

# **The Best of Both Worlds:**

## **Meeting Oral and Written Therapy Goals Using Children's Literature**

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### **A. Language and Literacy**

- ❖ The Language-Literacy Hierarchy
- ❖ National Literacy Panel - "What Works" for Reading

### **B. Applications to Intervention**

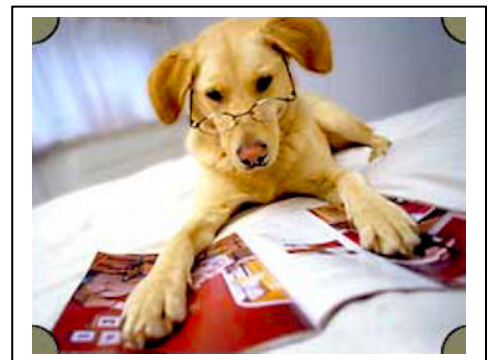
- Articulation/Phonemic Awareness
- Vocabulary/Semantics
- Reading Fluency
- Comprehension

### **C. Other Considerations for Supporting Language through Literacy**

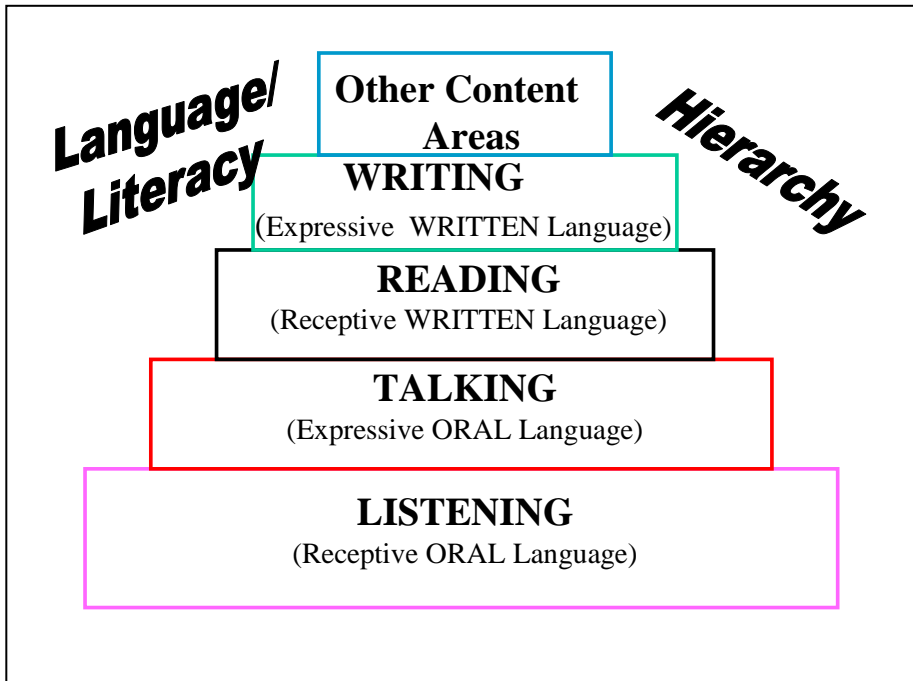
- Learning Style
- Wordless Books
- Pragmatics
- Humor

### **D. Lesson Ideas/Resources**

### **E. Wrap Up and Questions**

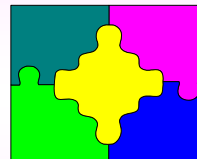


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NATIONAL READING PANEL - CRITICAL SKILLS FOR LITERACY

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1. Phonemic Awareness
  2. Phonics
  3. Fluency
  4. Vocabulary
  5. Text Comprehension
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### **Phonemic Awareness**

- Understanding that the sounds of **spoken** language work together to make words.
- A subset of (narrower skill than) phonological awareness.

### **Phonics**

- Linking sounds of language to visual symbols (sound/symbol relationships)
- Can be addressed indirectly in speech-language intervention, but is typically addressed in the classroom and with reading specialists.

### **Reading Fluency**

- Reading Text Accurately, Quickly, and with Appropriate Expression
- Reading fluently allows readers to comprehend the text better, because they don't have to waste cognitive resources on decoding.

### **Vocabulary**

- SLPS know that the more words a student understands in oral language, the easier it is to comprehend written language.

### **Comprehension**

- The higher-level, complex skill that encompasses all of the components of reading.
- The entire reason for reading.
- Cannot be broken down into individual components.

### **PHONEMIC AWARENESS**

- Can typically be addressed easily in conjunction with other goals –especially during intervention for phonology/articulation
- Numerous books that can be utilized to tap into this skill set.

#### Specific Skills related to Phonemic Awareness

- Phoneme isolation
  - What sound does cookie start with?
- Phoneme identity
  - What sound begins me, might, and many?
- Phoneme categorization
  - Which word doesn't belong? Bus, Buns, Rug
- Phoneme blending
  - What word is /b/ /l/ /g/?

- Phoneme segmentation
  - How many sounds in dark?
- Phoneme deletion
  - What is sled without the /s/?
- Phoneme addition
  - What word do you make when you add /s/ to mile?
- Phoneme substitution
  - The word is "hat." What word do you get when you change the /t/ to /m/?

### STRATEGIES FOR IMPROVING READING FLUENCY

- Choose books that are appropriate for child's reading level (not age level) but be sure to keep the content age appropriate (AND FUN!)
- Repeated Oral Readings – very powerful in creating fluency
  - typical readers-4 repetitions to achieve fluency
  - challenged readers-many more!
- Use Echo Reading to model Reading Fluency– including expression. Then, have students duplicate your model (you might want to use an audio or video recorder for self-assessment).
- Take advantage of the inherent intonation in books that support Paired Reading. These types of books have a strong rhythm and predictable rhyme or a repetitive phrase. Also, using Paired Reading reduces the cognitive load and allows the child to concentrate on achieving fluency and building comprehension.
- Explicitly point out pausing and intonational cues. For example, children may not have figured out that a question mark requires a rising intonation or a comma signals a good time to take a breath.
- Progressive stories can be particularly fun and a powerful way to build fluency as the student reads the same passage over and over while adding a new "piece" each time. Intonation and expression are inherent in most progressive stories. You can use books or make up your own as a small group or an entire class!
- Try choral reading where you or fellow students read aloud together. This helps the less-fluent reader experience fluency, including appropriate pausing and expression.

- Chants - short stories or songs –especially those that call for physical participation at various points - are a wonderful way to develop rhythm and cadence (and have fun, too!).
- Read along with an audiotape or CD (great for reading expression). There are numerous books available in this format – all levels and types. This can also be accomplished as an independent activity where a reader listens to a text read with appropriate fluency with the expectation that the reader will “copy” what they have heard and, in turn, use appropriate fluency when they read aloud.
- Poetry has many forms which demonstrate rhythm and cadence, expression and emotions and help readers to develop a broad range of fluency skills.
- Practice sight words generated from words most used in reading and writing. Readers are expected to learn them by sight, not sound them out. Achieving automaticity with sight words allows increased ease and accuracy in reading.
- Tune into morphology. Helping students understand and recognize grammatical morphemes increases word recognition and comprehension of written text.
- Movie Scripts - Many students enjoy practicing fluency by reading scripts from favorite movies. In effect, they have had the lines modeled by the original actors and they can try to imitate the delivery when they read it. (Check out [www.script-o-rama.com](http://www.script-o-rama.com))
- Shared readings can be undertaken with young students who have generated a piece of writing as a group with their teacher. The passage is written on a large chart in front of the class and then read as a group.
- Buddy Reading includes two readers taking turns reading, page by page. Each listens and learns from the other and may develop new and improved fluency skills.
- Reduce the Cognitive Loads by tapping into previous knowledge. For example: The Stinky Cheeseman – This collection of “fractured fairytales” has proven to be very popular with older elementary and middle school students. Since students may already know the original fairytale (e.g., The Stinky Cheeseman story is based on the Gingerbread Man), they have an established comprehension base from which to work. This frees up cognitive resources for practicing reading fluency.

### Vocabulary Sets

Although we often divide vocabulary into receptive and expressive, there are actually four types of vocabulary. They can be thought of as vocabulary sets.

#### Four Vocabulary Sets

- Listening- the words we understand when someone speaks or reads to us
- Speaking- the words we use when we express our thoughts orally
- Reading- printed words we can recognize instantly, decode easily, or analyze to determine the meaning
- Writing- the words we use when we express ourselves in written language

### Cinquains

- Five line, non-rhyming poems that specify how particular types of words are used to create a theme.
- Activity applies four of the six major vocabulary strategies outlined above: feedback/contingent responses, nonlinguistic representations, word awareness, and opportunities to practice.
- The activity includes listening to a story or expository text, brainstorming ideas, following a pattern, knowing word types, developing a topic, selecting the right words, writing the words, editing and revising, and then reading the poem-- and/or reading the poems that others write. Thus it includes all four vocabulary sets. And most important of all-- it is enjoyable for students with communication disabilities aged 7 to 16 years.

#### **The cinquain has five lines in this order:**

Line 1 One word (noun) which names the topic

Line 2 Two words (adjectives) which describe the topic

Line 3 Three words to express action of the noun (verbs)

Line 4 Four words to express feelings or make an observation

Line 5 Repeat topic, or one word that sums it up or is a synonym

#### **Sample Lesson Plan for a Cinquain**

1. Students listen to a story and study material about Native American groups.
2. Talk about the various tribes and their names and where they lived.
3. Introduce the format and shape of the cinquain.
4. Discuss meaning of noun, adjective, verb, observation, synonym
5. As a group, or individually select words for each line
6. Have the child write, trace or copy the poem.
7. Proofread and edit the poem.
8. Child reads his or her own poem aloud several times.
9. Read the cinquains of others in the classroom or speech and language group.

From: Montgomery, J. (2005).

### More Ideas for building vocabulary

- Have students write down words/phrases they have heard other students say and bring to class for discussion (maybe start a notebook). Role play use in therapy/class.
- Advertisements from newspapers and magazines are a good source of figurative language. Have students bring in examples – discuss and post or keep in a notebook.
- Provide students with lists of homophones (words that sound alike) and have students try to develop their own puns, riddles. etc.
  - My favorite vegetable can't be beat/beet.
  - Eight ate the turkey dinner.
- Start a “word wall” list of ambiguous sentences.
  - “Why women smell better.”
  - comment to a new mother: “I didn’t know you had it in you!”
- Post humorous signs and pictures supplied by clinician and students.

## Facilitating Text Comprehension

### Comprehension Building Through Predicting

- Have students brainstorm words they believe might be in a text based on looking at the title and pictures only. This can be done in groups and students can compare lists. Also have them identify the word they think would be most interesting to learn about. Compare the choice with other groups/students.

### **Predict-O-Gram**

Predict in what part of the story the author will use these words.

*boa, butler, croquet, mallet, cure, disappear, elegant, gazebo, relief, chocked, shriveled, snickering, wizard*

The setting	The characters	The problem	The action	The resolution
<i>elegant</i>	<i>butler</i>	<i>croquet</i>	<i>snickering</i>	<i>cure</i>
<i>gazebo</i>	<i>wizard</i>	<i>mallet</i>	<i>shocked</i>	<i>relief</i>
		<i>boa</i>	<i>shriveled</i>	<i>disappear</i>

**Building Comprehension through meta-cognition**

**What do I already know?**

**TOPIC** "Weather" Prior to reading passage, assess knowledge of vocabulary

WORD	CAN DEFINE	HAVE SEEN/HEARD	BEATS ME!
Cumulus		X	
Velocity	X		
Pressure gradient			X
Cold front		X	
<b>Dew point</b>		<b>X</b>	

(Both examples adapted from Blanchowicz, C (1986). Making connections: Alternatives to the vocabulary notebook. Journal of Reading, 29, 643-649.

## Book Lists

Phonemic/Phonological Awareness (Articulation/Phonology)

Ape in a Cape	Fritz Eichenberg
There's an Ant in Anthony	
The Pig in the Spigot	Richard Wilbur
Miss Bindergarten Gets Ready for Kindergarten	Joseph Slate
Mrs. McNosh Hangs Up Her Wash	Sarah Weeks
Sheep in a Jeep	Nancy Shaw
The Hungry Thing	Jan Slepian
Four Famished Foxes and Fosdyke	Pamela Duncan Edwards
Dinorella	Pamela Duncan Edwards
Some Smug Slug	Pamela Duncan Edwards

Reading Fluency (Vocabulary, Comprehension, Written Language)

CDB (also great for critical thinking!) William Stieg

Chants, Rhymes, Songs

Hand Rhymes	Marc Brown
Five Little Monkeys Jumping on the Bed	Eileen Chistelov
The Seals on the Bus	Lenny Hort
Mary Wore Her Red Dress	Merle Peek
Sing Along Songs	Mary Ann Hoberman
Marsupial Sue	John Lithgow

Classic Jump Rope Rhymes: The Schoolyard All-Stars Klutz Press  
Schoolyard Rhymes: Kids' Own Rhymes for  
Rope-Skipping, Hand Clapping, Ball Bouncing,  
and Just Plain Fun Judy Sierra

### Poetry

Anything by Shel Silverstein (Where the Sidewalk Ends, The Light in the Attic, Falling Up, A Giraffe and a Half)

Anything by Jack Prelutsky (For Laughing Out Loud: Poems to Tickle Your Funnybone, Behold the Bold Umbrellaphant, The Frog Wore Red Suspenders, Read Aloud Poems for the Very Young, It's Raining Pigs and Noodles).

The Llama Who Had No Pajama: 100 Favorite Poems Mary Ann Hoberman

### Progressive Stories

In a Napping House	Audrey Wood
Drummer Hoff Fired it Off	Barbara Emberly
The House that Jack Built	Various versions available
Old Lady Who Swallowed a Fly	Various versions available

### Websites to with Resources that Support Reading Fluency

[www.gigglepoetry.com/index.aspx](http://www.gigglepoetry.com/index.aspx) (fabulous poetry resource)  
<http://lightupyourbrain.com/index.html> (free audio recorded stories and books)  
[www.script-o-rama.com](http://www.script-o-rama.com)

### Vocabulary

Eight Ate	
A Mink, a Fink, a Skating Rink	Brian Cleary
Dearly, Nearly, Insincerely: (Adverbs)	Brian Cleary
Hairy, Scary, Ordinary (Adjectives)	Brian Cleary

### Figurative Language (Comprehension/Vocabulary, Meta-Skills)

The King Who Rained	Fred Gwynne
Chocolate Moose for Dinner	Fred Gwynne
Quick as a Cricket	Audrey Wood
Aesop's Fables	Guess Who?!!
More Parts	Tedd Arnold
Squids Will Be Squids	Jon Scieszka
Mad as a Wet Hen	Maran Terban
It Figures	Maran Terban
You Can't Judge a Book By Its Cover (also good for pragmatics)	Judith Scheinlin
More Parts	Tedd Arnold

### Pragmatics

Yo! Yes?  
Junie B. Jones  
No, David  
Welcome  
How to Lose All of Your Friends  
The Three Little Wolves and the Big, Bad Pig  
What Do You Say, Dear?  
The Frog Prince Continues

Chris Raschka  
Barbara Park  
David Shannon  
Kevin O'Malley  
Nancy Carlson  
Helen Oxbury /Eugene Trivizas  
Mercer Mayer

*Especially Good For Visual Learners*

I Spy Series  
Stephen Biesty's Cross Sections Series  
Fun With Hand Shadows  
Look-Alikes  
King Bidgood's in the Bathtub  
Optical Tricks  
Something's Not Quite Right  
Zoom (also Re-zoom)

Walter Wick  
Stephen Biesty  
Sati Achath  
Joan Steiner  
Audrey Wood  
Walter Wick  
Guy Billout

*Humor (Cognition, Vocabulary, Comprehension)*

The Diary of a Worm  
Animals Should Definitely Not Wear Clothing  
Click Clack Moo. Cows that Type  
The Silly, Slimy, Smelly, Hairy Book  
Olive, the Other Reindeer  
Stephanie's Ponytail  
A Porcupine Named Fluffy  
Green Wilma  
Parts  
Tacky the Penguin  
The Stinky Cheeseman  
and Other Fairly Stupid Tales  
The Adventures of Hank the Cowdog

Judi Barrett  
Dorren Cronin  
Babette Cole  
J. Otto Seibold  
Robert Munch  
Helen Lester  
Tedd Arnold  
Tedd Arnold  
Helen Lester  
  
Jon Scieszka  
John Erickson

*Wordless Books (Comprehension, Sequencing, Vocabulary, Written Language)*

Tuesday  
Sector Seven  
Good Dog, Carl Series  
The Polar Bear Waltz  
Deep in the Forest  
Picnic (series)  
The Grey Lady and the Strawberry  
Snatcher  
Pancakes for Breakfast

David Weisner  
Davis Weisner  
Alexandra Day  
Outside Magazine Editors  
Brindon Turkle  
Emily Arnold McCully  
  
Molly Bang  
Tomie DePaola

The Snowman  
Changes, Changes  
Will's Mammoth  
Freefall (Wordless)  
The Silver Pony (Wordless)

Raymond Briggs  
Pat Hutchins  
Rafe Martin  
David Weisner  
Lynd Ward

#### SOME SUGGESTED RESOURCES

Robertson, S. & Davig, H. *Read with Me: Stress-Free Strategies for Building Language and Literacy*. Pro-Ed

Lanza, J. & Flahive, L. *Speech & Language Activities for Young Learners*. Linguisystems

Gebers, J. *Books are for Talking Too*. Pro-Ed

[www.infoplease.com/daily](http://www.infoplease.com/daily)

[www.wordcentral.com/buzzword](http://www.wordcentral.com/buzzword)