Thanks to:

- Florida Department of Education
- The incredible team at Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC/DHH)
- Everyone taking a weekend of your personal time to attend this training!

Two Day Training Goals

Participants will:

- Be trained to use a new literacy curriculum that develops the beginning DHH student’s foundational skills in reading and writing. This curriculum is designed for the early English learners but is adaptable for any age student who has not yet developed a strong foundation in English literacy skills.
- Develop and plan English literacy lessons that ensure success and internalization of skills by using a task analysis/hierarchy model.
- Learn how to effectively assess and document learning outcomes of individual students using performance-based objectives from the curriculum.
- Participate in specific literacy activities for hands-on opportunities to understand how to use/adapt activities for their own students.

Alignment with Common Core

The broad goal of the ELA section of the Common Core is straightforward:

“...to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.”

What challenges arise for the TOD when attempting to follow the CCSS?
Standard Trajectory for Success
With the CCSS

Produce
Literacy
PRODUCTS

Function:
Learn HOW to read
and write

Learn or acquire a
Comprehensible language

Goals/ objectives only given for phonemic instruction
Assumed to occur PRIOR to Kindergarten
NOT included in the CCSS

CCSS Challenges: Product vs Process
In a nutshell, the CCSS are designed to be more product oriented— that is the
on doing things with the language in useful ways. CCSS does not focus on developing
reading and writing fundamentals.

This again creates a significant problem for many DHH students:
1. Many DHH students do not have an intact language base before entering Kindergarten.
2. Many DHH students do not have internalized English fluency use in Kindergarten. The student must learn the foundational elements of English (i.e. the process of becoming literate) before being expected to jump into the production phase.

Our Challenge

• The problem is not with the CCSS. It is a robust and excellent guideline of expectations for our nation’s students in a global market. It is here to stay.

• The problem is that we have not delineated the real issues for DHH students in terms that help those making decisions understand the incredible amount of work the TOD is being expected to perform.

• It is not that the DHH student can’t be successful, it is that we are not providing the necessary hierarchy to get him there.

Kindergarten CC Examples

Reading: Foundational Skills
RF.K. 2
Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds.

RF. K. 3
Know and apply grade-level phonics and word analysis skills in decoding words.

Language (Writing)
L.K.1
e) Use the most frequently occurring prepositions (e.g. to, from, in, out, off, for, by, with)

L.K.4
b) Use the most frequently occurring inflections and affixes (e.g. –ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
Little Red Riding Hood student “narrative”

Little Red Riding Hood

Disconnect between Core Curriculum expectations and some students’ academic needs.

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Curriculum Overview

Components:
- Introduction/Explanation
- Scope and Sequence
- Specific Objectives
- Units of Instruction
- Lesson Plans
- Extension Activities
- Templates
- Visual Mnemonic Devices

Bedrock Literacy Objectives

What does the curriculum cover?

The Bedrock Literacy Curriculum was designed to provide DHH teachers with a resource to guide instruction of the most basic elements necessary for successful English reading and writing. It is intended to be the first layer necessary for a lifetime of literacy use.

What doesn’t it cover?

The curriculum only addresses foundational elements in literacy development. The intent is to provide teachers with a guide to establish the most foundational skills needed in English literacy.

Scope and Sequence

A.) Introduction
B.) Objectives List
C. Units of Instruction:

1. Teaching Reading
2. Teaching Writing
3. Schema Development
4. Vocabulary
5. Word Categorization
6. Vocabulary and Spelling
7. Confronting Unknown Words
8. Beginning Pronouns
9. Beginning Prepositions
10. Morphology
11. Sentence Structure
12. Sentence Negation
13. Sentence Subjects
14. Sentence Predicate
15. Tense
Objectives

Organization:

- Written in performance based terms to be measurable-direct evidence
- arranged in a specific hierarchy to ensure skills are built in a logical manner
- start at an entry level point that makes sense to the DHH student (not replicated from curriculum designed for hearing children)
- are not assigned grade-level equivalencies
- arranged in order of difficulty
- grouped according to focus areas (e.g. teaching beginning pronouns, teaching sentence subjects, etc.)

Use with a Variety of DHH Students

This curriculum was designed with the typical DHH student and TOD in mind.

Here is a common occurrence:

Gail teaches 7th grade middle school. She has 5 students of varying English abilities. Three read below second grade, one reads at 8th grade level and one has minimal language skills. Gail is expected to follow the Common Core for developing her students English literacy abilities.

Gail needs a resource she can go to that will allow her to individualize instruction and provide a way to build a foundation for each of her students. That is how the curriculum scope and sequence is organized.

Since we work with such a diverse group of students it was necessary to design the scope and sequence in a manner that allows teachers this flexibility.

Let's take a moment to look at the Scope and Sequence…..

Red Flags

Sections will generally have introductory explanations that help key teachers into why this particular aspect of literacy is essential as a foundational element. In addition, “Red Flags” are used to alert the teacher to specific areas where many DHH students become confused. The red flag symbol is added to highlight those areas that obscure or complicate learning for DHH students.

For example: Teaching Subjects in a Sentence

Objective #6: Given a subject that is preceded by one or more adjectives, the student will correctly identify it. (e.g. The big dog sleeps.)

Challenge: DHH students overgeneralize to assume that the adjective is subject because it is the first word.

- A baby duck is yellow.
- The little girl was happy.
- My big, black car is old.
Foundational Area

Unit 1: Teaching Beginning Reading: Comprehension

From the Start

How do we teach deaf children to read?

Traditional Approach: Learn the sign for a word and then arrange the signs in the same order as English. For example here are some First grade words.

What is the sign for each word?

cat           seat       door
on
is               are         me
take
boots        time       by
the

Traditional “Reading” Instruction- Where does the process break down? what happens to comprehension?

1. Take your time.
2. Leave your boots by the door.
3. Dinner is on me.
4. Are these seats taken?

“Transliterate Reading”

Leave room for dessert
Video clip of translating vs transliterating

• The following video clip shows several students reading during what they believe is a real reading test.

• The goal of this research was to provide evidence that “Transliterating Reading” (exchanging singular words for singular “signs”) does not equal comprehension.

Reading with Comprehension: Theory

• Surface Structure Level (SSL)-visual and phonetic cues
• Deep Structure Level (DSL)-knowledge reader must integrate cognitively to bring sense to print

Sentence Example: "Leave room for dessert.

(SSL) "Leave room for dessert."

(DSL) I am eating a lot. I want more. Mom has a concerned look. I should not eat so much because after dinner we will have some dessert and if I eat too much right now I will be too full. Then I can’t enjoy my dessert.

“The wind made the rope swing dance like a puppet on a string.”

Power Point examples

1. Visualizing Beginning Text

2. Explicit and Implicit Support
Unit 5: Vocabulary Instruction
Unit 6: Spelling Maximizing Practice Time
Unit 7: Confronting Unknown Words

**English Vocabulary Development: Deaf and Hearing**

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<th>Elementary grades</th>
<th>HEARING</th>
<th>DEAF</th>
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<td># of English words that can be read and understood</td>
<td># of English words that can be read and understood</td>
</tr>
<tr>
<td>Second Grade</td>
<td>2,000-5,000</td>
<td><strong>100-550</strong></td>
</tr>
<tr>
<td>Third Grade</td>
<td>5,000-8,000</td>
<td>600-800</td>
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<tr>
<td>Fourth Grade</td>
<td>8,000-12,000</td>
<td>900-1,000</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>11,000-15,000</td>
<td>1,200-1,400</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>14,000-20,000</td>
<td>1,200-1,700</td>
</tr>
</tbody>
</table>

*The average vocabulary growth rate for hearing children is 3,000-4,000 words per year.
**Estimated average growth rate of Deaf student English Vocabulary growth (300 words based on 10 spelling words per week).

Vocabulary Building- Background

How does the brain store words in a meaningful way?

- Short Term Memory (STM)
- Long Term Memory (LTM)
- The "25-75 Rule" for internalizing rules

Do you remember studying words for your SAT tests (e.g. *aggrandize, execrable, legerdemain, solipsistic*, etc.)???

* Taken from The 1000 Most Common SAT words: eaop.ucr.edu/NR/rdonlyres/CC917BD7-32B34E98.../satvocab.pdf

Vocabulary Building-First Steps

Beginning Goal: develop a usable bank of immediately recognizable words for reading/writing.

**Emphasis on common words:**
- nouns: car, mom, girl, dog
- verbs: go, come, eat, play
- adjectives: colors, sick, funny, tired
- prepositions: in, on, over, under

*Function words are not included (Ex. a, of, is, etc.) Taught as "grammar" entities.*
Secondary Writing Vocabulary: Most Common Word Rimes

- A fast way to internalize 500+ beginning writing words.
- Capitalizes on visual properties
- Reduces memory load
- Easy to practice in short points of time

Choose a “rime” for the week (e.g. AT)

Make a list of common words (stay with 3-4 total letters when possible). ATE, BAT, CAT, EAT, FAT, HAT, MAT, PAT, RAT, SAT, THAT, WHAT

Spelling Practicing for Better Retention

An epiphany! Practice letter sequence using motoric chunks not single letters (or syllables)!

Guidelines-chunk letters:
- Normal rest of movement
- Palm orientation changes

Practice:
- ex. ni/gh/t
- chair
- carrot
- hurricane
- computer

Confronting Unknown Words: You know the issue!

Your student is reading. She comes to a word she doesn’t know. If she can’t sound it out, the following are the general responses. What is the problem with each?

1. Raise hand, ask the teacher to tell her what it is.
2. Looks in a dictionary.
3. Fingerspells it.
4. Skips it.

Visual Mnemonic Device

In order for these strategies to be helpful the student has to remember what they are and the order in which to do them. Here is the mnemonic we want them to remember:
WHATT????! That doesn’t even spell a word!

Remember … (especially for our signing students)- DHH children need a visual reminder they can easily remember that links the prompt to the concept.

Four Strategies

Strategy 1- Context: reread the sentence before, containing the unknown word and one after to see if it helps.

Strategy 2- Core sentence components: Identify the simple subject (who/what) and simple predicate (do/describe) of the sentence.

Strategy 3- Identify the word class of the unknown word (e.g. noun, adjective, verb, etc.)

Strategy 4: Structural Analysis: When looking at an unknown word, the student will first identify the root word and then assign meaning to any other morphemes.

Unit 2: Teaching Beginning Writing: Fluency from the Start

Writing Instruction Intervention-Teaching writing to students without the alphabetic principle

Challenge: Often DHH children lag far behind their hearing peers in writing development.

Main issue: Phonemic awareness. Minimal ability and lack of an alternative instructional approach unintentionally sets up the child for educationally imposed plateauing.

Intervention: “Handshape thought holder” as a beginning or intermediary bridge to English
An Epiphany......

Epiphany—"a sudden, intuitive perception of or insight into the reality or essential meaning of something, usually initiated by some simple, homely, or commonplace occurrence or experience."

- Karl's story
- Video clip

Writing Sample by Karl (age 6)

Initial Connections to Writing

ASL Handshape “A” and examples of phonologically related signs
Daily Writing Notebooks- “Daily Quick Writes”

Goal: provide a daily activity that allows the child to write what he wants with no concern for being “corrected”. Details:

Ungraded, no corrections- encouragement only

The student shows the teacher his response and for each Handshape Holder the teacher will write the English word over it. When the student uses the word again he must go back to the previous page and use the English word.

Accountability!

Develop simple picture/word pages to include in child’s notebook that you know will be used often (e.g. Topics: Food, Vehicles, People, Toys, Verbs, etc.)

Data from Pinellas DHH Program: SY 2007-2008

August 2007    May 2008

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Example of 1st grade student from NYC September 2012

Example of same 1st grade student from NYC April 2013

Example of 3rd grade student from NYC October 2012

Example of same 3rd grade student from NYC May 2013