

# LITERACY LINKS

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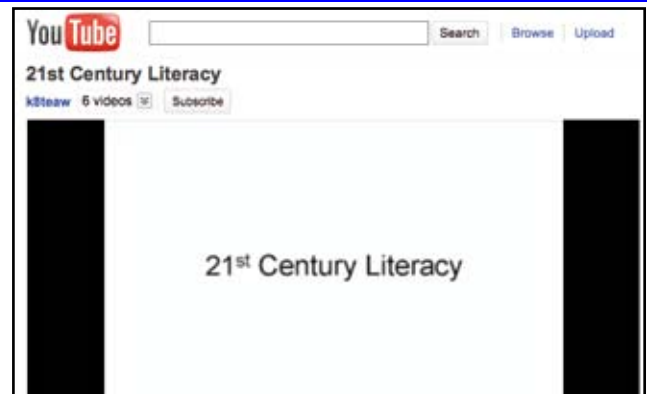
A Newsletter for Resource Teachers of the Deaf in the Central and Southern Regions of New Zealand

## 21st Century Literacy

Watch this informative video clip on YouTube.

<http://www.youtube.com/watch?v=d9ZRDRPqoXo>

Are you including all the components of literacy in your teaching?



## Literacy Research Symposium Feedback

Last October, several van Asch staff attended a two-day literacy research symposium hosted by the University of Canterbury. The programme included a great line-up of national and international speakers (from USA, UK and Australia) providing plenty of food for thought, useful for both reviewing current programmes and for suggesting possibilities of more effective practices, as noted below. For further information, a CD of the PowerPoint presentations of many of the speakers at the symposium is available for loan from van Asch Deaf Education Centre.

### Professor Laura Justice

*(Ohio State University, USA)*

Integrating explicit discussions about print into adult-child shared storybook reading

In setting the context for her presentation, Professor Laura Justice made reference to the “National Early Literacy Panel (NELP) Meta-Analysis - 2009.” In the report, based on multiple studies with large numbers of children, the following eleven variables representing **precursor literacy skills** that are typically developed from birth to age 5 and that consistently predicted later literacy achievement for both preschoolers and kindergartens, were identified:

- Alphabet knowledge
  - Phonological awareness
  - Rapid automatic naming (RAN) of letters or digits
  - RAN of objects or colours
  - Writing or writing name
  - Phonological memory
- These variables had medium to large predictive relationships with later measures of literacy achievement.
- Concepts about print
  - Print knowledge
  - Reading readiness
  - Oral language
  - Visual processing
- These variables moderately correlated with at least one measure of later literacy achievement.

The foci of Professor Laura Justice’s emergent literacy research was on print knowledge and intervention for this precursor, with the data presented contrasting preschoolers with typical language and preschoolers with language impairment.

Print knowledge refers generally to the children’s understandings about the form (letters, words, punctuation units, inflections, affixes and suffixes), content (words, sentences, paragraphs) and functions of written language. In the early years, it is primarily about letters, words, print meaning and book and print organization. It is an area of skills that is more strongly influenced by attributes of environment than other areas of emergent literacy development.

By looking at adult-child shared book reading that stimulates verbal interaction in preschool children, ‘Mother’s questions to their children’ and ‘children’s verbalizations’ were researched – in particular, whether each interaction was about the picture or about the print. It was found that children’s contact with print varies along a continuum of little contact to much contact and that their knowledge about print could be enhanced with intervention targeting:

- modification of adult reading behaviour
- modification of types of books

The Home Study by Anita S. McGinty and Head Start Study are examples of interventions that have shown that explicit comments about print increase knowledge about print. Professor Laura Justice mentioned that without an adult explicitly referencing print, eye gaze studies have shown that children spend only 5 – 6% of the time looking at print.

### **Instructional implications:**

- Provide parents with guidance about how to incorporate explicit print instruction during shared book reading, including techniques such as:  
talking about print, asking questions about print, making comments about print
- Include picture books that have print embedded in the picture for shared book reading e.g. “Spot Goes to School” or that have bold, interesting fonts used within the body of the text
- Take scalability of the intervention into consideration i.e. Are the families able to carry it out?

### *References:*

Anita S. McGinty, Amy Sofka, Margaret Sutton, Laura Justice  
Fostering Print Awareness Through Interactive Shared Reading – Chapter Three  
(Available free online. Google: Fostering print awareness Anita S McGinty)

Zucker, T., Ward, A., & Justice, L.M. (2009)  
Print referencing during read-alouds: Examining a technique for increasing emergent readers’ print knowledge. *The Reading Teacher* (63(1), pp.62-72) Sept 2009

Anita S. McGinty, Laura M. Justice  
Predictors of Print Knowledge in Children with Specific Language Impairment: Experiential and Developmental Factors  
*Journal of Speech, Language, and Hearing Research* Vol.52 81 – 97 February 2009

### **Professor Tom Nicholson**

*(Massey University NZ)*

Should beginner readers rely on context clues or not?: The case for and against

The thrust of this presentation was that while the use of contextual cues helps lexical guessing and reading comprehension, it does not help facilitate accuracy of word representation or retention of words in memory. In fact, using context draws away from decoding the word. This poses the question, “Could we be doing a disservice (in the long-term) to students who are already poor at decoding by giving them less practice at it, as a result of the tendency to not only accept but often even actively encourage them to use context cues?” Research indicates that to benefit substantially from context, one needs very good decoding skills. This suggests that we need to lift the poor decoding skills of struggling readers up, so they can use context to help without the disadvantages it brings.

### **Instructional implications:**

- Point to unfamiliar words in the story
- Take the harder words out of the story and put onto individual cards, as more attention is paid to orthography when words are in isolation.  
Put a sentence on the back of the card with the word used in context.
- List the words to be stored in memory. Research shows that words in lists are better retained than words in context.
- Ask child to reread the word list. Research showed that when reading the same word list twice, there was a 20% improvement the second time just from reading it.

## Life Skills Reading

For those senior students who are working on life skills literacy try including authentic texts for them to read. Map reading is an important life skill that students need to be able to do.

### Google Maps

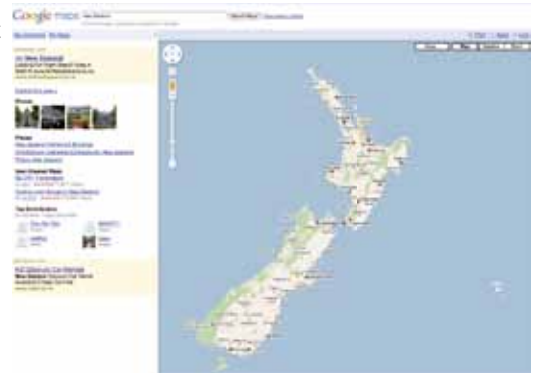
Google maps provide you with maps from around the world. You can view maps from the locality you are living in or a map of a distant place. The two main options are Get Directions or My Map. If you select Get Directions you can enter where you are starting from and where the destination is. The programme will plot your route and give you step - by - step directions on how to get there.

Try using the street view where you will be able to see photos of the actual street and any buildings.

The My Maps option will map places and routes and allow you to add text, photos or video and share the results. There is a video clip showing you how to do this on the site.

<http://maps.google.com/>

Google maps are continually being enhanced so keep a watch out for new features.



### Using YouTube as a Tool with Deaf Students

Some teachers of the deaf are now using YouTube to fill in conceptual gaps with their students. For example when an emergent reader had no background knowledge about skiing the teacher used a YouTube video clip to provide a virtual experience. In addition the teacher had a conversation with the child about skiing and used all of the new vocabulary the child would encounter in the reader. The student went on to read the text confidently and with meaning!



### Now Captions Make YouTube More Accessible to Deaf Students

#### Getting Started: Viewing videos with captions

There are many options to choose from when viewing videos with captions.

Turn captions on and off (per video)

1. Click the “up arrow” button on the bottom right of the video player.
2. Click the “left arrow” button in the [cc] menu. This button will only be clickable if there are captions/subtitles for this video.

When viewing the video, hover over the caption menu and choose the “Transcribe Audio” button.



Wait a few seconds for YouTube to generate the captions and click “OK” to view them.

For more information on using captions on YouTube follow the link below:

<http://www.google.com/support/youtube/bin/answer.py?hl=en&answer=100078>



## Maisy's Fun Club

Read, colour and play games with Maisy. There are downloadable colouring sheets, games, stories, recipes and crafts. Have fun with Maisy online with your preschool student.

<http://www.maisyfunclub.com/maisyframe.asp?section=eddie>



## Fun with Spot

There are lots of exciting adventures to have with Spot online. Try creating your own Spot story. Preschool children will love this interactive site,

<http://www.funwithspot.com/au/index.html>



## Crick Web Interactive Resources

An excellent site offering free interactive educational resources. Check it out!

<http://www.crickweb.co.uk/ks2literacy.html>



## New VADEC Literacy Resource

### Preschool Picture Book List CD Rom

This CD Rom contains an extensive list of recommended cloth, board and picture books for the deaf preschooler. It has been designed to support the deaf child's language acquisition.

This is a great resource for parents and those working in early childhood settings.

Each title is illustrated with a photograph of the book's cover and has a short review of the book. In addition there are tips for reading to the young deaf child.

Cat No: 352

Price: \$10.00



