

## Incorporate Literacy Activities within Existing Language Objectives

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## Discussion

- (1) Why should SLPs incorporate literacy into their therapy plans?
- (2) Incorporating Literacy to address:
  - Oral narratives
  - Narrative and/or Expository Writing
  - Word Reading
  - Reading Comprehension
  - Spelling

## Discussion Topic #1

# Why?

## What's the Connection

Why might children with language difficulties also have reading difficulties?

- "Intrinsically-based" reading difficulties were formerly believed to be resultant of a visual perceptual disorder
  - Today most researchers suggest they are due to language processing difficulties
- This should not be confused with the many extrinsic reasons for reading difficulties

## Language-Based Reading Skills

### Word reading

#### Phonology

- Rooted in phonological awareness
  - the explicit understanding that "phonemes" (speech sounds) match to "graphemes" (letter or letter units representing those sounds)
- Enables students to decode word
- If one cannot decode words they are highly unlikely to comprehend texts  
Ehri (1995)

### Reading Comprehension

#### Morphology, Syntax, Pragmatics, Semantics

- May be partly rooted in non-phonological language domains
- Children with the highest oral language scores are most likely to be best at reading comprehension (e.g. NICHD, 2005)
- Some children have reading comprehension difficulties in the absence of word reading difficulties (e.g. Nation, Clarke, Marshall, & Durand, 2004)

## In Reading requires language skills...

Would children with reading difficulties also have oral language difficulties?

- Two sides of a coin or one?

## Two Sides of a Coin

- Children with RD often have histories of delayed, early oral language development

(Bishop & Snowling, 2004; Gallager, Frith, & Snowling, 2000).

- Children with RD often have language problems outside the phonological parameter of language as assessed via formal and informal tests

(Catts, Fey, Tomblin, & Zhang, 1999; McArthur, Hogben, Edwards, Heath, & Mengler, 2000)

- Although SLI is often associated with difficulties particular to grammar acquisition (e.g. morphology) or word learning (Semantics), many children with SLI also have phonological processing difficulties, and word reading difficulty

(Catts, 1993; Snowling, Bishop, & Stothard, 2000)

## Using Public School Diagnoses

- Based on how SLI and learning disability (for reading) are diagnosed in our public schools, they should not be viewed as mutually exclusive.
- Language disability and reading disability have proven to be interrelated in many children (e.g. Catts, 1993; Catts, Fey, Zhang, & Tomblin, 1999; McArthur, Hogben, Edwards, Heath, & Mengler, 2000).

## Language Learning Disabled

- So many school-age children have both language and reading difficulties that the research community may referring to this group as having:

- **language learning disabilities (LLD)** (Scott & Windsor, 2000)
- **language learning impairment (LLI)** (Gillam & Johnson, 1992; Tallal & Benasich, 2002)
- **language learning problems** (Paul, 1995)

## Reciprocal Relationship

- Children who do not read will lack critical exposure to advanced syntactic structures and vocabulary which is presented more so in written texts than conversational discourse (Montgomery, 2004).
- Lack of reading arrests higher-level language and cognitive development. This relationship is referred to as the "Matthews effect" (Stanovich, 1986).
- Again, in addition to being caused by an innate, language-based reading disability, a Matthews effect can also be secondary to extrinsic factors such as: poor instruction, lack of opportunity, or motivation (Catts & Khami, 1999).

## Students with Specific Oral Language Impairments

- SLI impacts school performance and psychosocial outcomes (Bishop & Snowling, 2004)
- SLI presents a "great risk for school failure" (Fey, Long, Finestack, 2003, p. 4)

## Children with SLI may have difficulties with *any* or *all* domains of language

**Phonology** – sound system

**Semantics** – vocabulary size, speed in learning, robustness of understanding word meanings, word finding ease

**Syntax** – sentence complexity (e.g. use of varied sentence types, embedded clauses)

**Morphology** – inflectional marking of words (e.g. regular past tense –ed, copula, possessive 's)

**Pragmatics** – social use of language (e.g. using and understanding communication styles appropriate for different functions)

Baiberg & Hedberg, 1999; Catts, Ramsdin, 2003; Ciuchanetto, Wigg, Smith, Weitzman, & Steig Pearce, 2001; Fey, Long, & Finestack, 2003; Oetting, Rice, & Swank, 1995; Paul, 1995; Reed, 2005.

## What types of academic tasks may be challenging for children with SLI?

What learning behaviors can language acumen affect?

- Why should professionals who are not SLPs be concerned with SLI?

## Possible Academic Challenges for Children with SLI

When compared to CA matched peers, children with SLI have more difficulty with:

- **Oral narratives**  
(Paul, Hernandez, Taylor, & Johnson, 1996; Fey, Catts, Proctor-Williams, Tomblin, & Zhang, 2004; Scott & Windsor, 2000)
- **Narrative and/or Expository Writing**  
(Fey, Catts, Proctor-Williams, Tomblin, & Zhang, 2004; Scott & Windsor, 2000)
- **Word reading**  
(Catts, 1993; Snowling, Bishop & Stothard, 2000)
- **Reading comprehension**  
(Catts, 1993; Nation, Clarke, Marshall, & Durand, 2004; Snowling, Bishop & Stothard, 2000)
- **Spelling**  
(Snowling, Bishop & Stothard, 2000)

## Discussion Topic #2

**INCORPORATING LITERACY TO ADDRESS:**

- Oral Narratives
- Narrative and/or Expository Writing
- Word reading
- Reading comprehension
- Spelling

## Oral Narratives

- Use oral narratives to help build oral narrative skills by using books.

What happens when children can't tell stories?



## Signs of Difficulty Retelling Stories

- Problems with both literal and inferential comprehension of stories
- Poor understanding of temporal and causal relations
- Limited detail
- Errors in information
- Decreased length of retelling

## Signs of Difficulty Generating Stories

- Have difficulty with cohesion devices (e.g., pronouns and conjunctions)
- Tell shorter stories with fewer complete episodes
- Use fewer complex sentences, more limited vocabulary
- Have less overall organization
- Pay less attention to characters feelings and motivations

## Oral Narratives in Students with LI

- Students with language impairments have been found to retell stories that are shorter, less structurally complex, and with less vocabulary.
- They have been found to include less information about character's motivation and relationships between events.

## How do I teach narratives using oral and written language?

- Addresses through macrostructures
- Addressed through microstructures

## Macrostructures: Story Grammars

According to Stein and Glenn (1979) a story contains one of more of the following:

1. Setting – character description and context of the story
2. Initiating event – an occurrence that influenced the main character, the protagonist, to act
3. Response – the protagonist's reaction to that event
4. Plan – the protagonist's strategy to attain a goal
5. Attempt – the protagonist's actions to attain said goal
6. Consequence – the protagonist's success or failure in obtaining that goal
7. Reaction – the protagonist's thoughts or feelings regarding the direct consequence

## Key Spending Areas

- Research and Development
- Sales and Marketing
- General and Administration
- Areas of improvement
- Areas needing attention/caution

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## Microstructures: Cohesion

- Microstructure speaks to the **cohesion** of the narrative.
- Cohesion is how the sentences are related to one another.
- Cohesion is the glue that ties the words together.

## Microstructures used by School-Aged Children in Narratives

### Pronouns and Conjunctive Words

- Give students a word bank with these words
- Have students circle these words in their productions and others productions
- Explicitly demonstrate the proper use of these words
- Provide cloze examples

## Discussion Topic #2

### INCORPORATING LITERACY TO ADDRESS:

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## Key Spending Areas

## Written Narratives

- Language Experience Stories
- Writers Workshop
- EmPOWER

## Teaching Writing Today

- In the highly influential writing process model, developed by Hayes and Flower (1980), component skills in:
  - Planning
  - Organizing
  - Generating &
  - Revising
- ...were used to conceptualize the skill domains needed in writing.
- This model is still widely used in the public schools.

### Simultaneous Process

- Flower and Hayes (1980) model of writing suggested that writing is not simply the doing of sequential processes, but rather one of coordinating cognitive and linguistic processes simultaneously.

### Graphomotor Difficulties

- Graphomotor difficulties may exist in the form of slow and effortful output, inconsistent letter formation and spacing.
- Explore a wide variety of writing tools that inhibit use of a pen.
- Early introduction to a keyboard, or adaptive writing utensil should be also explored.

### Language Experiences

- Have children participate in an interesting activity (e.g. making a home for a rabbit)
- Plan the activity
- Talk with the students about this activity before, during and after the experience
- Write a dictated story about the activity
- Can write a sentence on a each page and have the child draw a picture for each sentence

### Writing Workshop or Lab

- Designed to help students develop more mature written language and spoken communication abilities
- Mixture of whole group and individual activities
- Usually 3x a week for 40 minutes
- Computer software programs may be used to support stages of the writing process

### Writing Workshop Principles

- Supports social development with peers
- Pragmatic development
- Oral language skills

### Writers Workshop

- Students are given opportunities to engage with other students recursively as they plan, organize, generate or draft, revise, and/ edit their text productions
- Ultimately they are published and presented to real audiences of parents and peers

## Writers Workshop Tenants

- Professionals and students focus on writing process as much as product
- Students have some degree of choice as to topic, genre or style
- Students are taught to have a clear sense of audience
- Students taught to view writing as communication
- Professionals scaffold learning

## Using Writing Workshops to Address Language Goals

Writing workshops may include:

- Mini lessons – direct skill instruction
- Instructional scaffolding – addresses specific linguistic goals
- Professional and peer conferencing – feedback is provided regarding the students' text productions
- **Author's chair, and other presentation opportunities – voice quality, articulation, and fluency can all be evaluated**

## Writing Conventions & Story Structure

- Excellent venue to focus on writing conventions and story structure such as: punctuation, capitalization, and paragraph indentation to build metalinguistic understandings about questions, comments, and grouping of ideas.

## Help for Expository Writing

- EmPOWER strategy
    - E – evaluate – what is the student asked to do
    - M – make a plan - initiate
    - O- organize – display students' ideas. Use a graphic.
    - Work – composing, draft the ideas
    - Evaluate
    - Rework
- (Ukrainetz, 2007)

## Discussion Topic #2

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## Word Reading

- Addressing Phonological Awareness (PA) at multiple levels

## Hierarchy of Difficulty of PA Skills

Intervention should be guided by the child's abilities:

1. Phoneme ID and categorization
2. Phoneme isolation
3. Blending
4. Segmentation
5. Deletion

## TD Children's Early PA

- There is tremendous variation in the development of PA
- Rhyming and alliteration generally emerge between 3 and 4 years of age
- Rhyming such as bat and hat is discussed in literacy with the initial consonant the /b/ or /h/ as being the **onset** and /at/ as being the **rime**
- Alliteration has similarity in the initial segment of words, rather than the later as in "big brown bear"

## Incidental Ways to Promoting PA

- Listening games
- Nursery rhymes
- Shared readings of rhyming books
- Books containing alliteration

## Speech therapists - Add phoneme awareness to your current plan

- Phoneme awareness training with speech production therapy results in speech production that are at least as good as those that did not combine phoneme awareness (Gillon, 2000).
- Scooby Books
- *Recall that articulation approaches include motor, language/phonological, and educational! What is yours and why? If you can't answer this question is it a problem?*

## Old MacDonald Had a Farm

- Adapt *Old MacDonald Had a Farm* to:
- What is the sound that starts these words: turtle, time and tooth?
- Then sing in unison: with a /t/, /t/ her and a /t/, /t/ there, he a /t/, there a /t/, everywhere a /t/, /t/ is the sound that starts these words: turtle, time, and tooth."

(Yopp, 1992 in Roth & Baden, 2001)

## Donna Donna Bo Bonna

- Repetition with student names and objects such as:

"lets do Donna, Donna Donna Bo Bonna Banana  
Fanna Fo Fanna, Fe Fi Mo Monna, Donna."

(Roth & Baden, 2001)

## Writing Workshop Principles

- Supports social development with peers
- Pragmatic development
- Oral language skills

## The Shopping Game

- The adult presents a list of items bought at the store, cookies, candy, and carrots and have the students generate more items that share the same onset.
- The adult can put the items in a basket and write the words on the objects themselves to stress the association between sounds and letters.

(Roth & Baden, 2001)

## I'm Going on a Trip

- The adult need to pack their suitcase with items that start with the same phoneme.
- Can use the child's fist name to select the sound.
- **B**illy takes a **b**ear, **b**oots, and **b**ananas.

(Roth & Baden, 2001)

## Develop PA Activities at the **Syllable** Level

- Syllable marking:
  - select a word from the word wall, say the word, identify the syllables using the cells in an **egg carton**
  - Use familiar, high interest words (e.g., child's name, classmates, names for objects in room, etc.)

## PA in Words-**Phoneme** Level

(Montgoermy, 2002)

Identifying Sounds	Identification and Manipulation of Sounds	Maximal pairs and minimal pairs & Manipulation to Create New Words
Listening for the first phoneme in words.	Segmenting words and syllables.	Onset-rime patterns.
Listening for the final phoneme s in words.	Reversing the order of phonemes to make new words.	Substituting phonemes in words.

## PA Activities at the **Phoneme** Level

- Phoneme Level
  - Segmenting initial sounds in words:
 

"Listen to the words I say and tell me the first sound you hear in the word."  
Ex: *felt, much, pickle, salami, sherry, piece, cone, pear, food, arm, very, tiny, light, moon, sun*
  - Substituting sounds in words:
 

"We are going to take out one sound in a word and replace it with another one. Say *moon*. Instead of the /m/ say /s/. What is the new word?"

Answer: *moose*

(Montgomery, 2003)

## Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech and Reading Mastery

- This program, AKA (LIPS) is used by some SLPs: It is important to recognize despite its wide spread use, there is limited research-based support for this program.
- Students are taught to feel the sounds and then taught to associate the feel of the sound with their corresponding letter.
- Sounds are introduced with pictures that illustrate the mouth's movements
- Labels are provided for specific sounds (e.g., p and b are *lip poppers*)

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## Reading Comprehension

Young children's oral language can support the development of reading comprehension through:

- Interactive Storybook Activities - Promotes the development of decontextualized language (higher level comprehension) that is the foundation to reading comprehension.
- Dialogic Reading - A research-based form of interactive storybook reading that positions the child as the "story teller" and communication partner as a scaffold to generate:
  - literal and inferential comprehension of stories
  - temporal and causal relationships
  - vocabulary and morphological awareness
  - elements of text structure
- Have discussion about the stories before (prediction, text structure), during (monitor comprehension, revise predictions) and after (assess predictions, check comprehension of story, vocabulary, etc).

## Reading Comprehension

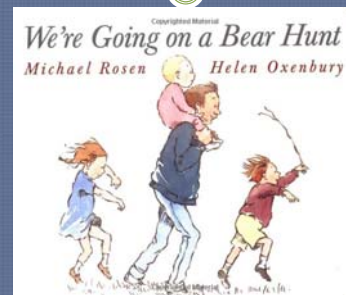
- With the teacher(s) select quality literature that is appropriate to the child's ability level (complexity and content) as well as the interest of the student
- Select books with well developed plot structures and logical and temporal sequences or provide this with wordless picture books
- Use predictable pattern stories as they help build apprehension and comprehension
- Read, re-read, and re-read again. Repeated exposure, even to the same stories over and over again has been demonstrated to increase comprehension.

## Picture Books

- Choose books that have a simple, sequential, predictable format
- Look through the books with the student and allow them to be their own "story tellers" based on the pictures [this is a great activity to collect a language sample and get an idea of language comprehension and use].
- Point to the pictures and label unknown objects.
- Talk about the content of the book **before**, **during**, and **after** reading
- Talk about the actions and events in the book
- Talk about how the characters might feel-Very Important to developing Theory of Mind
- Use questioning and predicting strategies to enhance the reading experiences

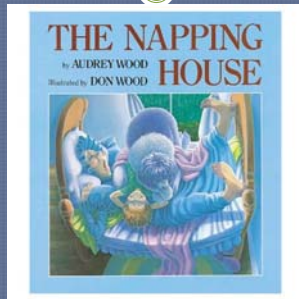
## Were Going on a Bear Hunt

Michael Rosen, 1997



## The Napping House

Audrey Wood (2000)



## Wordless Picture Books

- Wordless picture books can also be a great source for story generation and introduction to writing.
- Have the student look through the picture book and generate a story.
- Have writing instruments such as paper, pen, crayons, etc available.
- Allow young children to dictate the story to you and have them watch as you write. Allow them to write-at whatever level they are at including scribbling and have them "draw" a picture to go along with their story.
- Encourage children to orally share their story with peers, family, teachers, etc.

## Books for Older Students

- Wordless picture books can also be used with older students.

Cassady, J.K. (1998). Wordless books: No-risk tools for inclusive middle-grade classrooms. *Journal of Adolescent and Adult Literacy*, 41, 428-432.

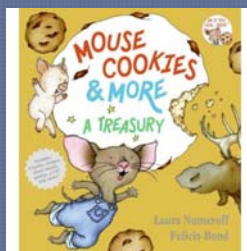
## Favorites

- Here are some of my favorite books for incorporating literacy activities into language objectives.....

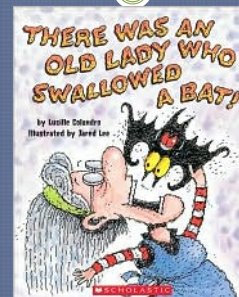
Nellenbach

## If you give a mouse a cookie...

Laura Numeroff



## There was an old lady who swallowed a...



## Parts, More Parts, & Even More Parts

Tedd Arnold

- To increase older students story comprehension use predictable pattern books such as Tedd Arnolds *Parts* series.
- The *Parts* books can be used to help older students develop:
  - prediction and revision
  - recall of content and sequence of events
  - story structure and content (human anatomy)
  - grammar and syntax
  - literal and inferential comprehension
  - figurative language- Idioms "laugh your head off" "I came unglued"
  - humor
  - fluency and prosody

## Interactive Storybook Readings with Expository

- In addition to using storybooks during interactive shared readings, older preschool children need to be introduced to simple, expository texts to demonstrate the differences in structure, writing style, and vocabulary between narrative and expository text forms.
- Students in the primary grades have limited encounters with expository texts (Duke, 2000).
- It is not long however, before students are expected to use expository texts as a primary source of learning.
- The sharp decline in students' literacy achievement beginning in fourth grade and continuing throughout schooling has been attributed to students' increased encounters with expository texts (Chall, Jacobs, & Baldwin, 1990; Fang, 2008).

## Dialogic Reading

- Dialogic reading is an evidenced-based intervention program designed to promote children's active versus passive engagement in a shared story-book reading.  
(Lonigan & Whitehurst, 1998; Whitehurst, et al., 1988)
- A dialogic reading activity allows for the child to act as the storyteller while parents/caregivers scaffold child directed speech using such techniques as:
  - prompting (i.e., completion, open-ended, and recall)
  - asking *WH* questions
  - providing positive feedback through praise
  - recasting, elaboration, and clarification

## Contextualized Discourse

- Conversational interactions that consist of relating to objects, events, or shared experiences within the present or immediate context are referred to as contextualized discourse.  
(Curenton, Craig, & Flanigan, 2008)
- Contextualized discourse can support young children's understanding of concrete meanings and labels for simple objects, actions, and events present in their immediate environment and experiences.

## Decontextualized Discourse

- Decontextualized discourse consists of conversational interactions that are not bound by the immediate context, time, or space and may and may not include shared experiences between communication partners.  
(Curenton, Craig, & Flanigan, 2008)
- Decontextualized discourse exacts higher demands on young children's thinking, listening, and speaking abilities than during contextualized interactions.

## Extending Comprehension Beyond *Basic* Levels

-1-

- Not all forms of questioning are the same.
- Work with teachers, parents, and students to develop their level of comprehension beyond a *basic* level by asking different *types* of questions:
  - Recall questions - target story content
    - What happened when the boy ate all of the candy?
  - Open-ended questions - increase talk and focus on details
  - Wh-questions - focus on new vocabulary
    - Before we read this story, we picked out some new or funny sounding words.
  - Distancing questions - Link the story to child's own experiences (text-to-self)

## Extending Comprehension Beyond *Basic Levels*

-2-

- Not all levels of questioning are the same.
- Work with teachers, parents, and students to develop their level of comprehension beyond a *basic* level by asking different levels of questions:

**Factual level** – Answers can be drawn directly from the words in the text (e.g. asking the student to identify details, cause and effect relationships, and sequence events that were explicitly stated in the text).

**Interpretive level** – Answers require constructing inferences from the text (e.g. asking the student cause and effect questions not explicitly stated in text, predicting how a sequence of events may unfold, and a main idea question that requires the synthesis of ideas).

## Extending Comprehension Beyond *Basic Levels*

-3-

**Applicative level** –Relating the text with the student's personal beliefs (e.g. asking the student how and why they would have reacted if they were in the situation of the character).

**Transactive level** –Taking the perspective of the characters or author (e.g. asking the student to state what they would do or say if they were in the shoes of one of the characters).

(Ruddell, 2002)

## Authentic Literacy and Writing

- **Children's active participation in authentic literacy activities can facilitate awareness of the connections between:**
  - listening, speaking, reading, and writingand appreciation for the value of literacy.
- **Authentic uses of literacy may include:**
  - reading a recipe from a magazine to make dinosaur-shaped cupcakes
  - looking and pointing at street signs while on a walk
  - writing (through dictation and child attempts) grandma and grandpa a letter asking them if *Flat Stanley* can visit

Using writing to strengthen the connections between listening, speaking, and reading

- PRINT AWARENESS
- PHONOLOGICAL AWARENESS
- SPELLING
- VOCABULARY
- BRIDGES CONNECTIONS BETWEEN WRITTEN & ORAL LANG
- READING COMPREHENSION

## Emergent Writing

### EMERGENT WRITING IS

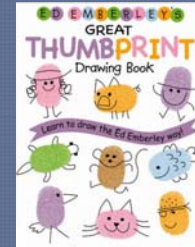
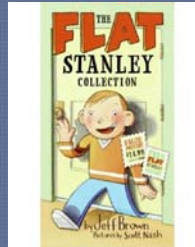
#### EXAMPLES OF EMERGENT WRITING ARE:

- scribbling, marking, drawing, and copying
- printing attempts using letter-like marks or writing letters contained in their name
- invented spellings of words

#### PROVIDE STUDENTS WITH:

- purpose for writing (communication, identity)
- connections between listening, speaking, reading, and writing
- positive feedback through show and tell to caregivers, peers
- opportunities to experiment with writing-not looking for 100% accuracy.
- encourage children to practice, practice, practice

## Early Writing Activities



## Connections between Oral Language Literacy

Preschool to Elementary

- The National Early Literacy Panel recently released their report, *Developing Early Literacy*.
- The NELP's secondary analyses of broad oral language measures revealed substantial predictive relationships, ranging from moderate to strong, for:
  - definitional vocabulary
  - Syntax
  - listening comprehension on decoding and reading comprehension outcomes

(Dunst, Trivette, & Hamby, 2007; NELP, 2008; pg. 74)

## Connections between Oral Language Literacy

Preschool to Elementary

- In concurrent and retrospective studies of older students with adequate decoding skills, with and without SLI, and struggled with RC, the following areas of weakness has been identified:
    - definitional vocabulary
    - Syntax
    - listening comprehension
- FAMILIAR?
- Often older students also have trouble with understanding the author's point-of-view (ToM and inferencing)
  - Extending Comprehension beyond a basic level

## Discussion Topic #2

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## Spelling

- Teach root words
- Teach morphological markers – the prefix and suffix tree