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More appropriate: additional stories for students who are hearing impaired using the "Specialized Program Individualizing Reading Excellence" (S.P.I.R.E.) curriculum

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**MORE APPROPRIATE; ADDITIONAL STORIES FOR STUDENTS WHO ARE
HEARING IMPAIRED USING THE "SPECIALIZED PROGRAM
INDIVIDUALIZING READING EXCELLENCE" (S.P.I.R.E.) CURRICULUM**

by

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**An Independent Study
submitted in partial fulfillment of the requirements for the
degree of:**

Master of Science in Deaf Education

**Washington University School of Medicine
Program in Audiology and Communication Sciences**

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**Approved by:
Barb Lanfer, M.A.Ed., Independent Study Advisor**

The purpose of this project is to write additional stories and sentences for students who are hearing impaired through reader 2 that may be used in conjunction with the existing stories and supplements.

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Introduction

It is a well proven fact that reading and writing are difficult for many children who are deaf or hearing impaired. (Watson, 1999) The inability to identify words in print through decoding is just one of the difficulties of reading. Since phonological awareness is important for reading development in all children, children who are deaf or hearing impaired may have literacy difficulties depending on whether children can develop phonological awareness. (Goswami, 2000) Comprehension is also a contributing factor that makes reading difficult especially for children with a hearing loss due to language difficulties. (Wauters, 2006)

How do children learn to read?

Reading skills are like building blocks and children must have all the blocks in order to read proficiently. (Coordinated Campaign for Learning Disabilities, 1999) The blocks include knowing the sounds of letters, knowing the meaning of words (vocabulary), parts of words (grammatical markers), and the meanings of groups of words (semantics).

There are two main approaches to teaching reading. The phonics based approach focuses on the sounds, letters and decoding words. The second is whole language approach. The whole language approach is based on the understanding that reading is finding meaning from print. This approach exposes children to storybooks, environmental print and various other forms of print throughout the day in all situations.

Research shows that children with language-based learning disabilities have a harder time learning sounds, letters and sounding out words. Because phonics instruction

focuses on recognizing and manipulating sounds, more intense phonics instruction may be more beneficial for children who are deaf or hearing impaired due to their poor language skills.

The set of skills needed in order to be a proficient reader are learned in sequential order.

1. Awareness of print (phonics)
2. Recognizing letter shapes and names (phonics)
3. Knowing the sounds are represented by letters (phonics)
4. Know that words come apart into small sounds and syllables (phonemic awareness)
5. Blend sounds together to form words (phonemic awareness)
6. Process larger groups of letters and words (phonics)
7. Develop fluency and automaticity (phonics)
8. Develop reading comprehension

(Coordinated Campaign for Learning Disabilities, 1999)

How do children who are deaf or hearing impaired learn to read?

Reading does not begin on the first day of school; it starts much earlier than that. When children are read to at an early age they begin to listen for the similarities and differences in the sounds of words. Rhyming is an early reading skill because children are manipulating and understanding sounds in spoken language. (Coordinated Campaign for Learning Disabilities, 1999)

Students who are deaf or hearing impaired who are learning to read need instruction in encoding and decoding, handwriting, phonetic concepts in a specific order and practice with decodable text. (Harrism M., 1998)

In order to be a successful reader specific phonological awareness must take place daily and is best conducted with actual words the student is currently using or learning in their environment. (Loeterman M., 2002) It is also critical that activities in the general

area of phonological awareness (rhyming; discriminating sounds that are different; identifying beginning, middle, and ending sounds; and blending sounds) and in the specific area of phonemic awareness (counting, identifying, deleting, and substituting sounds in words and syllables) be done auditorially and print not be used. This helps students attend to the sounds in words and helps with decoding. Explicit instruction in decoding and encoding is critical to becoming a proficient reader. (Wauters, 2006) An explicit phonics approach using multi-sensory teaching techniques is important for decoding (reading) and encoding (spelling) words. Students should be taught to listen to sounds, identify syllables and write letters and words. Practice is important in each of these areas to build upon the specific knowledge. For example, practice in spelling can help strengthen a student's ability to identify or sound out words, which in turn helps them in the reading process.

Teaching phonics in a sequential order is critical in a reading intervention program. Most early reading programs should begin by teaching single-consonant sounds and short vowel "a." (Goswami, S. A. 2000) After all the short vowels and consonants are mastered, blends and vowel digraphs are introduced, beginning with "ay." Young students with reading disabilities should not be taught multi-syllabic words until they can master reading one-syllable words of five phonemes. (Adams, M. 1990) Also, the words used for decoding should be age-appropriate. To effectively teach phonics, it is important to avoid the use of nonsense words. This method will keep lessons relevant and at an appropriate language level. Daily practice in single-word decoding should be provided to the students. Phonics is just one of the many skills vital for reading success.

When students who are deaf or hearing impaired are learning to read it is

important that they practice with decodable text that is familiar. Fluency and comprehension are most easily practiced and reinforced if the child is reading decodable text (composed of words with phonics skills that the students have already been taught). Single-word reading in isolation is not sufficient to teach phonics, fluency or comprehension. Many students can decode words in isolation, but then misread the same word in text. It is important to give plenty of practice reading decodable text. Decodable text that has meaning allows students to practice word knowledge through actual reading. It also allows for the teaching of comprehension skills since the student is able to concentrate on meaning as they read the text. Reading text that is controlled for phonics, but not meaningful to the student, is not useful in achieving comprehension nor does it encourage children to read.

Specific writing instruction is another way to carry over reading and spelling skills. Writing is a valuable tool for strengthening concepts and aiding memory. Writing can also be used to share ideas and express creativity. Handwriting also develops fine motor skills, letter formation and printing skills. Writing seems to stimulate a student's sense of how sounds and words are represented in print. (Edwards L., 2003)

What is S.P.I.R.E.?

"Specialized Program Individualizing Reading Excellence" (S.P.I.R.E.) is a comprehensive, multi-sensory systematic reading and language arts program designed for struggling readers, kindergarten through seventh grade. S.P.I.R.E. was developed by Sheila Clark-Edmands and is used as a program for at risk children and children that struggle with reading. This language arts program is based highly on phonological

awareness. S.P.I.R.E. has been used in the past with students who are hearing impaired and is currently being used at Central Institute for the Deaf (CID). S.P.I.R.E. incorporates a total language approach including phonological awareness, phonics, fluency, vocabulary, spelling, handwriting, and comprehension. Each lesson incorporates visual, auditory and kinesthetic modalities. S.P.I.R.E. is a highly structured way of teaching with lots of drills and repetition. The scope and sequence contain eight levels. During each level, additional sounds are taught and previous learned sounds are practiced and reviewed.

What does a typical S.P.I.R.E. lesson look like?

A typical S.P.I.R.E. lesson includes skill work in the areas of phonological awareness, phonics, fluency, comprehension, vocabulary, spelling and handwriting.

Phonological awareness involves the explicit awareness of the individual phonemes and the manipulation of these individual sounds. Phonological awareness is an important and reliable predictor of later reading ability and has, therefore, been the focus of much research. Phonological awareness also includes identifying and manipulating larger parts of spoken language, such as words, syllables, and onsets and rhymes. Some of the tasks include rhyming, segmenting, blending, deleting and substituting sounds. Because phonemic awareness skills require listening to sounds and words, a child must be able to hear and identify the sounds before they are able to manipulate them. Phonological awareness is taught by demonstrating the relationship of parts to the whole. It is best to begin by identifying the number of words in a sentence and then move on to identifying the number of sounds in a word. There are five characteristics to keep in mind when segmenting words. The size of the phonological unit is important when

segmenting words. It is easier to segment sentences into words and words into syllables than to break syllables into phonemes. It is easier to segment shorter words than longer words so the number of phonemes in the word is important. The phoneme position in words is another factor when segmenting words because it is easier to segment initial consonants than final consonants. The most difficult to segment are middle consonants. Phonological properties of words play a role when segmenting. Certain sounds such as /s/ and /m/ are easier than very brief sounds such as /t/. Rhyming and initial phoneme identification are easier than blending and segmenting sounds. (Kameenui, 1995)

A S.P.I.R.E. lesson also includes phonics training. Phonics is the skill of connecting sounds with letters or groups of letters. Phonics skills include decoding and encoding. A S.P.I.R.E. lesson includes phonogram card drills for sound/syllable relationships and word building.

Fluency is the smoothness or flow in which sounds, syllables, words and phrases are joined together when reading. Fluency training drills include decodable connected text; daily oral reading; and phrasing, pausing, and inflection practice. The S.P.I.R.E. curriculum provides daily reading practice in order to achieve fluency.

Reading comprehension is the ability to follow and understand a passage or text. Comprehension practice could include literal and inferential thinking; and visualization strategies. During the connected reading portion of a S.P.I.R.E. lesson, the student will predict, identify cause and effect, compare and contrast; and draw conclusions in order to achieve comprehension.

Vocabulary is a word or set of words known to a person. Vocabulary can be taught through decodable words during every lesson. S.P.I.R.E. teaches vocabulary through reading connected passages and defining unfamiliar words.

Spelling is the writing of a word or words with all necessary letters in the correct order. Spelling and handwriting are taught in S.P.I.R.E. through dictating sounds, words and sentences.

How should a S.P.I.R.E. lesson be paced?

S.P.I.R.E. is most effective when taught for 60 minutes daily. The average progress of a student using the S.P.I.R.E. program is to achieve two to three levels each year. Many students may move through quickly and some may take a longer time to master each sound. It is important for teachers to remember that each student is unique and individual pacing will vary according to a student's needs. Until the previous skill is mastered, a new skill or sound should not be taught. Each lesson incorporates multi-sensory skills in the development of skills needed to be a proficient reader.

Conclusion

Reading can be difficult for deaf or hearing impaired children for many different reasons. S.P.I.R.E. is a comprehensive, multi-sensory systematic reading and language arts program that targets at risk and struggling students. Since many students who are deaf or hearing impaired have difficulty reading, S.P.I.R.E. can be a very effective reading program and has been used at Central Institute for the Deaf with a great deal of success.

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APPENDIX A

Reader 1 Block 1

Student should have mastered the following concepts before beginning this block:

- All single consonant sounds

NEW CONCEPTS

- Consonant Vowel Consonant
- Short Vowels

A I O U E

SIGHT WORDS

the, has, his, is

Short a Word list

man
ran
cat
fan
bag
dad
can
van
fat
gas
mad
sad
hat
bad
pan
sat
tag
ant

rat
nap
and
an

“Cat Nap”

The cat naps.
The cat is at Sam’s lap.
Sam can tap
Sam can rap.
The fat cat is mad.
Sam ran!

“Cat”

Cat can tap Rat.
Cat ran.
Rat ran.
Wap!
Rat sat.

Short i Word List

sit
hit
pit
rib
dip
fix
tin
lid
win
mix
wig
hip
fin
lip
pin
dig
six
bib
big
rip
in

“The Big Hit”

The pig had a bat.
Did the pig sit?
The pig had a big hit.
The pig ran.
The fan is glad.

Short o Word list

lot
not
pot
top
nod
mop
hop
top
fox
box
mom
sob
job
dot
jog
hot
dog
hog

Can it Fit?

Can the fox fit in the box?

Fox can fit.

Can the mop fit in the box?

The mop and Fox can fit.

Can the fat dog fit in the box?

The fat dog can not fit in the box!

Short u Word list

gum
mud
hut
hug
nut
cut
bug
bun
run
but
sun
cup
pup
up
rub
fun

“The Bug Can”

Can the bug run?
The bug can run in the mud.
Can the bug run?
The bug can run in the bun.
Can the bug run?
The bug can run in the sun.
The bug can run up, up, up in the nut.

“Pups”

Pup can run.
Pup can jump.
Ben hugs the pup.

Short e Word List

pet
ben
red
hen
net
vet
bed
Ed
fed
set
leg
beg
hem
wet
nest
best
bet
get
let

“The Red Hen”

Ed fed the red hen.
The red hen sat in a nest.
The red hen fed.
Ed is glad.
Ed had the best pet.

Short a, i, o, u, e review

“The Pals”

The dog is a pal.

The cat is a pal.

The dog and cat plan a big trip.

The dog and the cat ran fast.

The big dog is hot.

The cat is hot.

The cat and dog get a bed.

The pals get a nap.

APPENDIX B

Reader 1 Block 2

Student should have mastered the following concepts before beginning this block:

- All single consonant sounds
- Short vowels A I O U E

NEW CONCEPTS

- Consonant Diagraphs
sh ch th wh
- ang ing ong ung
- ank ink onk unk

•

REVIEW SIGHT WORDS

the, has, his, is

NEW SIGHT WORDS

I, was

sh Word List

shin
ship
shot
shop
shed
shut
dish
ash
cash
dash
fish
wish

mash
lash
rush
hush
rash
gash

“The Shed”

The man shut the shed.
The dog is in the shed.
The dog is shut in the shed.
The dog is mad at the man.

REVIEW SIGHT WORDS

the, has, his, is, I, was

ch Word List

chat
chip
chin
much
chop
lunch
punch
rich

Chip had a big lunch

The rich man can chat.

Ben had punch and chops.

The punch was red.

The lunch was much.

REVIEW SIGHT WORDS

the, has, his, is, I, was

NEW SIGHT WORD

said

th Word List

this
that
them
then
thin
math
bath
path
than
with
thud
thug

The bath was hot.

The man said this and that.

The path was thin and had mud.

The thug hit the car with a thud.

REVIEW SIGHT WORDS

the, has, his, is, I, was, said

NEW SIGHT WORD

what

wh Word List

when
whip
whiz
which

Which ship was big?

When can you punch them?

Ed said, “whip and whiz” then ran.

When can I whip the bag?

REVIEW SIGHT WORDS

the, has, his, is, I, was, said, what

NEW SIGHT WORDS

to, do, into, who, you

ang, ing, ong, ung all introduced at once

ang Word list

gang

bang

hang

rang

sang

fang

clang

slang

sprang

Dad sang a fun song.

The cat has a big fang.

Who said, “bang, bang?”

Jim sprang in the bed.

ing Word List

sing

ring

thing

king

wing

bring
swing
sting
spring

Bring his big ring to the king.

The sun can sting his chin.

Can you swing the fish in the pan?

ong Word List

long
dong
song
gong
pong
tongs
along
wrong

Sam sang the wrong song.

It was a long song.

Sam hit the gong.

ung Word List

sung
lung
rung
hung
stung
flung

“The Bee Sting”

The bug stung Ben’s hand.

Ben flung his hand.
Ben ran to Dad and was sad.
Dad said, "A bug sting is not fun."
Ben and dad dip his hand in the bath.

REVIEW SIGHT WORDS

the, has, his, is, I, was, said, what, to,
do, into, who, you

NEW SIGHT WORDS

of

ank, ink, onk, unk all introduced at once

ank Word List

bank
sank
tank
yank
hank
blank
drank
thank

The big tank sank.

I drank the red punch.

Jim went to the bank.

ink Word List

ink
link
mink
pink
rink
sink
wink
think

shrink
drink
stink

You can drink the pink punch.

That is a stink!

The rink was not hot.

onk Word List

bonk
zonk
honk

The car said honk, honk.

The cat went bonk.

unk Word List

bunk
dunk
funk
hunk
junk
punk
sunk
chunk
shrunken
trunk
stunk

That junk stunk.

Bob has shrunken.

I want bunk beds.

APPENDIX C

Reader 2 Block 3

Student should have mastered the following concepts before beginning this block:

- All single consonant sounds
- Short vowels A I O U E
- sh ch th wh
- ang ing ong ung
- ank ink onk unk

NEW CONCEPTS

- ff ll ss
- al wa qu ck tch

REVIEW SIGHT WORDS

the, has, his, is, I, was, said, to, do,
into, who, what, you, through, your, of

NEW SIGHT WORDS

full, pull, bull, push, bush, put

ff, ll, ss all taught together

ff Word List

buff
cuff
duff
huff
puff
cliff
off
sniff

I can sniff the dog.

The bull did huff and puff.

Do not fall off the cliff.

Chad went up on the cliff.

ll Word List

will

doll

well

tell

bell

fell

hill

fill

pill

shell

chill

smell

drill

yell

sell

skill

spill

skull

spell

The pants will shrink.

Do not spill at lunch.

Sam did yell. Who did his yell send chills to? Not I on the hill.

Can you smell lunch?

ss Word List

bass
boss
buss
fuss
mess
miss
toss
moss
less
glass
dress
cross
mass
hiss
chess
pass
grass

That glass has less.

I can push through the grass.

Do not fuss.

Pass the bass in the glass.

REVIEW SIGHT WORDS

the, has, his, is, I, was, said, to, do,
into, who, what, you, through, your, of,
full, pull, bull, push, bush, put

NEW SIGHT WORDS

walk, talk, chalk, balk

al Word List

ball
call
tall
bald
fall
hall
mall
wall
small
wallet
walrus
balm
salt

Do not fall on the wall.

I will get the ball.

That is a walrus.

Pass the small salt.

REVIEW SIGHT WORDS

the, has, his, is, I, was, said, to, do,
into, who, what, you, through, your, of,
full, pull, bull, push, bush, put,
walk, talk, chalk, balk

NEW SIGHT WORD

want

wa Word List

wasp
wand
water
wash

Wash your hand with water.

The wand fell at the mall.

The water is hot!

qu Word List

quit
quilt
quiz
quick

The quiz was quick.

I quit the quilt.

The quilt was red and small.

ck Word List

sick
lick
pick
pack
crack
smack
neck
deck
luck
sock
rock
lock
puck
duck
truck
chick

The dog was sick of wasps.

Smack! The truck hit the rock.

Do not lick the sock. You will get sick.

The duck is sick.

tch Word List

watch

catch

itch

hitch

hatch

match

pitch

latch

witch

patch

ditch

The witch can patch the wand.

Mom will latch the shed.

Get a match.

Do not fall into the ditch.

Watch! That is a wasp!