

LITERACY LINKS

ISSUE 1

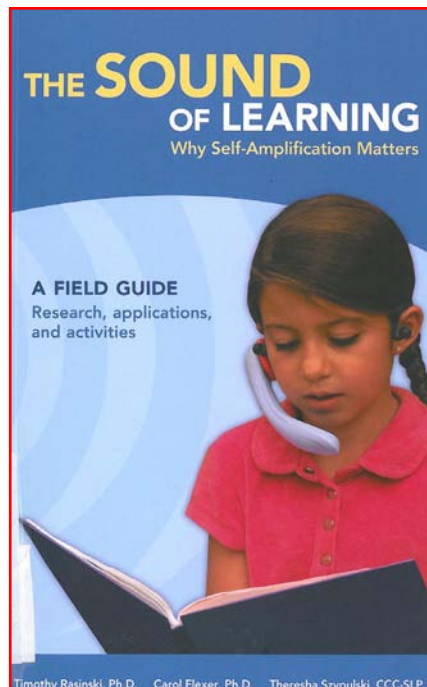
TERM 1, FEBRUARY 2009

A Newsletter for Resource Teachers of the Deaf in the Central and Southern Regions of New Zealand

Welcome back to the new school year to all VADEC local and regional staff.



Carol Flexer, Ph.D. signing her book that she donated to the Centre



The Sound of Learning - Why Self-Amplification Matters. A Field Guide, Research, applications, and activities. by Timothy Rasinski, Ph.D., Carol Flexer, Ph.D. and Theresha Szypulski, CCC-SLP available from the van Asch library.



On campus and regional staff at van Asch during the Carol Flexer course. If you would like to purchase this photo, order through eguthrie@vanasch.school.nz. Cost is \$5.00 (laminated and on A4 quality card).

The PM Benchmark Kits 1 & 2

Revised Retell Forms

The van Asch Deaf Education Centre retells for the PM Kits 1 & 2 have been revised.

You will notice that there are major layout changes within the retell format! Main events now come first, followed by minor events and then lastly characters.

The point value of each event/character has been weighed according to their relative importance as determined by the individuals who prepared the retells.

For the **majority** of the texts this is:

- 50 points for main events
- 25 points for additional details
- 25 points for naming characters

Some texts, however, have a slightly different scoring system. This particularly applies to the very early levels, non-fiction and traditional tales. The scoring on these texts is adjusted to ensure that an accurate reflection of the student's level of reading comprehension is achieved.

The main events and details described in the teacher outlines are offered as a guide and are not intended to be definitive.

It is recognized that identifying the main events in a story is **subjective** in nature, and that the student may use language that differs from that in the retell form.

The student is given points for each item of surface information recalled. (Plot, theme and inferential questions can also be asked, but they are not included in the scoring.)

- Award **full points only** if the student has given a complete answer that **accurately reflects all the content of the teacher outline.**
- If the response reflects only one element of four, then award one quarter of the score.
- For three elements of five, award three fifths of the score and so on.

In retelling a story, a reader will often recognize the importance of an event that was omitted earlier and insert it in at a later time (Mandler & Jonson, 1977).

A reader need not retell the events in sequence, unless a sequence of events makes a difference, to be given credit for them. E.g. A child might visit three or four people, and on the fifth something different happens. The sequence of the first three or four is not important, as long as the student remembers what happened with each.

Care should be taken not to introduce new information about the story through questions.

Once the student has told all that he/she intends to tell, then it is permissible to ask questions related to things the student has already mentioned. (The questions should be open-ended, rather than asking for specific details.)



van Asch Deaf Education Centre
Formal Retell Form

Name: _____ Date: _____ Age: _____

Title: Wake Up, Father Bear Source: PM Benchmark Kit 1 Level: 3 - Mid 1

Teacher Outline	Student Response	Points
Main Events (50 Points)		
→ Baby Bear and Mother Bear are up.		/12.5
→ Father Bear is in bed.		/12.5
→ Baby Bear jumps up on/pulls the covers off Father Bear.		/12.5
→ Father Bear got up.		/12.5
		/50
Details (25 Points)		
→ Baby Bear said, "Wake up, Father Bear."		/6.25
→ Mother Bear said, "Wake up Father Bear."		/6.25
→ Mother Bear and Baby Bear said, "Look at Father Bear."		/6.25
→ Father Bear stayed in bed.		/6.25
Information from student's retell		
Additional information from PM		
Comprehension Questions		/25
Characters (25 Points)		
Baby Bear		/9
Mother Bear		/8
Father Bear		/8
		/25
Formal Retell Score:		/100

The Formal Retell Forms pertain to the PM Benchmark Kit 1 & 2 texts and have been designed to be used in conjunction with the PM Benchmark Kit 1 & 2 Assessment Records.

The scoring for the retells has been modified. Please use the table below from now on and discard the previous version.

Interpreting the Score of a Formal Retell

Score	Description	Student Behaviour
Less than 45	Ineffective use of reading strategies	<ul style="list-style-type: none"> • Leaves out most of the main events in the story • Usually misses the point of the story • Tells very little about the characters
45 - 60	Some effective use of strategies	<ul style="list-style-type: none"> • Leaves out some important events in the plot • Sometimes misses the point of the story • Describes several of the characters • Might include some information about characters
60 -70	Moderately effective use of reading strategies	<ul style="list-style-type: none"> • Usually includes major events of the story • Generally understands the point of the story • Describes many of the characters
70 and above	Highly effective use of reading strategies	<ul style="list-style-type: none"> • Includes most of the main events • Usually understands the point of the story • Describes important characters and how they change

The new PM Benchmark Kit 1 & 2 Revised Formal Retells will be added to the Mydesktop of the van Asch Deaf Education Centre Intranet. Resource teachers will be expected to use these as part of each student's formal literacy assessment in term three.



It's great to see New Zealand Sign Language being used in parliament.

When John Key was sworn in as new Prime Minister of New Zealand in November 2008, our Governor General, Anand Satyanand (he is also Patron of Deaf Association of New Zealand) welcomed John Key in NZSL. In the background you can see a NZSL interpreter, Rosie Henley of Wellington.

Book Reviews

The Sound of Learning

Why Self-Amplification Matters

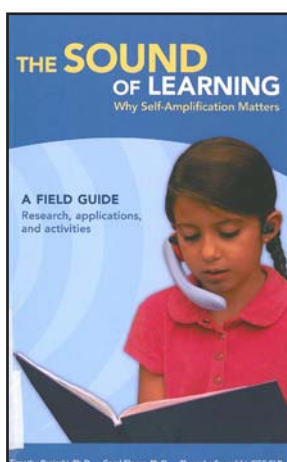
A Field Guide – Research, applications and activities

Timothy Rasinski, Carol Flexer & Theressa Szypulski

2006

The sound of learning is the way we use sound to learn – such as reading aloud – in order to connect spoken language and written text. The sound of learning is the sound of children improving their literacy by reading aloud. It's the sound of an adult speaking aloud to refine her speech or to increase her concentration. This book, named for this concept, explores the power of using the sound of one's voice to boost learning.

This text for teachers/parents includes resources, activities and planners for teachers and parents to use. The resources are specific to instant words, instant phrases and songs and rhymes.



Stressed Out!
Objective: To provide practice for instant word phrases and to practice understanding meaning based on word stress.

	Grades 2-5	Item Needed: WhisperPhones
	Class Activity	
	10-15 Minutes	

Getting Ready: Choose phrases from the lists that have different meanings depending on which word is stressed. For example, "This is my cat" may be read as "**This** is my cat," or "This is **my** cat," or "This is my **cat**." (The italicized type indicates which word to stress orally. Students will not actually see the italics.) Each student should be wearing a WhisperPhone.

Directions:

1. Write the first phrase on the board and read it aloud with your students. Discuss possible meanings of the phrase.
2. Read the phrase again, this time stressing one of the words. (For example, *this* is my cat.) Have students repeat the phrase, stressing the same word you did.
3. Discuss how the meaning of the phrase changes as you stress different words. (For example, *this* cat is mine, as opposed to the other cats hanging around.)
4. Repeat with different stressed words and different phrases.

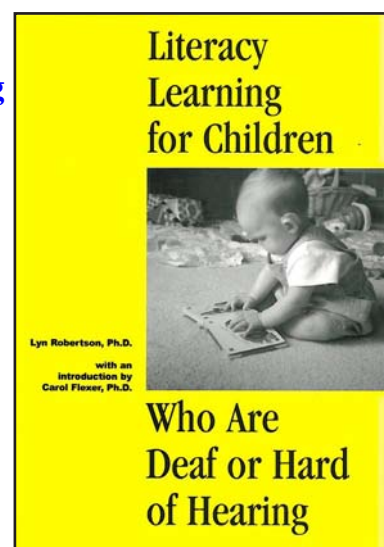
***HINT:** To evaluate understanding, have students write a phrase on a sheet of paper, underline the stressed word, then draw a picture to show what the phrase means.

Literacy Learning for Children Who are Deaf or Hard of Hearing

Lyn Robertson with an introduction by Carol Flexer

2000

The intention of the author was to produce a book that she would have liked to have had when her daughter was diagnosed deaf, as a baby. The book discusses the relationship of hearing to literacy, reading and writing theory, learning spoken language, reading and writing development and what parents, therapists and teachers can do at various levels of schooling.



Internet Sites

TKI Digistore

http://www.tki.org.nz/r/digistore/about_e.php

TKI Digistore is the New Zealand gateway to a collection of quality digital content (digital resources and learning objects) being developed through The Le@rning Federation (TLF) initiative.

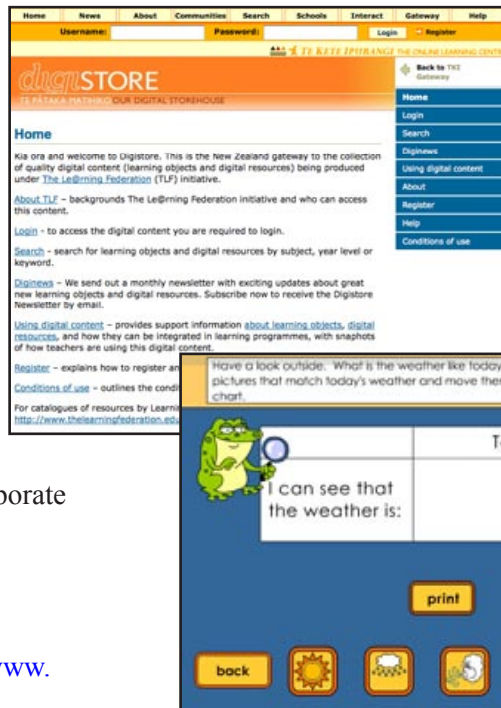
In Digistore, you can register your interest in accessing this content, search the digital warehouse (repository) containing thousands of items of digital content and get ideas on how you might incorporate this curriculum content into your existing classroom programme.

The Le@rning Federation

For general information about the TLF go to: http://www.tki.org.nz/r/digistore/about_e.php

TLF is a collaborative initiative between the governments of Australia and New Zealand. By 2010 up to 8,000 items of digital content, covering a range of learning areas, will be available 'free' to all New Zealand schools and approved education providers.

Van Asch Deaf Education Centre is registered to use Digistore. Therefore teachers employed by VADEC can gain free access to thousands of items of digital content. If you wish to access to the digistore, email sbeaton@vanasch.school.nz for the school user name and password.



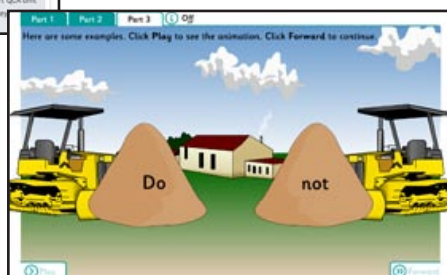
Crickweb.co.uk

<http://www.crickweb.co.uk>

This is an excellent British educational site with 169 educational interactive resources for Primary Schools. They can be used on interactive whiteboards or the computer. The literacy section is really worth a good look. Make time to have a good look at the linked literacy sites also as some are just fantastic:

<http://www.crickweb.co.uk/links-literacy.html>

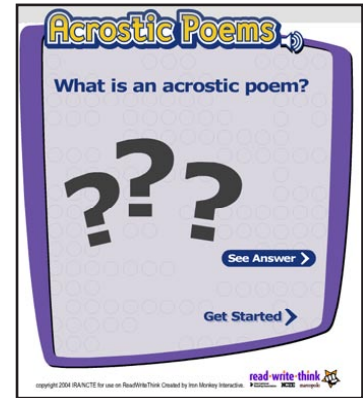
Try Apostrophes and Bounce and you will surely be impressed!



Acrostic Poems

<http://www.readwritethink.org/materials/acrostic/>

A fantastic, interactive site, which teaches students what an acrostic poem is then allows them compose their own and print it out. If you are teaching poetry this is an essential site to visit!



Spelling City

<http://www.spellingcity.com>

An excellent free website where the student can enter his/her own spelling list and be tested, taught or play a number of games containing his/her own words. This site does have an auditory component when the spelling words are tested so try it out first to see if it is suitable for the students you work with.

I Know That

<http://www.iknowthat.com/com>

An American educational website aimed at primary school level students. It contains hundreds of educational topics in maths, language arts, science, social studies and thinking games.



NZ on Screen

www.nzonscreen.com

NZ on Air has created NZ on Screen, a free website offering whole programmes, extracts, trailers and interviews from New Zealand's film and television history. Plays, comedies, films, music videos, newsreels and documentaries are all included.