

Sharing Your Knowledge About Your Deaf

Student's Comprehension Level

Resource Teachers Deaf, with their specialised knowledge in the field of deaf education understand the reasons why deaf students are fluent decoders of text but can fail to make substantial meaning of the text they have read. However, when working with other educational professionals that may not have an in-depth understanding of children's oral language development, RTDs need to share their knowledge of the impact that delays in oral language development can have on literacy.



Try some of these suggestions below to involve and support the class teacher, ORRs teacher or teacher aide.

- Make a video of the student's formal retell to share with the student's other educators.
- Give the other professionals involved a copy/copies of your formal retell and running record/s. Discuss the results drawing attention and contrasting (if required) the discrepancy between running record score/s and formal retell score/s. *For example, the student read with 98% accuracy, but gained a retell score of 45%. retelling three out of seven main events.*
- Ensure you record all the questions/prompts you gave the student in order for the other professionals to gauge how much assistance was/ was not needed.
- Discuss with the other professionals if understanding question forms is an area of difficulty for the student. If so, clarify which question forms the student can or can't answer and which ones are currently being taught.
- Discuss with the other professionals that the literacy levels and comprehension of what they have read is directly dependent on the student's level of oral language.
- Compare the student's oral language sentence level (from their oral language sample) to the sentence type in the text. For example, the student may be using simple sentences in their oral language but the text has mainly compound sentences and some complex sentences in it.
- Provide a few representative phrases/sentences from the student's oral language sample.
- Explain that a lack of understanding of pronouns often interferes with the student's comprehension of the text.
- Share pertinent video snippets of the reading assessment at the student's IEP to back up your assessment.

Researchers have found that retelling is an interactive instructional strategy that helps students better process information and therefore leads to enriched comprehension (Benson, Gambrell, Morrow, 1985).

If you are keen to develop your strategies for teaching comprehension the following two books will provide you with a great platform for this.

Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction

Ellin Oliver Keene, Susan Zimmermann

This is a classic not to be missed text, on comprehension, that was written by two American authors. Researchers have found that there are specific strategies good readers use to help them comprehend text. The seven listed below are the ones on which Keene and Zimmermann focus on in their book. Donald Graves says in the introduction, “*This book is an invitation to the reading dance.*”

Monitoring for Meaning

Questioning

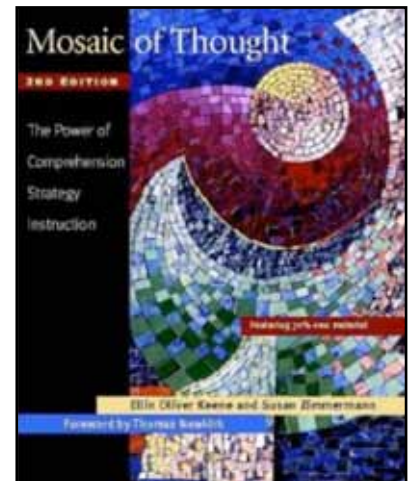
Using prior knowledge

Determining importance

Creating Mental images

Inferring

Synthesising



Mosaic of Thought: A Primer

This page is designed to be a synopsis of the major ideas of *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, by Ellin Oliver Keene and Susan Zimmermann. In no way is it meant to be a complete explanation or discussion of the ideas. It is designed to serve as a starting-point for an understanding of the book and the ideas promoted by Ellin Keene and Susan Zimmermann. For more comprehensive resources, click [here](#).

Thinking Strategies Used Consistently by Proficient Readers

Proficient readers are “metacognitive,” that is, they “think about their own thinking” while reading. As such, proficient readers:

- Activate relevant prior knowledge (“schema”)
- Determine the most important ideas and themes in a text
- Ask questions of themselves, the authors, and the texts
- Create visual and other sensory images from the text during and after reading
- Draw inferences from text
- Retell or synthesize what they have read
- Utilize “fix-up” strategies to repair comprehension when it breaks down.

Connections: Activating Schema

Proficient readers make connections to their own “schemas” as they read. Connections are of three types:

- text-to-self connections
- text-to-world connections
- text-to-text connections.

Determining Importance

Proficient readers monitor their own comprehension as they read; they know when the text they are reading makes sense, and whether or not the unclear portions are critical to overall understanding. As such, proficient readers:

- make decisions on importance on three levels: whole-text level, sentence level, and word level;
- make decisions based on the reader’s purpose; the reader’s schema for content; the reader’s beliefs, opinions, and experiences; the reader’s schema for text format; and concepts pointed out by others
- are aware of what they need to comprehend in view of the purpose for which they are reading;
- pause frequently to reflect on what they have read.

For a **succinct summary** of the main points expounded in *Mosaic of Thought* go to:

<http://www.danbury.k12.ct.us/midweb/teacherzone/languagearts/mosaic.html>

Ready to Print Teacher Resources to Accompany *Mosaic* and *Strategies That Work!*

<http://www.teachingheart.net/comprehe.html>

<http://www.arsp.org/users/ms/reckendk/mosaic%20home.htm>

Thanks to RTDs Shelley Riddell and Jan Butters from Napier for drawing our attention to this excellent text and website.

Teaching Reading Comprehension Strategies - A Practical Classroom Guide

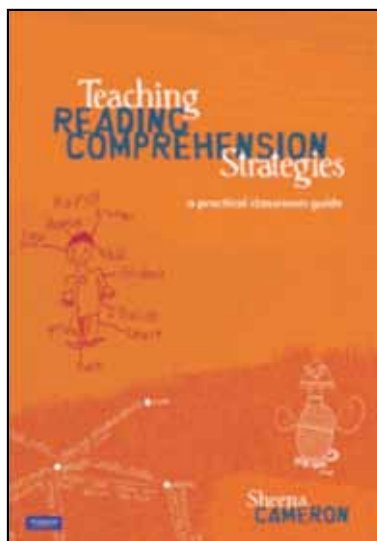
Sheena Cameron

For a New Zealand educators perspective on the subject of comprehension have a look at this very practical text. It comes with a CD full of ready to use student templates.

Comprehension is one of the most challenging issues facing teachers of reading today. We know that although many students are accurate and fluent decoders, this does not always translate into having a good understanding of the text. In the past twenty-five years there has been a growing body of research on reading comprehension. There is compelling evidence to show that we can improve students' comprehension by the explicit teaching of reading comprehension strategies. So what are these strategies and how do you go about teaching them in the classroom? This book is the result of Sheena's learning journey and experiences teaching in a real classroom to find the answers to these questions. It is a step-by-step guide that answers the questions many teachers have about how to go about improving reading comprehension.

Thanks to the Napier RTDs for sharing this book with us.

The library at VADEC has a copy of it.



Using the Internet to Support the Introduction of Texts

As student's instructional readers become more complex we need additional resources to provide the new language and concepts they will meet in their texts. The internet provides a rich harvest of websites that will allow you to do just that. Try the three sites below. They are worth looking at as they provide plenty images that allow you to have rich conversations about the text.

YouTube

YouTube video clips provide an excellent conceptual base to attach language to before reading. Teachers need to do their preparation and find appropriate clips to support the introduction of the text for students to view prior to lesson. Clips can be downloaded and saved on the teacher's desktop.

<http://www.youtube.com>



Tag Galaxy

Tag Galaxy creates a moveable 3D globe made up of photos on a theme you have chosen e.g. pollution. Photos can be used to support the introduction of new language and concepts prior to reading the text.

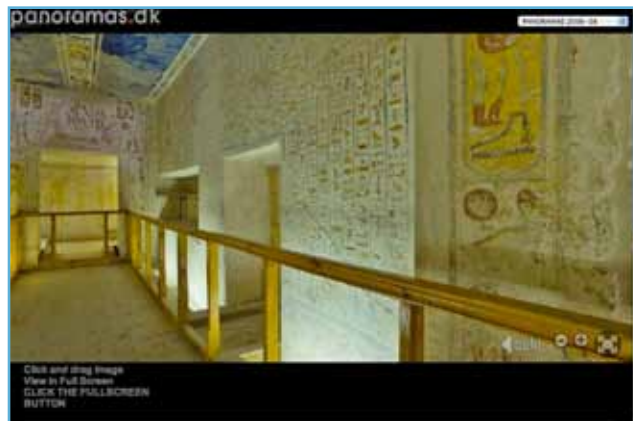
<http://www.taggalaxy.com>



Photo Panoramas

Photo panoramas give a 360 view of cities, towns, the moon, natural wonders, festivals and landmarks.

<http://www.panoramas.dk>



Literacy and Numeracy Resources for Parents, Families and

A snapshot of the New Zealand Curriculum: Reading, writing, and mathematics standards (classroom poster)

This classroom poster (item number 700077) helps teachers, parents, families, whānau, and students talk together about learning progress in years 1 to 8.

Whanau

You can download a copy of this resource at:

<http://writi>

Supporting your child's learning (translated booklets)

This 20-page booklet is available in 14 languages.

1. Arabic, 2010AR
2. Chinese, 2010CH
3. Cook Islands Māori, 2010CM
4. Dari, 2010DR
5. Hindi, 2010HD
6. Korean, 2010KR
7. vagahau Niue, 2010NU
8. gagana Sāmoa, 2010SM
9. Somali, 2010SL
10. Tagalog, 2010TG
11. Thai, 2010TH
12. gagana Tokelau, 2010TK
13. Tongan, 2010TN
14. te reo Māori, 2010TM. Note: this is for teachers and learners in English-medium schools using the New Zealand Curriculum.



These resources show parents how to help children learn and achieve in reading, writing, and mathematics.

National Reading and Writing Standards Illustrations



The reading and writing standards illustrations on Literacy Online include the twenty-two illustrations found in the Reading and Writing Standards document. If you have visited this section on the website you will have noted the addition of some new illustrations. There are still a number to be added so keep checking this area. <http://literacyonline.tki.org.nz/Literacy-Online/Student-needs/National-Standards-Reading-and-Writing/National-Standards-illustrations>

Announcing the arrival of the *Secondary Literacy Website*



Take some time to browse and see what the site has to offer -

- Literacy in the Learning Area – a dedicated space for each learning area
- Professional readings
- Links to Literacy Progressions, NZC, ELLP
- NCEA and literacy – links you to the necessary documents and sites
- ...and much more

This is the first phase of development of the site.

<http://literacyonline.tki.org.nz/Literacy-Online/Secondary-Literacy>

Websites for Teachers

Fakebook

Fakebook is a great resource that you can use to create profiles and walls for characters from a novel. If you go to the main page, you can click on some of the samples (the little faces). Fakebook can be used for historical persons as well as characters.

<http://classtools.net/fb/home/page>



Voki for Education

Voki is a free service that allows students to create personalised speaking avatars and use them on their blog, profile, and in email messages. Students love creating vokis and they can make them talk by typing in text. It is a superb, motivating digital tool to enhance your writing programme as well as other subjects.

http://www.voki.com/Voki_for_education.php



Animoto -Education

Turn your photos and video into a stunning presentation. It is as easy as uploading your photos and video clips from your computer. Add some text and then add music from the site or select your own. Sign up for a **free educators account**. It is an easy process, which students can learn to do themselves.

<http://animoto.com/education>



Exploreatree

Exploratree is a free online library of thinking guides, and a tool to make your own thinking guides. **Note** that Flash is required to use Exploratree. When you open a guide, there are three different modes you can work in. 'Create it' mode lets you edit anything in the thinking guide. 'Do it' mode lets you add to the thinking guide and fill in your project. 'Show it' mode lets you present your work. There is a sequencing feature to structure your thinking into smaller steps. You can print out the thinking guides too. When you register on Exploratree you are able to save and share your thinking guides.

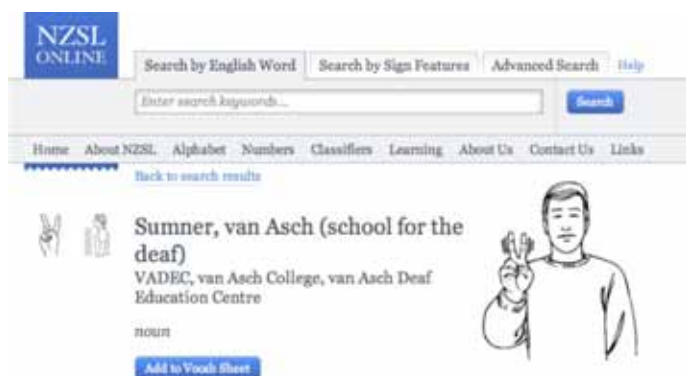


<http://www.exploratree.org.uk/>

The Online New Zealand Sign Language Dictionary

The new Online Dictionary of NZSL – a multimedia, bilingual reference tool has been launched. This is another great online tool to alert other professionals working with a signing deaf student too.

<http://nzsl.vuw.ac.nz/>



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For more information on any of the articles in this newsletter, please contact Sue Beaton
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