

Using Children's Story Literature to Teach Listening and Language



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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*?

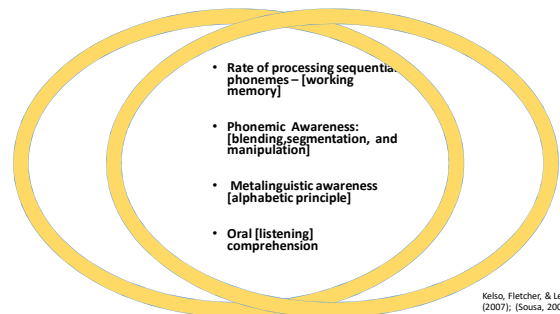
• **Phonological Awareness supports the foundation for reading and literacy**

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.**

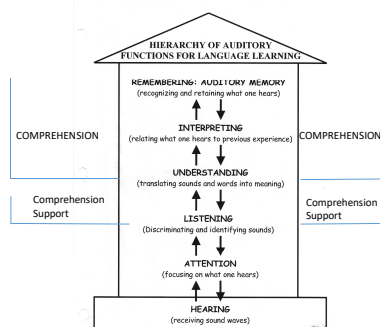
Phonological Learning Supports Literacy

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)



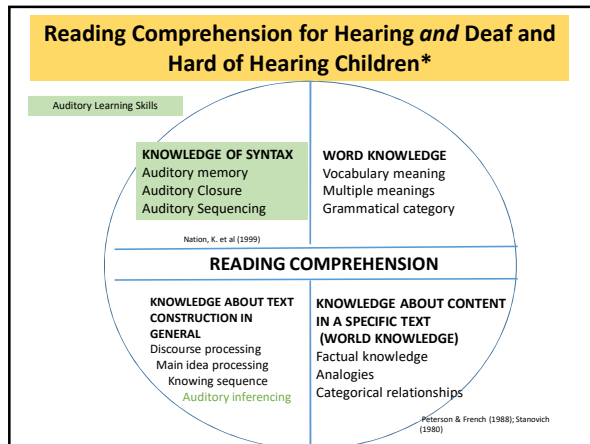
Kelso, Fletcher, & Lee (2007); (Sousa, 2005)

How is listening important for reading comprehension?



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?HREF=loeterman/index.html



Reading Comprehension Requires

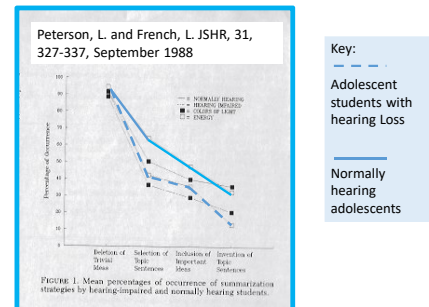
- Ability to rapidly decode words and attach meaning to new words.
- Syntactic and morphologic competence to gain collective meaning from the decoded words,
- Ability to hold meaning in working memory while processing new words
- Ability to apply text processing strategies for the purpose of figuring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



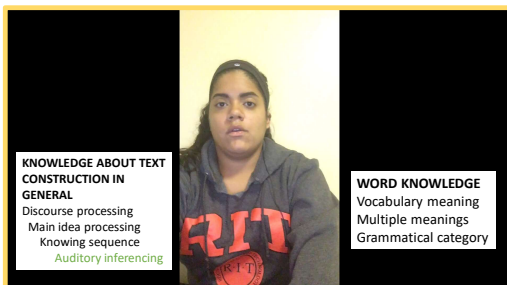
Young and Older Readers: Reading comprehension skills separate the “passive” unskilled reader from an “active” reader.”

- 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.



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?



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-

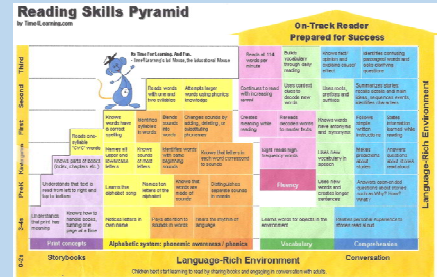
- Auditory perception: discrimination, identification
- Phonological assessment
- Auditory memory development

Emergent Literacy Skills

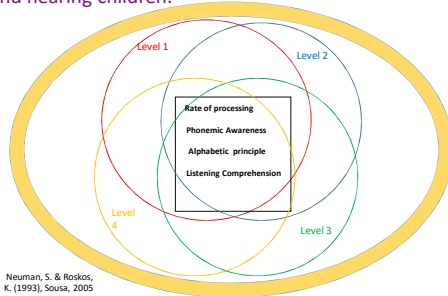
- Coordination with Language instruction- Vocabulary, Syntax, Morphology
- Reading comprehension readiness skills

(*Sousa and Tomlinson, 2010)

What does Reading Comprehension Readiness and Auditory Development look like?



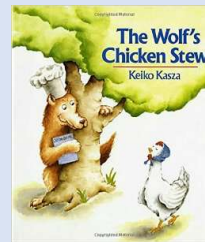
Individual children vary in learning style and level of proficiency. Learning to read is a multi-stage process for both deaf and hearing children.



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 Stew by Keiko Kasza
- Energetic Main Character
- Actions- Suspense
- Familiar Setting
- Repeated sentences
- Surprise Ending
- Relatable to Family and stories
- Moral of Friendship, Caring, Kindness?



Books for Children Ages 4-8 - from TeachersFirst /TeachersAndFamilies

<http://www.teachersfirst.com/100books.cfm>

The Polar Express by Chris Van Allsburg
Green Eggs and Ham by Dr. Seuss
The Cat in the Hat by Dr. Seuss
Where the Wild Things Are by Maurice Sendak
Love You Forever by Robert N. Munsch
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
The Mitten by Jan Brett
Stellaluna - Janell Cannon
Oh, The Places You'll Go - Dr. Seuss
Strega Nona - Tomie De Paola
The Velveteen Rabbit - Margery Williams
How the Grinch Stole Christmas by Dr. Seuss
The True Story of the Three Little Pigs by Jon Scieszka
Chicka Chicka Boom Boom - John Archambault
The Complete Tales of Winnie the Pooh by A. A. Milne

If You Give a Mouse a Cookie - Laura J Numeroff
The Lorax- Dr. Seuss
Amazing Grace by Mary Hoffman
Jumanji by Chris Van Allsburg
Math Curse by Jon Scieszka
Are You My Mother? by Philip D. Eastman
The Napping House by Audrey Wood
Sylvester and the Magic Pebble- William Steig
The Tale of Peter Rabbit by Beatrix Potter
Horton Hatches the Egg by Dr. Seuss
Basil of Baker Street by Eve Titus
The Little Engine That Could by Watty Piper
Curious George by Hans Augusto Rey
Wilfrid Gordon McDonald Partridge-Mem Fox
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. 6th 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 understandinghelp 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.

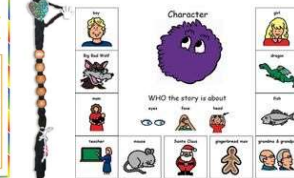
AUDITORY TRAINING ACTIVITIES THAT NATURALLY OCCUR IN EXPERIENCE PHASE (Examples)

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

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

- 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

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



a. Dramatization or Role Play b. Responding to Questions about characters or story plot c. Book Sharing d. Apply vocabulary to new contexts and to Writing Activity to change outcome or characters e. Compare other stories /topics of similar themes (compare and contrast) f. Sustained Silent Reading	LISTENING/LANGUAGE ACTIVITIES: • Retelling what is heard • Learning Lines for Dramatic Play • Extending comprehension of words to new related vocabulary using audition • Listening Discrimination and Auditory tracking with new related Information
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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 Mama's <u>chair</u> <u>next to</u> the fireplace.

(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 problems did the story have?	
How was the problem solved?	
What happened next?	

The Story Comprehension Lesson Cycle

V. CHECK FOR MASTERY- Evaluation

- | | |
|---------------------------------|---|
| a. Written Test | LISTENING ACTIVITIES:
(Checking Mastery) |
| • Wh Questions | |
| • T-F Statements | |
| b. Written Close Passages | a. T-F Statements |
| | |
| c. Graphic Organizer Completion | b. Auditory Cloze Passage |
| • Story Grammar | c. Story Re-Telling |
| • 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,

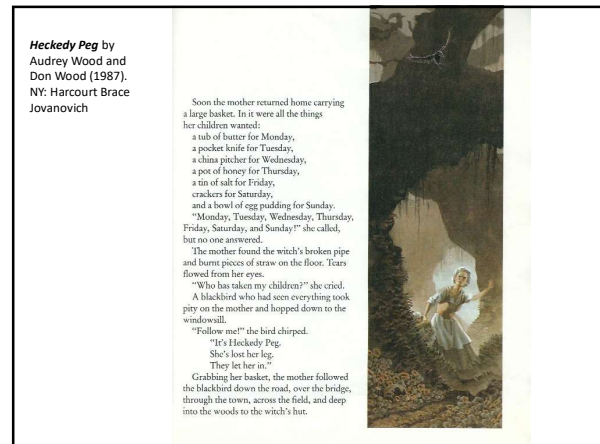
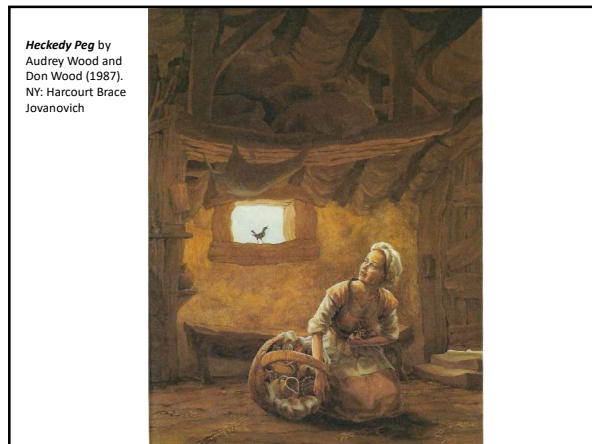


Heckedy Peg by
Audrey Wood
and Don Wood (1987).
NY: Harcourt Brace
Jovanovich



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





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)

Listening
Development for
Children with
Hearing Loss:

Levels of
Auditory Word
Discrimination
and Identificaton

Reference: TEACHER TOOLS,
Supportingsuccessforkids
withhearingloss.com

A LISTENING HIERARCHY

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, single sets, and identify from open sets.	EXAMPLES
1	Differences of supra-segmentals: duration, intensity, pitch	123 - dot up - down Put - put - put - put - put (beat) v. Consonant(s)
2	Words with different number of syllables	Hippopotamus v. Bird v. Baby 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, bat, bit, bat
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. No (fricative) Hip v. ship v. tip
6	Words with final consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids with same vowels)	Arm (nasal) v. "at" (fricative) v. Art (plosive)
7	Words with final consonants that differ by voicing, same vowels	Mad v. maid Tag v. back Wag v. wash Hut v. hit Look v. lot
8	Words with initial consonants that differ by voicing, same vowels	Look v. look Sick v. tick Tent v. dent Sue v. zoo Put v. but Joke v. choke
9	Words with initial consonants that differ by place of production, same vowels	Go v. go Same vowels Cool v. cool Pie v. high
10	Words with final consonants that differ by place of production same vowels	Look v. log Sue v. sue Sick v. sick Put v. put Cup 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:

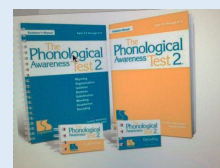
Each response receives a 1 for a correct response or a 0 for an incorrect response. Correct responses are listed on the test form. A pronunciation guide for nonsense words is on the test form.

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

*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

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
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 41st %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)

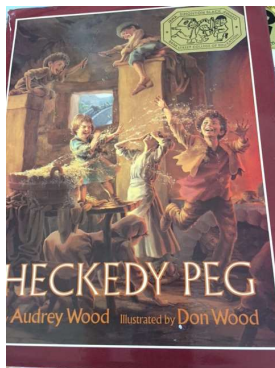
Functional Assessment: (Following Directions) Student follows two or three critical elements in single directions when prompted with limited number of choices with 75% accuracy.

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	TEXT PHASE	RELATIONSHIP PHASE
Acquire, comprehend vocabulary (syntax, morphology, etc.)	Pre-Reading: Read story Predictions, Questions, Fun, Preview unfamiliar vocab., Pictures, and headings	Read and Think Aloud: Story Predictions, Word Banks, Verify Predictions	Check for Comprehension: Close Passages, Word Banks, Verify Predictions
Discriminates words auditorily based on phonemic features	Put words into categories (recognition, and expression)	Listen: Show me a "witch" (in story) "I got it!" (in story)	Find and extends rhyming words by listening and self-play with words
Recall facts and details	Predicts what children want in pictures	Describes what the Mother is like	Smart, determined Mean, hungry
Discriminates two phrases/sentences of similar length	Closed set: Points or clicks on correct	Memory for 2-3 Critical Elements in a message or sentence	Shows me a "witch" and a "pipe" (from checked)
Identifies Main Idea	Determines if sentence is true	Discuss Rules of Play (Background)	Express sentence associated with picture page
Identifies T-F statements	Discriminates 2 or more elements in sentences	Auditory tracking	Recalls idea or phrase unit after listening to a sentence

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

HANDOUT

CENTRAL STORY CONTENT OBJECTIVES	EXPERIENCE PHASE	TEXT PHASE	RELATIONSHIP PHASE
Acquire, comprehend vocabulary (syntax, morphology, etc.)	Put words into categories (recognition, and expression)	Listen: Show me a "witch" (in story) "I got it!" (in story)	Find and extends rhyming words by listening and self-play with words
Recall facts and details	Predicts what children want in pictures	Describes what the Mother is like	Smart, determined Mean, hungry
Discriminates two phrases/sentences of similar length	Closed set: Points or clicks on correct	Memory for 2-3 Critical Elements in a message or sentence	Shows me a "witch" and a "pipe" (from checked)
Identifies Main Idea	Determines if sentence is true	Discuss Rules of Play (Background)	Express sentence associated with picture page
Identifies T-F statements	Discriminates 2 or more elements in sentences	Auditory tracking	Recalls 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

AUDITORY OBJECTIVES

- 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	
AUDITORY OBJECTIVES	
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	
	Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings	
AUDITORY OBJECTIVES		
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	Chooses single syll. words associated with pictures	LISTEN: Show me "Sack" (v. "stick") "pipe" (v. "straw")
Recall facts and details	Predicts what children want by pictures	"Monday (Tuesday Wed, Thurs. Friday) wants..."
Discriminates two phrases/sentences of similar length;	Closed set; Points or clicks on correct picture	"The witch has a sack of gold." "Mother had a sack of food."
Identifies Main Idea	Determines if sentence is true.	Discuss Rules of Play (background Knowledge)
Identifies T-F statements describing a picture	Objective: Identifies 2-3 elements in sentences while predicting	LISTEN: "Heckedy Peg is the children's mother." (while showing picture)

CENTRAL STORY CONTENT OBJECTIVES	EXPERIENCE PHASE	
	Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings	
AUDITORY OBJECTIVES		
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	Chooses single syllable words associated with pictures	←
Recall facts and details	Predicts what children want by pictures	"Monday (Tuesday Wed, Thurs. Friday) wants..."
Discriminates two phrases/sentences of similar length;	Closed set; Points or clicks on correct picture	
Identifies Main Idea	Determines if sentence is true.	Discuss Rules of Play (background Knowledge)
Identifies T-F statements describing a picture	Objective: Identifies 2-3 elements in sentences while predicting	

SEE STORY PAGE
HANDOUT:
Write
Objective #2

**TEXT PHASE *Heggedy Peg*
Guided Reading- Read and Think Aloud, Story
Mapping, Character Description**

Chooses synonyms, opposites, part/whole categories	tub (bowl) tin (can) porridge (cereal) sack (bag) market (store)
Recognizes number of syllables in words, words in phrases	Butter (2) v. bread (1) ----- Cheese (1) v. Crackers (2))
Describes what the Mother is like The witch is like	Smart, determined Mean, hungry
Memory for 2-3 Critical Elements in a message or sentence	"Show me a "witch" and a "pipe!" (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.

**TEXT PHASE *Heggedy Peg*
Guided Reading- Read and Think Aloud, Story
Mapping, Character Description**

1. Chooses synonyms, opposites, part/whole categories	tub (bowl) tin (can) porridge (cereal) sack (bag) market (store)
2. Recognizes number of syllables in words, in phrases	Butter (2) v. bread (1)
3. Describes what the Mother is like The witch is like	Smart, determined... 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.

SEE STORY PAGE
HANDOUT:
Write
Objective #2

Write
Objective #4

RELATIONSHIP PHASE – *Heggedy Peg*

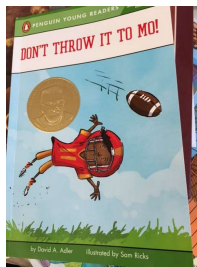
Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions	
Reading/Language Writing Extensions- Dramatization, Role Play	
Use several words in role playing with prompting	TEACHER: You be the witch and I will be the children. "If you bring me a lit pipe, I will give you a sack of gold."
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 (l-ick);
Answers sequence questions	Puts events in order of story plot
Recall what each child wants after listening:	"Monday wants a tub of butter." "Tuesday wants a pocket knife." (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	
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."
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 <u>cheese</u> on her (kn-ees); The fire was on a <u>stick</u> 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.	

RECALL PAGES READ ALOUD: Write example for objective #6

Integrated Story, Listening, and Language Lesson: STORY #2: *Don't Throw it To Moe!*

http://www.penguin.com/static/pages/youngreaders/levels/images/pyr_brochure.pdf
[http://www.penguin.com/static/images/y/r/pdf/PenguinP_Brochure_12\(LR\).pdf](http://www.penguin.com/static/images/y/r/pdf/PenguinP_Brochure_12(LR).pdf)



CENTRAL STORY CONTENT OBJECTIVES	EXPERIENCE PHASE	TEXT PHASE	RELATIONSHIP PHASE
CONTENT OBJECTIVES AUDITORY OBJECTIVES Comprehend and acquire vocabulary knowledge Discriminate words based on (AUDITORY) phonemic features Answer Literal or Implicit Comprehension Questions Discriminate express PRESENT TENSE "is", "are", and COMPARATIVE "er" Sequence Story Events Recall and sequence two to four critical elements in a message	Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab, Pictures, and Headings Put words into categories	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

Integrated Story, Listening, and Language HANDOUT Lesson: STORY #2: <i>Don't Throw it To Moe!</i>			
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?	CHOOSES SYNONYMS, SIMILAR, AND OPPOSITES
Discriminate words based on (AUDITORY) phonemic features	Choose single words different by manner of production (pictures)	LISTEN: Show me "Moe" v. "toe" "who is tall" "who cheers" v. "who hears"	Character Description using "who is smaller?" (skinner, younger, shorter, etc.) Ans. "Moe is smaller;" "Moe is skinner;" "Moe is shorter;" (etc.)
Answer Literal or Implicit Comprehension Questions	Answer questions about predictions	"Is Moe a player?" (or "observer") Is it (INDEX, ART, A + NOUN)?	Answers questions to monitor comprehension
Discriminate express PRESENT TENSE "is", "are", use COMPARATIVE "er"	CLOSED SET: Choose correct VERB while previewing pictures	LOOK and LISTEN: "Moe runs!" "Moe catches the ball!" or "Moe catches the ball!"	Discriminate and express PRESENT TENSE "is", "are" "er"
Sequence Story Events	Sequence photos of game of playing football to acceptable order	Predict Rules of Play in this story, what happens 1 st , 2 nd , 3 rd	Fills in STORY MAP
Recall and sequence two to four critical elements in a message	Recall and sequence two to four critical elements in a message	Recall and sequence two to four critical elements in a message	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, 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 "is", "are", use COMPARATIVE "er"			
Sequence Story Events			
Recall and sequence two to four critical elements in a message			

Integrated Listening & Language in Story: <i>Don't Throw It to Moe</i>	
STORY OBJECTIVES	EXPERIENCE PHASE
LISTENING & LANGUAGE OBJECTIVES	Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab, Pictures, and Headings
Comprehend and acquire vocabulary knowledge	Put vocabulary words in semantic categories
Discriminate words based on (AUDITORY) phonemic features	Choose single words different by manner of production (pictures)
Answer Literal or Implicit Comprehension Questions	Answer questions about predictions
Discriminate express PRESENT TENSE "is", "are", use COMPARATIVE "er"	CLOSED SET: Choose correct VERB while previewing pictures
Sequence Story Events (comprehend, express)	Sequence photos of game of playing football to acceptable order
Recall and sequence two to four critical elements in a message	Recalls three key elements in sentences

Integrated Listening & Language in Story: <i>Don't Throw It to Moe</i>	
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?" (skinner, younger, shorter, etc.) Ans. "Moe is smaller; Moe is skinner; 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 "is", "are"	Look and LISTEN: "Moe runs!" Uh-oh! "Moe drops 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	QUICK CHECK: (Reciprocal teach) Listen and find the correct picture/ word from medium closed sets. "Throw v. Moe" v. "Slow" v. "Toe" "Small v. "Tail" v. "Ball" v. "Call" "Play" v. "Say" v. "Day" v. "Hay"
Answers questions	Role Play: 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"	COMPLETE CLOZE PASSAGE: 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	LISTENING GAME: Football Figures and Equipment "Listening Challenge:" "Put the red helmet on the small player." (Player v. Coach, red v. blue v. yellow helmets, footballs v. helmets)

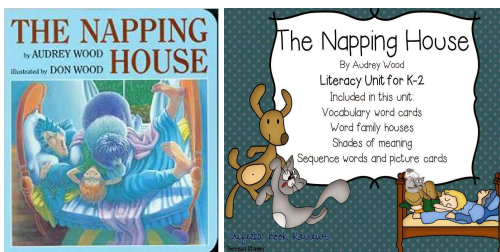
LESSON PLAN FORM

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
	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	
	Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings	
AUDITORY OBJECTIVES		
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 Pres Tense "s", "es"	
Story Map Sequence	
Sequences 2-4 four critical elements	

The human brain is not born with the insight to make sound-to-letter connections, nor does it develop naturally without instruction."

"...one thing seems certain: students who are poor readers in their early years remain poor readers in the later years."

Sousa, 2005



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

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APPENDIX: p. 1

Auditory Learning Skill Definitions

Auditory Awareness: detection w/amplification, assistive technology

Auditory Identification: CVC syllables, words

Auditory Attention: Localization, distance Hearing

Auditory Recall: sounds, words, phrases, sentences

Auditory Discrimination: Linguistic v. non-linguistic, supra-segmentals (duration, intensity) words (structural and phonemic differences) figure-ground

Auditory Sequencing: letters/sounds, syllables words, phrases, sentences, story, rhymes, songs

Auditory Association: voices, words, phrases, ideas

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

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