



Using Children's Story Literature to Teach Listening and Language



Laura N. Peterson, Ed.D. CCC/SLP, LSLC Cert. AVT
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Objectives:



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.

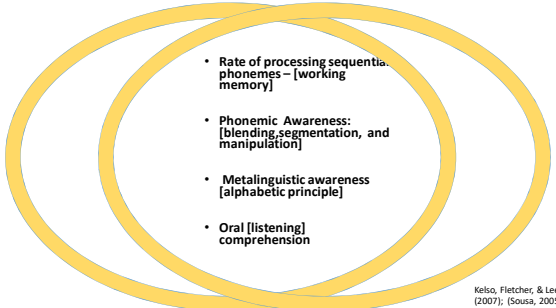
The participant will identify:

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.**

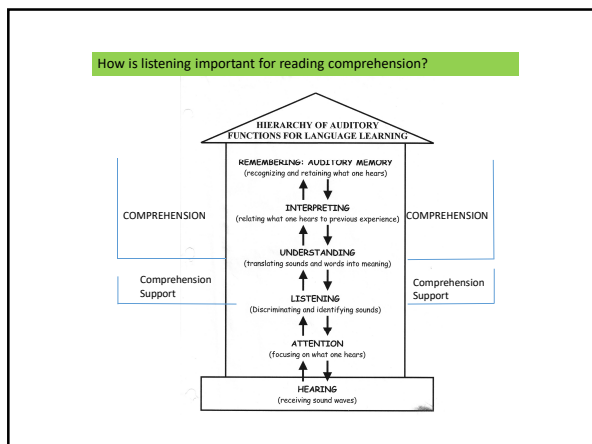
Phonological Learning Supports Literacy

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)



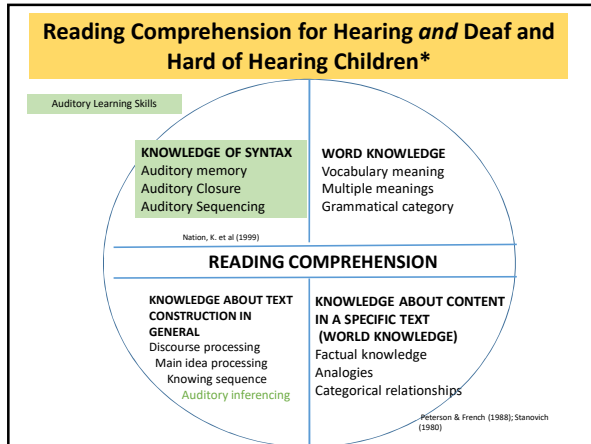
- Rate of processing sequential phonemes- [working memory]
- Phonemic Awareness: [blending, segmentation, and manipulation]
- Metalinguistic awareness [alphabetic principle]
- Oral [listening] comprehension

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



Reading Comprehension Requires

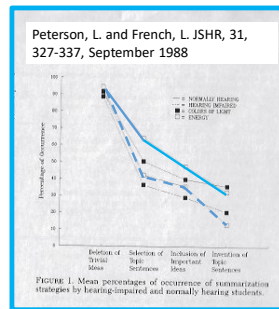
- Ability to rapidly decode words and attach meaning to new words.
- Syntactic and morphologic competence to gain collective meaning from the decoded words,
- Ability to hold meaning in working memory while processing new words
- Ability to apply text processing strategies for the purpose of figuring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



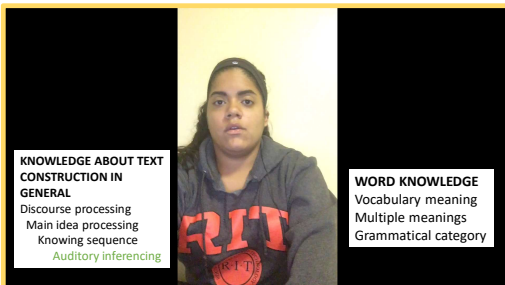
Young and Older Readers: Reading comprehension skills separate the “passive” unskilled reader from an “active” reader.”

- 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 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 - from TeachersFirst /TeachersAndFamilies

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

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. 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

Story Comprehension Lesson Cycle

III. GUIDED READING PRACTICE –TEXT PHASE
Comprehension Objectives and Developing Skills

a. Teacher (Read Aloud) and Explain/models skill of “thinking aloud” → **AUDITORY ACTIVITIES**

b. Character Description Actions highlighted to facilitate recall

c. Story Mapping of story “Grammar”

d. Checking and Monitoring Comprehension

a. Listen to Read Aloud, structure tracking words, ideas, sentences, passages

b. Match character descriptions based on vocabulary and key words

c. Verify and revise predictions by listening to statements; answering self-check questions

d. Recall story sequence and auditorily recognize retellings with out of sequence events.

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:

a. Dramatization or Role Play → **LISTENING/LANGUAGE ACTIVITIES:**

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

• 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

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 Mama’s <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 the main character have?	
How was the problem solved?	
What happened next?	

The Story Comprehension Lesson Cycle

V. CHECK FOR MASTERY- Evaluation

- | | |
|--|--|
| <p>a. Written Test</p> <ul style="list-style-type: none"> • Wh Questions • T-F Statements <p>b. Written Close Passages</p> <p>c. Graphic Organizer Completion</p> <ul style="list-style-type: none"> • Story Grammar • Summary Interview | <p>LISTENING ACTIVITIES:
(Checking Mastery)</p> <p>a. T-F Statements</p> <p>b. Auditory Cloze Passage</p> <p>c. Story Re-Telling</p> <p>d. Wh Comprehension Questions</p> |
|--|--|

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.

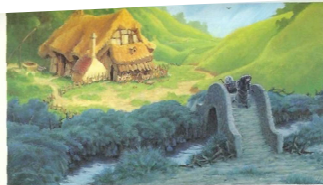


Heckedy Peg by Audrey Wood and Don Wood (1987) NY: Harcourt Brace Jovanovich

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.

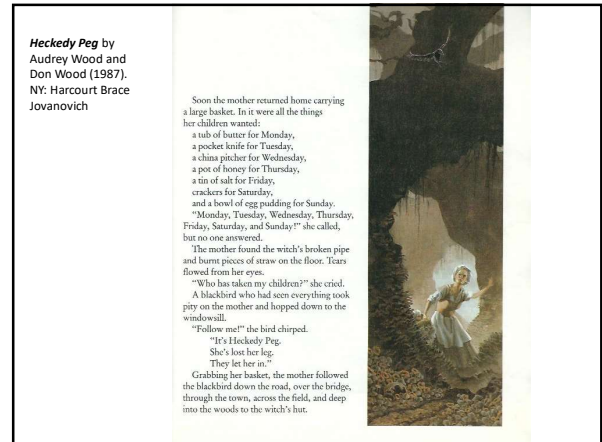
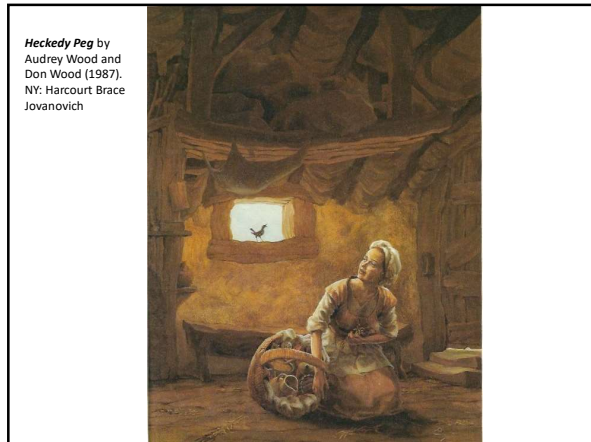


Heckedy Peg by Audrey Wood and Don Wood (1987). NY: Harcourt Brace Jovanovich



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)

EXAMPLES: Auditory Perceptual & Auditory- Linguistic Assessments

Auditory Perceptual	Auditory Linguistic- WORD LEVEL
Koch, M.A., CED (1999) Bringing Sound to Life: Principles and Practices of Cochlear Implant Rehabilitation	Wilkes, E. (1999) Cottage Language Acquisition Scales for Listening, Language, and Speech . San Antonio, TX: Sunshine Cottage School for Deaf Children
Allen, S. & Serwatka (2015) Auditory Perception Test for the Hearing Impaired (APT-HI) 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. Calfee-Schenck, M.Ed., CCC-A (1992) by Karen Anderson, PhD with input from Janet Kahn, AVT & Marcus Rose, AVT	Linguistics (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 TEST:

- | | |
|---|--|
| <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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)

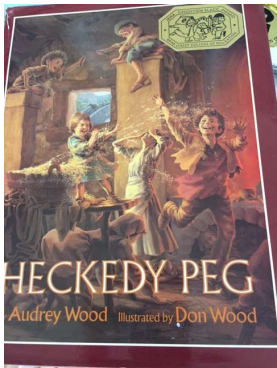
Functional Assessment: (Following Directions) Student follows two or three critical elements in single directions when prompted with limited number of choices with 75% accuracy.

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

LISTENING & LANGUAGE LEARNING GOALS for Story Lessons

- | | | |
|--|--|---|
| <ol style="list-style-type: none"> 1. Auditory Discrimination 2. Phonological Awareness 3. Vocabulary 4. Question Comprehension 5. Language Syntax (Form) 6. Language Use/Advocacy 7. Auditory Memory | | <ol style="list-style-type: none"> 1. Discriminates single syllable words with different consonants and different vowels, consonants of different manners, voicing or place. 2. Segment and blend sounds in words count number of syllables in words. Detect word rhymes; find and express rhyming words. 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. Comprehends elements of a question in order to answer its intention correctly. 5. Comprehends words and sentence structures presented in the story. 6. Engages in conversation, discussion, and asks questions when not understood. 7. Tracks and Recalls critical elements in a message, sequences ideas. |
|--|--|---|

INTEGRATED STORY, LISTENING, & LANGUAGE LESSON



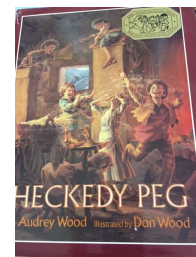
How to integrate:

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.)	Put words into categories (phonology, and expression)	Chooses synonyms, opposites, antonyms, categories	Discriminates two phrases/sentences of similar length;
Discriminates words auditorily based on phonemic features	Chooses single syll. words associated with pictures	Recognizes number of syllables in words, words in phrases	Identifies Main Idea
Recall facts and details	Predicts what children want in pictures	Describes what the Mother is like	Identifies T-F statements describing a picture
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	
Identifies Main Idea	Determines if sentence is true.	Discusses Rules of Play (Backward)	
Identifies T-F statements describing a picture	Discriminates 2 or more elements in sentences.	Auditory tracking	

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 (phonology, and expression)	Chooses synonyms, opposites, antonyms, categories	Discriminates two phrases/sentences of similar length;
Discriminates words auditorily based on phonemic features	Chooses single syll. words associated with pictures	Recognizes number of syllables in words, words in phrases	Identifies Main Idea
Recall facts and details	Predicts what children want in pictures	Describes what the Mother is like	Identifies T-F statements describing a picture
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	
Identifies Main Idea	Determines if sentence is true.	Discusses Rules of Play (Backward)	
Identifies T-F statements describing a picture	Discriminates 2 or more elements in sentences.	Auditory tracking	

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 Heckedy 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 Heckedy 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)	SEE STORY PAGE HANDOUT: Write Objective #2
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)	Write Objective #4
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.	

RELATIONSHIP PHASE – Heckedy Peg
Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions
Reading/Language Writing Extensions- Dramatization, Role Play

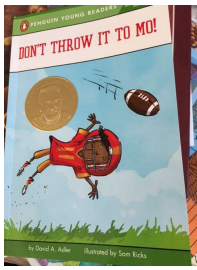
Use several words in role playing with prompting	TEACHER: You be the witch and I will be the children. "If you bring me a lit pipe, I will give you a sack of gold."
Finds and extends rhyming words by listening and self-play with sounds:	Listen: I'm Heckedy Peg, I've lost my leg: Listen and complete sentences: 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 <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.	

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
Comprehend and acquire vocabulary knowledge	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
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 HANDOUT Lesson: STORY #2: *Don't Throw it To Moe!*

CENTRAL STORY CONTENT OBJECTIVES	EXPERIENCE PHASE	TEXT PHASE	RELATIONSHIP PHASE
Comprehend and acquire vocabulary knowledge	Put words into semantic categories	FOOTBALL, BASKETBALL, and Baseball are all sports, and what else?	Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions: Reading Language Writing Extensions-Dramatization, Role Play
Discriminate words based on (AUDITORY) phonemic features	Chooses single words different by manner of production (pictures)	LISTEN: Show me "Moe" v. "Toe" "Who is smaller?" v. "who is taller?" "Who cheers?" v. "who hears?"	LISTEN CHECK: (Phonemic Task) Find the correct pronunciation from the options listed with "Moe" v. "Moe" v. "Toe" v. "Toe" "Who" v. "Who" v. "Who" v. "Who"
Answer Literal or Implicit Comprehension Questions	Answers questions about predictions	"Is Moe a player?" for "observer"; IS = INDEF. ART. A + NOUN(ER)	Answers questions "What is Moe's problem?" "What does the coach do to help him get better?"
Discriminate express PRESENT TENSE "s", "es", use COMPARATIVE "er"	CLOSED SET: Chooses correct VERB while previewing pictures.	LOOK and LISTEN: "Moe runs!" "Moe catches the ball!"	Discriminate express PRESENT TENSE "s", "es" OR "Who drops the ball?"
Sequence Story Events	Sequence photos of game of playing football to acceptable order	Predict Rules of Play in this story, what happens 1, 2, and 3?	STORY MAP sequence
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."	Sequence 2-4 critical elements

Integrated Story, Listening, and Language Lesson: *Don't Throw It to Moe* (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 "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	Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings The child will be able to:
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	Chooses single words different by manner of production (pictures) LISTEN: Show me "Moe" v. "Toe" (picture preview) "who is smaller" v. "who is tall" "who cheers" v. "who hears"
Answer Literal or Implicit Comprehension Questions	Answers 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 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, 2, and 3?)
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?" (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 "s", "es"	Look and LISTEN: "Moe runs!" "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 watches.)

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. "Tall" v. "Ball" v. "Cat" "Big" v. "Tall" v. "Big" v. "Tall"
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)

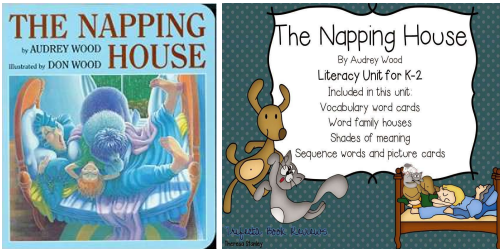
LESSON PLAN FORM

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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APPEND A: 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