierarchy–** Adapted from David Sindrey for use in “Teacher Tools” Instructional Strategies @ Successforkidswithhearingloss.com
- Anderson, K. and Price, L. (2004) **Auditory Skills for Classroom Success Checklist-Hierarchy of Auditory Skill Development.** *Steps to Assessment*
- Peterson, L. (2016). **Parallels of Listening and Speech Development.** *Supporting SuccessforKidswithHearingLoss.com*
- **Estabrooks, W. (1994)** *Auditory-Verbal Therapy for Parents and Professionals*
- Bradham, Ta. & Houston, K. (2015) **Assessing Listening and Spoken Language in Children with Hearing Loss.** Plural Publishing (pp. 78-81)

## A LISTENING HIERARCHY

Listening  
Development for  
Children with  
Hearing Loss:

Levels of  
Auditory Word  
Discrimination  
and Identificaton

Reference: TEACHER TOOLS,  
Supportingsuccessforkids  
withhearingloss.com

A Listening Hierarchy Speech Discrimination Tool- Adapted from David Sindrey (1997). *Listening for Littles.*

| STEP | CONTENT: The child will discriminate words from small, medium, and large closed sets, bridge sets, and identify from open sets. | EXAMPLES                                                                        |
|------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1    | Differences of supra-segmentals: duration, intensity, pitch                                                                     | "Heeee" vs. "down"; v. 1,2,3 ... Gol<br>Puh puh puh puh (boat) v. Oohooohooohoo |
| 2    | Words with different number of syllables                                                                                        | Hippopotamus v. Bird v. Baby<br>Santa Claus v. hat v. doggie                    |
| 3    | Words with same number of syllables but different consonants and different vowels                                               | Ball v. shoe v. dog                                                             |
| 4    | Words with same initial consonants but with different vowels                                                                    | Ball, belt, bird, bed                                                           |
| 5    | Words with initial consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids) with same vowels | No (nasal) v. show (fricative) v. toe (plosives)<br>Nip v. ship v. tip          |
| 6    | Words with final consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids) with same vowels   | Am (nasal) v. "Arf" (fricative) v. Art (plosives)                               |
| 7    | Words with final consonants that differ by voicing, same vowels                                                                 | Mad v. mat<br>Tag v. tack<br>Has v. His<br>lose v. loose<br>eyes v. ice         |
| 8    | Words with initial consonants that differ by voicing, same vowels                                                               | Toes v. does<br>Tent v. dent<br>Pat v. bat<br>Jane v. chain                     |
| 9    | Words with initial consonants that differ by place of production, same vowels                                                   | doe v. go same vowels<br>tool v. cool<br>pat v. high                            |
| 10   | Words with final consonants that differ by place of production same vowels                                                      | Lab v. log<br>Seat v. beat<br>sick v. sit<br>Cap v. cat                         |

## Test of Preschool Early Literacy (36-73 months)



TOPEL, (SEE SSKHL web-site)

<http://www.proedinc.com/customer/productView.aspx?ID=4020>

- **Subtest 1: Print Knowledge** — 36 items; measures alphabet knowledge and early knowledge about written language conventions and form; the child is asked to identify letters and written words, point to specific letters, names specific letters, identify letters associated with specific sounds, and say the sounds associated with specific letters
- **Subtest 2: Definitional Vocabulary** — 35 items; measures single-word oral vocabulary and definitional vocabulary (assesses both surface and deep vocabulary knowledge); the child is shown a picture and asked to tell what the picture is, and to describe one of its important features
- **Subtest 3: Phonological Awareness** — 27 items; measures word elision and blending abilities; the child is asked to say a word, then say what is left after dropping out specific sounds (elision) for the first 12 items; the child is asked to listen to separate sounds and combine them to form a word (blending) for the remaining 15 items.

## Sample Assessment Tools

### • **Test of Pre-School Emergent Literacy (2007)**



Lonigan, Wagner, Torgesen, & Rashotte (2007) PRO-ED, Austin, TX.

Ages: 3 – 5:11

Phonological Awareness  
Phonemic Blending and Manipulation  
Vocabulary  
Print Awareness and Knowledge

### *The Phonological Awareness Test 2 (PAT 2)*

Ages: 5-9 Grades: K-4

#### • Scoring:

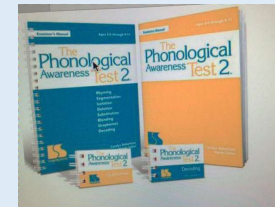
Each response receives a 1 for a correct response or a 0 for an incorrect response. Correct responses are listed on the test form. A pronunciation guide for nonsense words is on the test form.

#### • Types of Scores:

The raw scores for each subtest, each section (phonological awareness and phoneme-grapheme correspondence) and the total test can be converted to:

- Age Equivalents
- Percentile Ranks
- Standard Scores

## Sample Assessment Tool: Phonological Awareness



## EXAMPLES: Auditory Perceptual & Auditory- Linguistic Assessments

| Auditory Perceptual                                                                                                                                                                                                                                                    | Auditory Linguistic- WORD LEVEL                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Koch, M.A., CED (1999) <b>Bringing Sound to Life: Principles and Practices of Cochlear Implant Rehabilitation</b>                                                                                                                                                      | Wilkes, E. (1999) <b>Cottage Language Acquisition Scales for Listening, Language, and Speech</b> . San Antonio, TX: Sunshine Cottage School for Deaf Children                                                                                                                                                                                           |
| Allen, S. & Serwatka (2015) <b>Auditory Perception Test for the Hearing Impaired (APT-HI)</b> Revised. Duration, Pitch, intensity discrimination, vowel and consonant discrimination, Auditory Memory (simple sentences)                                               | <b>Little Ears Questionnaire</b> – (2011) Standardized MED-EL- [Birth to Two]<br>Integrated Scales of Development (2003) from Listen, Learn, and Talk [BIRTH to Four]. Cochlear Corporation                                                                                                                                                             |
| Moog, J. and Geers, A. (1990) <b>Early Speech Perception Test (ESPT)- CID</b>                                                                                                                                                                                          | Carrow- Woolfolk: OWLS (1995) Listening Comprehension (Sub-Test)                                                                                                                                                                                                                                                                                        |
| Anderson, K. (2004). <b>Auditory Skills Checklist: Success for Kids with Hearing Loss</b> ; © Adapted from Auditory Skills Checklist by Nancy S. Caleffe-Schenck, M.Ed., CCC-A (1992) by Karen Anderson, PhD with input from Janet Kahn, AVT & Marcus Rose, AVT        | Linguisticsystems (2007) <b>The Phonological Awareness Test 2 (PAT 2)</b> ; edited for Spanish Administration                                                                                                                                                                                                                                           |
| Moog, J. Biedenstein, J. & Davidson, L. <b>SPICE</b> (1995, 2016) <b>Speech Perception (Assessment) and Instructional Curriculum and Evaluation (SPICE)</b> . St. Louis, MO: Central Institute for the Deaf. Adapted in Spanish by Peterson, L. and Travers, J. (2009) | Bowers, L. et al. (2006) <b>Lingui-systems</b> [Ages 6 – 11]; <b>Listening Comprehension Test 2</b> , standardized Gr. 1 - 6<br>Lonigan et al. (2007) <b>Test of Preschool Emergent Literacy</b> (2007) [Ages 3 – 5:11] Pro-Ed.<br><b>Test of Auditory Comprehension (TAC)</b> (1976) – Recorded- being revised. NOTE: currently out of publication ;-( |

## ASSESSMENT of Auditory Learning and Emergent Literacy:

### Developmental Stages of Literacy

Pre-Reading Stage (4 – 8 yrs old)

Beginning Reading Stage (6-8 yrs. old)

Early Mature Reading Stage (8–10 yrs old)

Mature Reading Stage (10 -12 yrs old)

### √ **Assess** (Mason and Au, 1990)

- Book Knowledge
- *Phonologic* Awareness- (sentence, word, letter concepts)
- Print Awareness\*
- Developmental Stage of Writing

**Early Emergent Literacy Module #6:**  
Developing Early Emergent Literacy Skills in Children with Hearing Loss TX.  
Ed Service Center 11, Module 6  
[https://ontrac.esc11.net/Session.asp?Wksp\\_Num=010454](https://ontrac.esc11.net/Session.asp?Wksp_Num=010454)

\*PRINT AWARENESS:  
<http://www.readingrockets.org/article/print-awareness-guidelines-instruction>

ADDITIONALLY CHALLENGED:  
[http://literacy.nationaldb.org/files/7914/7672/3022/Literacy\\_Skills\\_Checklist\\_English.pdf](http://literacy.nationaldb.org/files/7914/7672/3022/Literacy_Skills_Checklist_English.pdf)

## ASSESSMENT TOOLS: "Lilly" (variety of Tests)

AGE: 7:0 (Hearing Age: 5:6)

### AREA

1. Auditory Perception, Auditory Discrimination at Word and Sentence Level
2. Phonological Awareness
3. Auditory/Signed Vocabulary
4. Oral/Signed Question Comprehension
5. Syntax/ Morphology (Form)
6. English Language Use/Advocacy
7. Auditory Memory

### TEST:

1. 10 STEP Listening Hierarchy: Compass Cards: Pre-Test CAST- Pre-Test Phonological Awareness Test; Success for Kids with Hearing Loss.com
2. Phonological Awareness Test -2
3. One Word Expressive Vocabulary Test <http://www.proedinc.com/customer/productView.aspx?ID=2166> PPVT
4. GASP III Screening; APT-HI [https://www.pluralpublishing.com/publication\\_apthi3e.htm](https://www.pluralpublishing.com/publication_apthi3e.htm)
5. CASLLS, CELF 3, CELF 4, or CELF 5
6. Social Communication Checklist; Social Skills checklist.
7. APT-HI Test of Auditory Comprehension and Recorded Functional Sentence Recall

## Summary: Listening/Language Results

### 1. Auditory Perception, Auditory Discrimination at Word and Sentence Level

85% word identification in large sets; discriminates words with different consonants and vowels ( "tub" v. "tin"), single syllables words with initial consonants and different vowels, e.g. ("bed" v. "bath," ) not all single syllable words different by vowels "tip" v. "tap; not all words different by manner contrasts (rub v. tub)

### 2. Phonological Awareness

PAT-2: Difficulty with syllable analysis; not proficient supplying rhyming words. Standard scores and %ile ranks significantly less than same-aged or hearing-aged peers.

## Summary: Listening/Language Results

### 3. Vocabulary-

**Low** average range; in 40% ile compared to same aged peers; in the 41<sup>st</sup> %ile compared to hearing age peers.

### 4. Question Comprehension

70 (7/10) % of questions answered appropriately on GASP III Sentence (Question) Screening. Language Sample interview showed difficulty maintaining conversation unless questions were simplified. CASL- Sentence Completion SS = 79 ( 8%ile) Age Equivalent = 4; 3 months.

## Summary: Listening/Language Results

### 5. Syntax/ Morphology (Form)-

**CASLLS-** Emergent in several areas of complex sentences and simple sentences; **CELF (3-5)** Several errors of syntax causing errors on Formulated Sentences, including coordination, subordination, use of adverbial conjunctions.

### 6. Language Use/Conversational Interaction-

Pragmatics Checklist of CELF; Social Skills Checklist: Communication Skills: Almost never exhibits verbal and non-verbal conversational skills or compliments

## Summary: Listening/Language Results

### 7. Auditory Memory-

CELF 4/5 Recalling Sentences: Student simplifies sentences of more than 8 words during recall of complex grammar (e.g. embedded relative clauses)

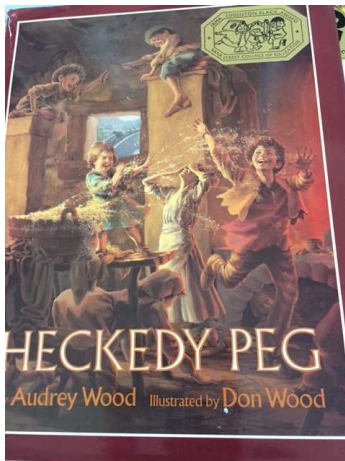
Functional Assessment: (Following Directions) Student follows two or three critical elements in single directions when prompted with limited number of choices with 75% accuracy.

## ASSESSMENT RESULTS: "Lilly" (from variety of Tests)

### LISTENING & LANGUAGE LEARNING GOALS for Story Lessons

- |                            |   |                                                                                                                                                                                |
|----------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Auditory Discrimination | ➡ | 1. Discriminates single syllable words with different consonants and different vowels, consonants of different manners, voicing or place.                                      |
| 2. Phonological Awareness  | ➡ | 2. Segment and blend sounds in words count number of syllables in words. Detect word rimes; find and express rhyming words.                                                    |
| 3. Vocabulary              | ➡ | 3. Increase receptive and expressive vocabulary and word relationship knowledge. Chooses vocabulary word that is spoken when pointing to a picture, word, or printed sentence. |
| 4. Question Comprehension  | ➡ | 4. Comprehends elements of a question in order to answer its intention correctly                                                                                               |
| 5. Language Syntax (Form)  | ➡ | 5. Comprehends words and sentence structures presented in the story.                                                                                                           |
| 6. Language Use/Advocacy   | ➡ | 6. Engages in conversation, discussion, and asks questions when not understood                                                                                                 |
| 7. Auditory Memory         | ➡ | 7. Tracks and Recalls critical elements in a message, sequences ideas                                                                                                          |

## INTEGRATED STORY, LISTENING, & LANGUAGE LESSON



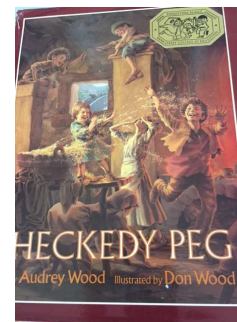
How to integrate:

Match listening and Language performance objectives with story content at different **phases** of the Lesson Cycle:

**EXPERIENCE PHASE:**  
PRE-READING ACTIVITY

**TEXT PHASE:** GUIDED  
READING PRACTICE

**RELATIONSHIP PHASE:**  
INDEPENDENT PRACTICE:



## INTEGRATED STORY, LISTENING, & LANGUAGE

### Comprehensive Lesson Plan

| CENTRAL STORY CONTENT OBJECTIVES                          | EXPERIENCE PHASE<br>Pre-Reading: Tell Story Predictions<br>Questions: Find, Describe Understand<br>Draws, Pictures, and Readings | TEXT PHASE<br>Guided Reading: Read and Think Aloud, Story<br>Shopping, Character Description | RELATIONSHIP PHASE<br>Check for Comprehension- Close Passages,<br>Read Backs, Verify Predictions<br>Reading/Language Writing Extensions-<br>Characteristics, Plot, Play |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ADDITIONAL OBJECTIVES</b>                              |                                                                                                                                  |                                                                                              |                                                                                                                                                                         |
| Recognize, comprehend vocabulary (nouns, morphemes, etc.) | Describe and select words in categories (nouns, verbs, adjectives, etc.)                                                         | Describe categories, suggest, part/whole concepts                                            | Use context words in role playing with prompting                                                                                                                        |
| Auditory discrimination words based on phonemic features  | Choose single words associated with pictures                                                                                     | Listen: Show the "Said" (e.g., "said")                                                       | Read: Listen to the words and I will for the children, "If you bring me a little, I will give you a whole of gold."                                                     |
| Recall facts and details                                  | Predict what picture word is pictures                                                                                            | Describe: What the picture is like                                                           | Smart, determined picture, hungry                                                                                                                                       |
| Discriminate two phonemes/words of similar length         | Classify words of similar length                                                                                                 | Memory for 2-3 Critical elements in a message or sentence                                    | Read: What each child wants after listening                                                                                                                             |
| Identifies Main Idea                                      | Classify if sentence is true                                                                                                     | Verify: Verify the picture                                                                   | Verify: Verify the picture                                                                                                                                              |
| Identify 1-2 statements describing a picture              | Classify 2 or more elements in sentence                                                                                          | Auditory tracking                                                                            | Memory for 2-3 Critical elements in a message or sentence                                                                                                               |

## Integrated Story, Listening, and Language Lesson STORY #1 : Heckedy Peg

HANDOUT

| CENTRAL STORY CONTENT OBJECTIVES                          | EXPERIENCE PHASE                                                                                        | TEXT PHASE                                                                                     | RELATIONSHIP PHASE                                                                                                                                                                               |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AUDITORY OBJECTIVES</b>                                | Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings | Guided Reading: Read and Think Aloud, Story Mapping, Character Description                     | Check for Comprehension- Close Passages, Word Banks, Verify Predictions<br>Reading/Language Writing Extensions- Dramatization, Role Play                                                         |
| Acquire, comprehend vocabulary (syntax, morphology, etc.) | Put words into categories (recognition, and expression)                                                 | "Cheese, butter, honey" are all <b>FOODS</b> .<br>"Market, cave, home" are all <b>PLACES</b> . | Choose synonyms, opposites, part/whole categories<br>tub (bowl)<br>tin (can)<br>porridge (cereal)<br>sack (bag)<br>market (store)<br>Butter (2) v.<br>bread (1)<br>Cheese (1) v.<br>Crackers (2) |
| Discriminates words auditorily based on phonemic features | Chooses single syll. words associated with pictures                                                     | LISTEN: Show me "Sack" (v. "stick")<br>"pipe" (v. "straw")                                     | Recognizes number of syllables in words, words in phrases<br>Finds and extends rhyming words by listening and self-play with sounds.                                                             |
| Recall facts and details                                  | Predicts what children want in pictures                                                                 | "Monday (Tuesday, Wednesday, Thursday, Friday) wants..."                                       | Describes what the Mother is like<br>Smart, determined<br>Mean, hungry                                                                                                                           |
| Discriminates two phrases/sentences of similar length;    | Closed set; Points or clicks on correct                                                                 | "The witch has a sack of gold.<br>Mother had a sack of food."                                  | Memory for 2-3 Critical Elements in a message or sentence<br>Show me a "witch" and a "pipe" (from choices)                                                                                       |
| Identifies Main Idea                                      | Determines if sentence is true.                                                                         | Discuss Rules of Play (background)                                                             | Point to picture of sentence spoken<br>Express sentence associated with picture page.                                                                                                            |
| Identifies T-F statements describing a picture            | Discriminates 2 or more elements in sentences                                                           | LISTEN: "Heckedy Peg is a mother."                                                             | Auditory tracking<br>Retells idea or phrase unit after listening to a sentence.                                                                                                                  |

## Integrated Listening/Language in Story Comprehension Learning: *Heckedy Peg* (Story) CENTRAL STORY CONTENT OBJECTIVES

| CENTRAL STORY CONTENT OBJECTIVES                          |
|-----------------------------------------------------------|
| <b>AUDITORY OBJECTIVES</b>                                |
| Acquire, comprehend vocabulary (syntax, morphology, etc.) |
| Discriminates words auditorily based on phonemic features |
| Recall facts and details                                  |
| Discriminates two phrases/sentences of similar length;    |
| Identifies Main Idea                                      |
| Identifies T-F statements describing a picture            |

## Integrated Listening/Learning: *Heckedy Peg* Auditory (Listening/Language) Objectives

| CENTRAL STORY CONTENT OBJECTIVES                          |
|-----------------------------------------------------------|
| <b>AUDITORY OBJECTIVES</b>                                |
| Acquire, comprehend vocabulary (syntax, morphology, etc.) |
| Discriminates words auditorily based on phonemic features |
| Recall facts and details                                  |
| Discriminates two phrases/sentences of similar length;    |
| Identifies Main Idea                                      |
| Identifies T-F statements describing a picture            |

| CENTRAL STORY CONTENT OBJECTIVES                          | EXPERIENCE PHASE OF LESSON                                                                                                                                                                                                                       |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AUDITORY OBJECTIVES</b>                                | <b>Pre-Reading:</b> Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings                                                                                                                                   |
| Acquire, comprehend vocabulary (syntax, morphology, etc.) | Put words into categories (recognition, and expression), relationships and express in sentences<br>"Cheese, butter, honey" are all <b>FOODS</b> ; "Market, cave, home" are <b>PLACES</b> .<br>What are other (FOODS, PLACES)?<br><b>WORD MAP</b> |
| Discriminates words auditorily based on phonemic features | Chooses single syll. words associated with pictures<br>LISTEN: Show me "Sack" (v. "stick")<br>"pipe" (v. "straw")                                                                                                                                |
| Recall facts and details                                  | Predicts what children want by pictures<br>"Monday (Tuesday Wed, Thurs. Friday) wants..."                                                                                                                                                        |
| Discriminates two phrases/sentences of similar length;    | Closed set; Points or clicks on correct picture<br>"The witch has a sack of gold."<br>"Mother had a sack of food."                                                                                                                               |
| Identifies Main Idea                                      | Determines if sentence is true.<br>Discuss Rules of Play (background Knowledge)                                                                                                                                                                  |
| Identifies T-F statements describing a picture            | Objective: Identifies 2-3 elements in sentences while predicting<br>LISTEN: "Heckedy Peg is the children's mother." (while showing picture)                                                                                                      |

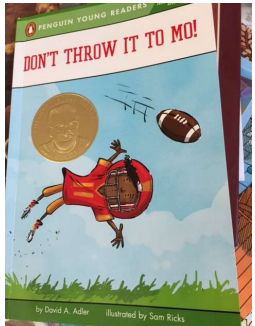
|                                                           |                                                                                                                |                                                                                                                  |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>CENTRAL STORY CONTENT OBJECTIVES</b>                   | <b>EXPERIENCE PHASE</b>                                                                                        |                                                                                                                  |
|                                                           | <b>Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings</b> |                                                                                                                  |
| <b>AUDITORY OBJECTIVES</b>                                |                                                                                                                |                                                                                                                  |
| Acquire, comprehend vocabulary (syntax, morphology, etc.) | Put words into categories (recognition, and expression), relationships and express in sentences                | "Cheese, butter, honey" are all FOODS; "Market, cave, home" are PLACES. What are other (FOODS, PLACES)? WORD MAP |
| Discriminates words auditorily based on phonemic features | <b>Chooses single syllable words associated with pictures</b>                                                  | SEE STORY PAGE HANDOUT: Write Objective #2                                                                       |
| Recall facts and details                                  | Predicts what children want by pictures                                                                        |                                                                                                                  |
| Discriminates two phrases/sentences of similar length;    | Closed set; Points or clicks on correct picture                                                                |                                                                                                                  |
| Identifies Main Idea                                      | Determines if sentence is true.                                                                                |                                                                                                                  |
| Identifies T-F statements describing a picture            | Objective: Identifies 2-3 elements in sentences while predicting                                               |                                                                                                                  |

|                                                                                   |                                                                       |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>TEXT PHASE <i>Heggedy Peg</i></b>                                              |                                                                       |
| <b>Guided Reading- Read and Think Aloud, Story Mapping, Character Description</b> |                                                                       |
| Chooses synonyms, opposites, part/whole categories                                | tub (bowl) tin (can) porridge (cereal)<br>sack (bag) market (store)   |
| Recognizes number of syllables in words, words in phrases"                        | Butter (2) v.<br>bread (1)<br>-----<br>Cheese (1) v.<br>Crackers (2)) |
| Describes what the Mother is like<br>The witch is like                            | Smart, determined<br>Mean, hungry                                     |
| Memory for 2-3 Critical Elements in a message or sentence                         | "Show me a "witch" and a "pipe!"<br>(from large set of choices)       |
| Point to picture of sentence spoken                                               | Express sentence associated with picture page.                        |
| Auditory tracking                                                                 | Retells idea or phrase unit after listening to a sentence.            |

|                                                                                   |                                                                        |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>TEXT PHASE <i>Heggedy Peg</i></b>                                              |                                                                        |
| <b>Guided Reading- Read and Think Aloud, Story Mapping, Character Description</b> |                                                                        |
| 1. Chooses synonyms, opposites, part/whole categories                             | tub (bowl) tin (can)<br>porridge (cereal) sack (bag)<br>market (store) |
| 2. Recognizes number of syllables in words, in phrases                            | Butter (2) v. bread (1)                                                |
| 3. Describes what the Mother is like<br>The witch is like                         | Smart, determined...<br>Mean, hungry.....                              |
| 4. Memory for 2-3 Critical Elements in a message or sentence                      | (from large set of choices)                                            |
| 5. Point to picture of sentence spoken                                            | Express sentence associated with picture page.                         |
| 6. Auditory tracking                                                              | Retells idea or phrase unit after listening to a sentence.             |

|                                                                                |                                                                                                                                                                 |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RELATIONSHIP PHASE – <i>Heggedy Peg</i></b>                                 |                                                                                                                                                                 |
| <b>Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions</b> |                                                                                                                                                                 |
| <b>Reading/Language Writing Extensions- Dramatization, Role Play</b>           |                                                                                                                                                                 |
| Use several words in role playing with prompting                               | TEACHER: You be the witch and I will be the children. "If you bring me a lit pipe, I will give you a sack of gold."                                             |
| Finds and extends rhyming words by listening and self-play with sounds:        | Listen: I'm Heckedy Peg, I've lost my leg: Listen and complete sentences: Mother brought the cheese on her (kn-ees); The fire was on a stick you cannot (lick); |
| Answers sequence questions                                                     | Puts events in order of story plot                                                                                                                              |
| Recall what each child wants after listening:                                  | "Monday wants a tub of butter."<br>"Tuesday wants a pocket knife."<br>(etc.)                                                                                    |
| Verify Predictions                                                             | Did the children get into trouble or get lost?                                                                                                                  |
| Tells if a sentence is T/F.                                                    | "Mother got her children back." (T/F)                                                                                                                           |

| RELATIONSHIP PHASE – <i>Heggedy Peg</i>                                                                                                  |                                                                                                                                                                                |                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions<br>Reading/Language Writing Extensions- Dramatization, Role Play |                                                                                                                                                                                |                                                                   |
| 1. Use several words in role playing with prompting                                                                                      | TEACHER: You be the witch and I will be the children. "If you bring me a lit pipe, I will give you a sack of gold."                                                            | <b>RECALL PAGES READ ALOUD:</b><br>Write example for objective #6 |
| 2. Finds and extends rhyming words by listening and self-play with sounds:                                                               | Listen: I'm Heckedy Peg, I've lost my leg: Listen and complete sentences: Mother brought the <i>cheese</i> on her (kn-ees); The fire was on a <i>stick</i> you cannot (l-ick); |                                                                   |
| 3. Answers sequence questions                                                                                                            | Puts events in order of story plot                                                                                                                                             |                                                                   |
| 4. Recall what each child wants after listening:                                                                                         | "Monday wants a tub of butter," "Tuesday wants a pocket knife." (etc.)                                                                                                         |                                                                   |
| 5. Verify Predictions                                                                                                                    | Did the children get into trouble or get lost?                                                                                                                                 |                                                                   |
| 6. Tells if a sentence is T/F.                                                                                                           |                                                                                                                                                                                |                                                                   |

| Integrated Story, Listening, and Language Lesson: STORY #2: <i>Don't Throw it To Moe!</i>                                                                                                                                                                                                                                                          |                                         |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="http://www.penguin.com/static/pages/youngreaders/levels/images/pyr_brochure.pdf">http://www.penguin.com/static/pages/youngreaders/levels/images/pyr_brochure.pdf</a><br><a href="http://www.penguin.com/static/images/yr/pdf/PenguinLP_Brochure_12(LR).pdf">http://www.penguin.com/static/images/yr/pdf/PenguinLP_Brochure_12(LR).pdf</a> |                                         |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                 | <b>CENTRAL STORY CONTENT OBJECTIVES</b> | <b>EXPERIENCE PHASE</b><br>Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings | <b>TEXT PHASE</b><br>Guided Reading- Read and Think Aloud, Story Mapping, Character Description | <b>RELATIONSHIP PHASE</b><br>Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions<br>Reading/Language Writing Extensions-Dramatization, Role Play |
|                                                                                                                                                                                                                                                                                                                                                    | <b>AUDITORY OBJECTIVES</b>              |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |
| Comprehend and acquire vocabulary knowledge                                                                                                                                                                                                                                                                                                        |                                         |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |
| Discriminate words based on (AUDITORY) phonemic features                                                                                                                                                                                                                                                                                           |                                         |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |
| Answer Literal or Implicit Comprehension Questions                                                                                                                                                                                                                                                                                                 |                                         |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |
| Discriminate express PRESENT TENSE "s" "es"; use COMPARATIVE "er"                                                                                                                                                                                                                                                                                  |                                         |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |
| Sequence Story Events                                                                                                                                                                                                                                                                                                                              |                                         |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |
| Recall and sequence two to four critical elements in a message                                                                                                                                                                                                                                                                                     |                                         |                                                                                                                                    |                                                                                                 |                                                                                                                                                                      |

| Integrated Story, Listening, and Language Lesson: STORY #2: <i>Don't Throw it To Moe!</i> <b>HANDOUT</b> |                                                                                                         |                                                                                                                                                                                    |                                                                                                                                                                         |  |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| CENTRAL STORY CONTENT OBJECTIVES                                                                         | EXPERIENCE PHASE                                                                                        | TEXT PHASE                                                                                                                                                                         | RELATIONSHIP PHASE                                                                                                                                                      |  |
| AUDITORY OBJECTIVES                                                                                      | Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings | Guided Reading- Read and Think Aloud, Story Mapping, Character Description                                                                                                         | Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions; Reading Language Writing Extensions-Dramatization, Role Play                                   |  |
| Comprehend and acquire vocabulary knowledge                                                              | Put words into semantic categories: Football, basketball, and baseball are all sports, and what else?   | CHOICES: SYNONYMS, SIMILAR, AND OPPOSITES<br>Let's think about Moe's feelings. Here he is: "Worried- Excited." "Happy- sad (opposites)" "Determined- energetic."                   | Teacher: "You be Moe and I will be Coach. Pick a feeling card from word wall and show me: "How are you feeling Moe?" ANS: "I am feeling energetic." (mimes, shows word) |  |
| Discriminate words based on (AUDITORY) phonemic features                                                 | Chooses single words different by manner of production (pictures)                                       | Character Description using "er" comparative<br>Let's look at Moe and compare him to the others: "Who is smaller?" (skinner, younger, shorter, etc.) ANS: "Moe is skinnier." (etc) | LISTEN CHECK: (Reciprocal Teach) Find the correct picture/word from medium closed sets. "Throw- Moe" v. "Sleeve v. "Sleeve" v. "tail" v. "ball" v. "call"               |  |
| Answer Literal or Implicit Comprehension Questions                                                       | Answer questions about predictions                                                                      | Answers questions to monitor comprehension<br>"What is Moe's problem?" "What does the coach do to help him get better?"                                                            | Role Play: Set-up "Football team" (10 mixed gender) to get "Spontaneous" responses to questions to see which team answers the most.                                     |  |
| Discriminate express PRESENT TENSE "s" "es"; use COMPARATIVE "er"                                        | CLOSED SET: Chooses correct VERBS while previewing pictures.                                            | LOOK AND LISTEN: "Moe runs" "Moe catches the ball" or "Moe drops the ball." OR "Moe drops the ball."                                                                               | DISCRIMINATE CLOSE PASSAGE: Completes the passage using synonyms and auditory discrimination task.                                                                      |  |
| Sequence Story Events                                                                                    | Sequence photos of game of playing football in acceptable order                                         | Predict Rules of Play in this story, what happens 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>                                                                              | Fills in Story MAP                                                                                                                                                      |  |
| RECALL AND SEQUENCE TWO TO FOUR CRITICAL ELEMENTS IN A MESSAGE                                           | During predictions: Recall three key elements in sentences                                              | LISTEN: "What do you think?" "Moe will do, will practice, and then will play football."                                                                                            | Recall and sequence two to four critical elements in a message                                                                                                          |  |

| Integrated Story, Listening, and Language Lesson: <i>Don't Throw It to Moe</i> (Refer to Handout) |                                                                                                         |                                                                                       |                                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--|
| CENTRAL STORY CONTENT OBJECTIVES                                                                  | EXPERIENCE PHASE                                                                                        | TEXT PHASE                                                                            | RELATIONSHIP PHASE                                                                                                                       |  |
| AUDITORY OBJECTIVES                                                                               | Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings | Guided Reading- Read and Think Aloud, Story Mapping, Character Description Highlights | Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions<br>Reading/Language Writing Extensions- Dramatization, Role Play |  |
| Comprehend and acquire vocabulary knowledge                                                       |                                                                                                         |                                                                                       |                                                                                                                                          |  |
| Discriminate words based on (AUDITORY) phonemic features                                          |                                                                                                         |                                                                                       |                                                                                                                                          |  |
| Answer Literal or Implicit Comprehension Questions                                                |                                                                                                         |                                                                                       |                                                                                                                                          |  |
| Discriminate express PRESENT TENSE "s" "es"; use COMPARATIVE "er"                                 |                                                                                                         |                                                                                       |                                                                                                                                          |  |
| Sequence Story Events                                                                             |                                                                                                         |                                                                                       |                                                                                                                                          |  |
| Recall and sequence two to four critical elements in a message                                    |                                                                                                         |                                                                                       |                                                                                                                                          |  |

## Integrated Listening & Language in Story: *Don't' Throw It to Moe*

| STORY OBJECTIVES                                                   | EXPERIENCE PHASE                                                                                               |                                                                                                              |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| LISTENING & LANGUAGE OBJECTIVES                                    | <b>Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings</b> |                                                                                                              |
|                                                                    | <b>The child will be able to:</b>                                                                              |                                                                                                              |
| Comprehend and acquire vocabulary knowledge                        | Puts vocabulary words in semantic categories                                                                   | TEACHER: "Football, Basketball, Baseball" are ball SPORTS . . . and "What else"? (Write a list)              |
| Discriminate words based on (AUDITORY) phonemic features           | Choose single words different by manner of production (pictures)                                               | LISTEN: Show me "Moe" v. "toe" (picture preview) "who is small" v. "who is tall" "who cheers" v. "who hears" |
| Answer Literal or Implicit Comprehension Questions                 | Answer questions about predictions                                                                             | "Is Moe a player?" (or "observer"); N + IS = INDEF. ART. A + NOUN(er)                                        |
| Discriminate express PRESENT TENSE "s", "es"; use COMPARATIVE "er" | CLOSED SET: Chooses correct VERB +s while previewing pictures.                                                 | Look and LISTEN: "Moe runs!" "Moe catch the ball" OR "Moe catches the ball."                                 |
| Sequence Story Events (comprehend, express)                        | Sequence photos of game of playing football to acceptable order                                                | Predict Rules of Play in this story (what happens 1 <sup>st</sup> , 2 <sup>nd</sup> 3 <sup>rd</sup> )        |
| Recall and sequence two to four critical elements in a message     | Recalls three key elements in sentences                                                                        | LISTEN: What do you think? "Moe will sit, will practice, and then will play football."                       |

## Integrated Listening & Language in Story: *Don't' Throw It to Moe*

### TEXT PHASE

#### Guided Reading- Read and Think Aloud, Story Mapping, Character Description

|                                                                |                                                                                                                                                                    |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choose synonyms and opposites                                  | Let's think about Moe's feelings: Here he is: "Worried—Excited;" "Happy- sad;" (opposite) "Determined - energetic;" (similar)                                      |
| Character Description using "er" comparative                   | Let's look at Moe and compare him to the others. "Who is smaller?" (skinnier, younger, shorter, etc.) Ans. "Moe is smaller; Moe is skinnier; Moe is shorter!" etc. |
| Answers questions to monitor comprehension                     | What is Moe's problem? What does the coach do to help him practice? How does Coach Steve trick the other players?                                                  |
| Discriminate and express Present Tense "s", "es"               | Look and LISTEN: "Moe runs!" Uh-oh! "Moe drop the ball" OR "Moe drops the ball."                                                                                   |
| Fills in STORY MAP                                             | Sequence pictures (or sentences) of story correctly.                                                                                                               |
| Recall and sequence two to four critical elements in a message | Show me the picture "Moe runs and the other player watches." (v. Moe runs and the other player stops.)                                                             |

## Integrated Listening & Language in Story: *Don't' Throw It to Moe*

### RELATIONSHIP PHASE

#### Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions

#### Reading/Writing/Language Extensions-Dramatization, Role Play

|                                              |                                                                                                                                                                                                                                                    |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Uses new synonyms in structured conversation | Teacher: You be Moe and I will be the coach: Pick a feeling card from the word wall and show me: "How are you feeling Moe?" "I am feeling energetic." (mimes having energy, shows word)                                                            |
| Discriminates phonemic features of words     | <b>QUICK CHECK:</b> (Reciprocal teach) Listen and find the correct picture/ word from medium closed sets.<br>"Throw v. Moe" v. "Slow" v. "Toe"<br>"Small v. "Tail" v. "Ball" v. "Call"<br>"play" v. "say" v. "day" v. "Tay!"                       |
| Answers questions                            | <b>Role Play:</b> The class sets up "football teams" in 10 minute game and encourages each other to get "question recognition touchdowns" in a friendly competition. They role switch with different questions to see which team answers the most. |
| Discriminate, express Pres Tense "s", "es"   | <b>COMPLETE CLOZE PASSAGE-</b> Completes the passage using words from synonyms and auditorily discriminatin task.                                                                                                                                  |
| Story Map Sequence                           | Retell the story in own words in correct sequence including the most important events: Setting, Feelings of character, Actions, Results, Consequence, Resolution.                                                                                  |
| Sequences 2-4 four critical elements         | <b>LISTENING GAME:</b> Football Figures and Equipment "Listening Challenge:"<br>"Put the red helmet on the small player." (Player v. Coach, red v. blue v. yellow helmets, footballs v. helmets)                                                   |

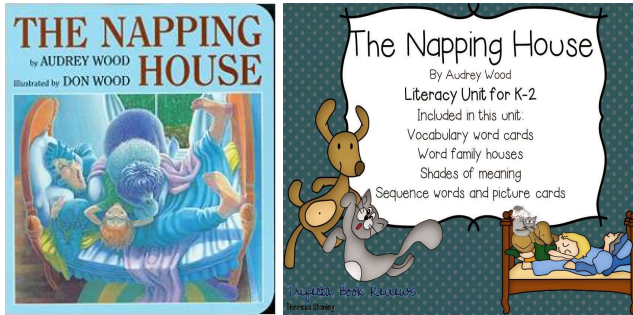
### LESSON PLAN FORM

HANDOUT

TITLE OF STORY: \_\_\_\_\_  
GRADE LEVELS: 1-3 WEEK/ DATES: \_\_\_\_\_  
CLASS PERIOD: \_\_\_\_\_  
REG. ED. TEACHER: \_\_\_\_\_

| CENTRAL STORY CONTENT OBJECTIVES | EXPERIENCE (PREVIEW) PHASE                                                                                     | TEXT PHASE                                                                                                            | RELATIONSHIP PHASE                                                                                                                               |
|----------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| AUDITORY OBJECTIVES              | Pre-Reading: Title and Story Predictions, Questions Fan, Preview Unfamiliar Vocabulary, Pictures, and Headings | Guided Reading-Read and Think aloud, Story Mapping, Character Description, Clarifying, Asking and Answering Questions | Check for Comprehension/Mastery Cloze Passages, Word Banks, Verify Predictions, Reading/Language Writing Extensions – Dramatizations, Role Plays |
|                                  |                                                                                                                |                                                                                                                       |                                                                                                                                                  |
|                                  |                                                                                                                |                                                                                                                       |                                                                                                                                                  |
|                                  |                                                                                                                |                                                                                                                       |                                                                                                                                                  |
|                                  |                                                                                                                |                                                                                                                       |                                                                                                                                                  |
|                                  |                                                                                                                |                                                                                                                       |                                                                                                                                                  |
|                                  |                                                                                                                |                                                                                                                       |                                                                                                                                                  |
|                                  |                                                                                                                |                                                                                                                       |                                                                                                                                                  |
|                                  |                                                                                                                |                                                                                                                       |                                                                                                                                                  |

STORY #3: *Napping House*



<http://trifectabookreviews.blogspot.com/2014/01/the-napping-house-by-audrey-and-don.html>

| CENTRAL STORY CONTENT OBJECTIVES | EXPERIENCE PHASE OF LESSON                                                                                     |                                                         |
|----------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| AUDITORY OBJECTIVES              | <b>Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings</b> |                                                         |
|                                  | Acquire, comprehend vocabulary (syntax, morphology, etc.)                                                      | Put words into categories (recognition, and expression) |
|                                  | Discriminates words auditorily based on phonemic features                                                      | Chooses single syll. words associated with pictures     |
|                                  | Recall facts and details                                                                                       | Predicts what children want by pictures                 |
|                                  | Discriminates two phrases/sentences of similar length;                                                         | Closed set; Points or clicks on correct picture         |
|                                  | Identifies Main Idea                                                                                           | Determines if sentence is true.                         |
|                                  | Identifies T-F statements describing a picture                                                                 | Discriminates two or more elements in sentences         |

Integrated Listening & Language in Story:  
*The Napping House*

**TEXT PHASE**

**Guided Reading- Read and Think Aloud, Story Mapping, Character Description**

|                                                                |  |
|----------------------------------------------------------------|--|
| Choose synonyms and opposites                                  |  |
| Character Description using "er" comparative                   |  |
| Answers questions to monitor comprehension                     |  |
| Discriminate and express Present Tense "s", "es"               |  |
| Fills in STORY MAP                                             |  |
| Recall and sequence two to four critical elements in a message |  |

Integrated Listening & Language Story:  
*The Napping House*

| RELATIONSHIP PHASE                                                                                                                       |  |
|------------------------------------------------------------------------------------------------------------------------------------------|--|
| Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions and Reading/Writing/Language Extensions-Dramatization, Role Play |  |
| Uses new synonym in structured conversation                                                                                              |  |
| Discriminates phonemic features of words                                                                                                 |  |
| Answers questions                                                                                                                        |  |
| Discriminate, express Present Tense "s", "es"                                                                                            |  |
| Story Map Sequence                                                                                                                       |  |
| Sequences 2-4 four critical elements                                                                                                     |  |

**We need to implement intervention in audition and language during reading time to facilitate story reading comprehension.**

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**Auditory Comprehension:** (1) Closure: phrases, sentences, discourse; (2) Processing Questions