

Literacy Across the Curriculum with Children who are DHH

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This session
will
discuss....

•The unique challenges involved in developing literacy skills for children who are deaf.

•Strategies for ensuring that a child's development of the five pillars of early literacy is maximized throughout their educational day, while coupled with listening and spoken language development.

•The use of standardized assessments in supporting literacy development and how these assessments can help drive instruction in the classroom/therapy session.



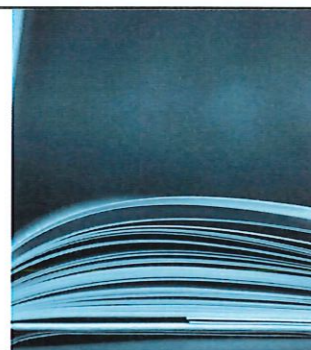
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What Is Reading?

Reading is making meaning from print.

It requires that we:

- Identify the words in print – a process called word recognition
- Construct an understanding from them – a process called comprehension
- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency



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**What does
it take to
learn to
read?**



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Stages of Reading Development

Pre-Literacy Stage: the gradual process of learning to understand and use oral forms and then begin to explore and make sense of written forms of language—begins at birth and continues through the early childhood years, i.e., age 8

Emergent Literacy: Children in this stage begin to be aware that print carries a message. They know the sounds and names of the alphabet, begin to use high frequency words in their reading, etc.

Early/Developing Literacy: Students have good control of early reading strategies, read familiar text with some fluency, use phonetic clues to decode, begin to engage in discussions about what is read, etc.



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Five Pillars of Early Literacy and Reading Instruction



Phonemic awareness

Phonics

Fluency

Vocabulary

Comprehension

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The Changing Emphasis of Subskills

Changing Emphasis of the Subskills of the Five Components of Reading
(Adapted from McArthur's Integrated Behavior and Learning Support Initiative, 2017)

Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling
Phonics	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling
Fluency	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling
Vocabulary	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling
Comprehension	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling

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To develop **phonemic awareness**, children need to:

learn to recognize and manipulate the individual sounds (phonemes) within spoken words

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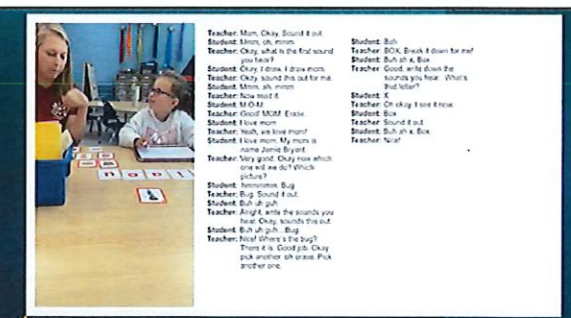
To develop **phonics** (word recognition), children need to learn:

- To break apart and manipulate the sounds in words – this is phonemic awareness
- Certain letters are used to represent certain sounds – this is the alphabetic principle
- To apply their knowledge of letter-sound relationships to sound out words that are new to them
- To analyze words and spelling patterns in order to become more efficient at reading words
- To expand the number of words they can identify automatically, called their sight vocabulary

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Adapted from Leong, D. H. January 2009. What's reading? p.1074.

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To develop **fluency**, children need to learn to:

- Develop a high level of accuracy in word recognition
- Maintain a rate of reading brisk enough to facilitate comprehension
- Use phrasing and expression so that oral reading sounds like speech
- Transform deliberate strategies for word recognition and comprehension into automatic skills

Adapted from: Easing, D. H. January 2010. What's reading? p.14

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Fluency

Sam can see.
We can see Sam.
We can see the bird.
Sam can see the bird.
Sam can see the bird.
The bird can see Sam.

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To develop **vocabulary**, children need to have:

Exposure to new words through reading, engaging in conversations, and participating in interactive activities

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Okay go ahead
I'll nap.
Good job!
I hope.
Good job, Jack!
I. She speaking
I know! In a minute.
I throw.
She speaking
I know she's speaking
I dig.
Amazing, you're so smart and such a good reader!

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To develop **comprehension**, children need to learn:

- Background knowledge about many topics
example: the book is about zebra - what's where and what zebra is like.
- Extensive oral and print vocabulary
example: Link at my truck - it's got a tractor, and a fire engine, and a bulldozer.
- Understanding about how the English language works
example: its key and what time, and the great time.
- Understanding about how print works
example: making good from left to right.
- Knowledge of various kinds of texts
example: I like they are happy and when.
- Various purposes for reading
example: I want to know what's going on.
- Strategies for extracting meaning from text, and for problem solving when meaning breaks down
example: The book is making sense. Let me go back and read it.

Adapted from: Easing, D. H. January 2010. What's reading? p.14

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Alright, Trey. We can go.

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Teacher: Some jelly on his muffin, he ate them all and he said, I want...
 Student: More.
 Teacher: More. Where does he have to go? To the...
 Student: Store.
 Teacher: But he needs...
 Student: Coat.
 Teacher: So now he needs two things. But what's wrong with the coat?
 Student: Buttons.
 Teacher: The buttons are broken, so he wants to fix it with the needle and thread.
 Student: And... sock.
 Teacher: And then he says, well, wait let's make some puppets, right? So I need some...
 Student: Sock.
 Teacher: Socks. But then, what does he need to make his picture Landon? He needs...
 Student: Paint.
 Teacher: Paint. All right. Well then he makes his picture right? And he hides behind the couch, but what's too big?
 Student: Ear.
 Teacher: His antlers are too big, so he says, I need a...
 Student: Blanket.
 Teacher: A Blanket. But then, what does he do with the blanket? He says, I want to be a...
 Student: Make him ghost.
 Teacher: I want to be a ghost and then he says, "booo" and he scares himself, right, and then he makes a big... mess. He made a big mess with his paint! And then he says, "well wait wait wait, I'll clean it up", okay. I'll use the blanket but now the blankets dirty and I need some...
 Student: Soap.
 Teacher: Soap! No way. So he cleans the blanket with his soap and he's gonna go put it outside so it will dry.

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Why is reading important?

Proficiency in reading is critical for furthering one's education and achieving success in the workplace. Reading is a fundamental skill necessary to function successfully in today's society (Kirsch, Jungeblut, Jenkins & Kolstad, 1993).

Children most at risk for reading difficulties:

Children raised in poverty	Children with phonological processing and memory problems	Children with language or speech delays/hearing loss	Children who are English as a second language learner
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Statistics regarding reading in the U.S

The average reading level in the United States is between the 7th and 8th grade, which is equivalent to a reading grade level of 12 to 14 years old. This level is used as a benchmark for written guidelines in the medical industry.

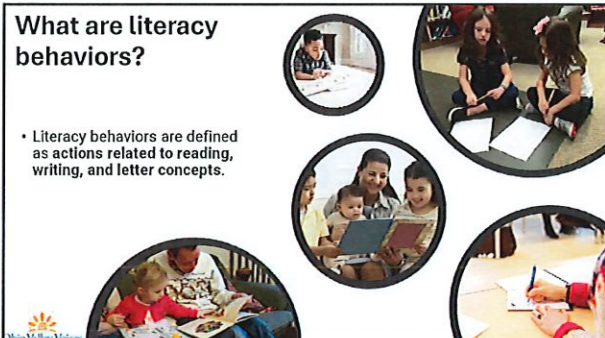
Within the U.S, in 2022:

- * 54% of adults have a literacy level below sixth-grade.
- * 20% of Americans read below the level needed to earn a living wage.
- * 3 out of 4 people on welfare can't read.
- * Illiteracy is estimated to cost American taxpayers \$2.2 trillion annually, according to studies by the Barbara Bush Foundation for Family Literacy and Gallup. This includes lost productivity, increased healthcare costs, higher crime rates, and reduced tax revenue

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What are literacy behaviors?

• Literacy behaviors are defined as actions related to reading, writing, and letter concepts.



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Examples of literate behaviors you might see in school:

- Writing a letter to a parent for a special day
- Grocery list for a potential shopping experience
- Labeling parts of a flower
- Reading recipes
- Reading independently



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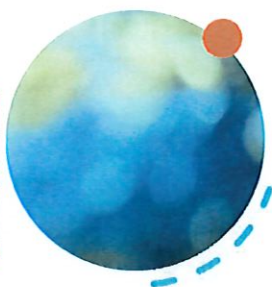


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The Effect of Hearing Loss on Learning to Read

In individuals who are DHH and who are spoken language users, expressive and receptive language skills in middle childhood predict reading comprehension ability in adolescence.

Continued intervention to support language development beyond primary school has the potential to benefit reading comprehension and, hence, educational access for D/HH adolescents



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20,000 HOURS OF LISTENING!

It takes approximately 20,000 hours of listening for a child's brain to be ready to learn to read. This extensive exposure to language input, particularly in early childhood, is crucial for developing the auditory pathways necessary for reading comprehension.



Source: One World Library Foundation

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What Can I Do?

Listening:

Read to the child every day.

Provide experiences to build literacy skills:

- Give names to things in the environment to increase vocabulary
- Use precise language ("under the blue chair" instead of "over there")
- Sing songs and recite rhymes
- Listen to music, move and clap to the beat!



Adapted from: A Family Guide to Understanding Early Reading Skills (Ohio Dept. of Education)

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Supporting Reading Development

Speaking:

Explain new vocabulary used in books; label new items in the child's environment

Show interest in what the child has to say

Share storytelling time with the child

Build vocabulary by going on trips to "new" places: the zoo, grocery store, library, car wash



Adapted from: A Family Guide to Understanding Early Reading Skills (Ohio Dept. of Education)

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Supporting Reading Development

Writing:

Provide daily opportunities for the child to draw with different instruments i.e. crayons, pencils, markers, pens, paintbrushes

Recognize the importance of drawing, coloring and scribbling

Let the child help you make lists and sign birthday cards

Display the child's scribbling, writing and artwork at his/her viewing level



Adapted from: A Family Guide to Understanding Early Reading Skills (Ohio Dept. of Education)

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Supporting Reading Development

Reading:

As you read, talk about how to hold the book.

Let the child see you move your finger from left to right.

Put the child's name on some belongings to help him/her learn to recognize his/her name in print.

Read signs to the child.

Read books that have repeated words or phrases so the child can join in as you read.

Display and talk about printed materials in the home.

Visit the library regularly.

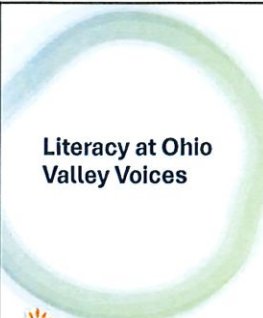
Read recipes, cards, cereal boxes.

Look through the mail with the child.



Adapted from: A Family Guide to Understanding Early Reading Skills (Ohio Dept. of Education)

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Literacy at Ohio Valley Voices

- Incorporating the content standards to guide instruction in each lesson
- The Early Preschool Class works on thematic literacy, where books come to life with the use of toys to help with vocabulary development and comprehension activities
- The Older Preschool Class utilizes the Sit Together and Read (STAR) reading program through Ohio State University's Crane Center for Early Childhood Research and Policy.
- Both preschool classes teach the Heggerty Phonemic Awareness curriculum
- The Early Elementary classes incorporate Heggerty Phonemic Awareness, the Heggerty Bridge to Writing curriculum daily, and reading instruction through the Wonders curriculum.
- All LSL classrooms incorporate literacy into their sessions

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Teacher		Class: Thematic Literacy
Thematic Unit: Garden and Bugs		Unit Dates: April 1 - May 3
Book: Very Hungry Caterpillar		
Materials: food, caterpillars		
Standard 11. Two word combinations		
Student Objective: 11.1.c. Students will combine words into two word phrases.		
11.1.e. Students will develop comprehension of read aloud text. Students will participate in book reading, storytelling, and singing.		
Evaluation Method: Teacher observations and anecdotal records		
Literacy component: Book, visual representation of vocabulary words, comprehension questions, asking students to fill in words of the story (regattan)		
Tracker Prompt	Expected Child's Verbal Response	
Cover: It's time to read our book! This is the Caterpillar. He is very hungry. What will he eat?	The caterpillar is hungry. Caterpillar hungry. Caterpillar eat.	
Page 1: The caterpillar is a baby! He is sleeping. I see the moon. Shh.	Moon. Caterpillar sleeping. The caterpillar is sleeping on the leaf.	
Page 2: There's the caterpillar! He is awake. The sun comes up. He is so hungry. What will he eat?	I see the sun. Wake up caterpillar. Caterpillar eat! The caterpillar is so hungry.	
Page 3: First, the caterpillar eats one apple. Can you count? One apple.	Caterpillar eats. One apple. The caterpillar eats one apple.	

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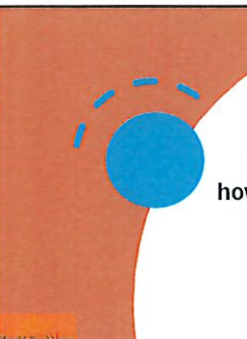


Designing language experience lessons to support literacy development

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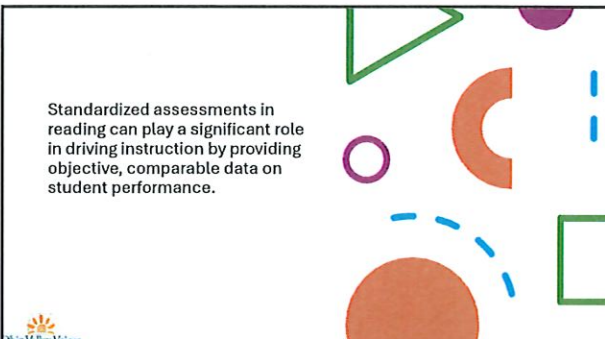
Ohio Valley Voices Where Diverse Ideas Speak		Teacher: Kristin Haight MA, CCC-SLP
LESSON PLAN		Date:
Children: Student names	Subject: Language Experience	
PROCEDURE Language Experience Lesson Plan Guidebook: Plant a sunflower seed. Activity: Keep a plant journal to track the growth of a sunflower. Read: <i>The Tiny Seed</i> by Eric Carle. Materials: planting soil, cup, bottle, spoon, water. Language targets: We are going to plant a seed and watch it grow. Here are the things that we need to help the seed grow. Can you tell me? 1. A. L. L. Let's get what we need? 2. L. L. Let's get a cup and soil (dirt). 3. L. L. Let's get some things. 4. L. L. Where does the dirt go? 5. L. L. L. L. L. The dirt goes in the cup. 6. L. L. L. L. L. What will you use to dig a hole? 7. L. L. L. L. L. I will use my finger! I will use a spoon. 8. L. L. L. L. L. What should we feed our seed? 9. L. L. L. L. L. We should feed it water! L. L. L. L. L. We should feed the seed water. We will watch our seed grow and draw the changes we see in our plant book. Until the seed has grown a sunflower blossom. Have students record the changes by drawing what they see for about students they can label the parts of a plant by identifying roots, stem, leaves, blossom (flower). Assign one for books for a similar activity: <i>The Carrot Seed</i> by Ruth Krauss <i>Planting a Pumpkin</i> by Lois Ehlert <i>Seed of an Idea</i> by Lisa M. Schaller		
Comments	Songs for younger learners: "Part of a Plant" - song to "The Wheels on the Bus" "The Farmer Plants a Seed"	

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Standardized assessments: how to utilize and drive instruction

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Standardized assessments in reading can play a significant role in driving instruction by providing objective, comparable data on student performance.

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