

Using Book Reading to Support Language
Christina Yeager, M.A., CCC-SLP
Jo-Anne Prendeville, Ed.D., CCC-SLP
Topics: What does the research say?

- Dialogic Book Reading
- Vocabulary
- Print Awareness
- Phonological Awareness
- Levels of Abstraction
- Inferencing
- Story Grammar
- Syntax: Syntax Stories and Language Techniques
- Informational Text

Dialogic Book Reading

- Interactive style of adult-child shared picture book reading (Whitehurst, Epstein, Angell, Payne, Crone & Fischel, 1994)
- Systematic approach
- Child is the teller of the story; adult is the audience, listener, and questioner for the child
- Adult prompts the child by asking questions, providing expansions, praising the child's efforts, and being sensitive to child's capabilities and interests (Whitehurst, Epstein, Angell, Payne, Crone & Fischel, 1994)

DBR for 2 and 3 year olds

First Assignment:

- Ask "what" questions
- Follow answers with questions
- Repeat what the child says
- Help the child as needed
- Praise and encourage
- Follow the child's interests
- Have fun

DBR for 2 and 3 year olds

Second Assignment:

- Ask open-ended questions
- Expand what the child says
- Have fun!

DBR for 4 and 5 year olds

Types of Prompts: CROWD

- Completion—fill-in-the-blank questions
- Recall—require the child to remember aspects of the book
- Open-ended—encourage the child to respond in his or her own words
- Wh-prompts—what, where, and why questions
- Distancing prompts—require the child to relate book content to aspects of life outside of the book

Process using the PEER Sequence

- Prompt the child to label objects in the book and talk about the story
- Evaluate the child's response
- Expand the child's verbalizations by repeating what the child said & adding information to it
- Repeat the expanded utterances to ensure the child has learned

Vocabulary

- Words that we use to communicate
- Gained from experience and conversation
- Organized into schemas
- Plays an important role in literacy (1 of the 5 building blocks for reading)
- Allows students to compare what they see with words that they hear

Important Facts about Vocabulary

- English has 450,000 words, making it the largest vocabulary of used languages
- Students must learn 3,000 words per year by 3rd grade
- Only 400 words per year are directly taught
- Children begin 1st grade with a 6,000 word vocabulary

Vocabulary Acquisition

- Students first learn vocabulary indirectly; and then directly
- Some students may have difficulty because of:
 - Poor memory
 - Less instruction
 - Difficulty utilizing learning strategies
 - Language/learning disabilities?

Application to SLPs

- Embed vocabulary interventions while reading books
- Some students may need to be directly taught vocabulary

Research

- 2 year olds from upper- and middle-SES families (Whitehurst et al., 1988)
- 2 year olds from low-income families attending daycare in Mexico (Valdez-Menchaca & Whitehurst, 1992)
- 3 year olds raised in low-income families enrolled in daycare (Whitehurst, Arnold, et al., 1994)
- 4 year olds enrolled in Head Start (Whitehurst, Epstein, et al., 1994; Whitehurst et al., 1999)
- Home-only versus school-only (Lonigan & Whitehurst, 1998)

Print Awareness

- Print Concepts: print forms, print conventions, and book conventions
- Explicit print referencing

- Verbal references (comments, questions, and requests about print) (evocative)
- Nonverbal reference (pointing to print and tracking print) (non-evocative)

Phonological Awareness

- Phonological awareness is the conscious attention to the sound structure of language
- It is a broad skill that includes:
 - Ability to detect and produce rhyme
 - Ability to segment speech into words, syllables, and phoneme
 - Ability to detect and manipulate phonemes (Gillon, 2004)

Levels of Phonological Awareness (Adams, 1990)

- Detection of rhyme and alliteration—most primitive level.
- Oddity tasks—require a child to determine which word has a different sound (initial, middle, or final) than the others in a group of words usually develop next.
- Third, splitting syllables and blending words orally develop.
- Fourth, ability to perform phonemic segmentation (tapping the phonemes in words).
- Finally, the ability to carry out phonemic manipulation tasks develops.
- Adams argues that the first four skills usually appear before a child starts kindergarten, while the last skill usually does not emerge until first grade.

Application to SLPs

- Use of explicit print referencing with children with language impairment while reading books
- Target phonological awareness in contextualized environment while reading books

Research

- Improvements found in child's knowledge of print concepts with explicit print referencing (Ezell & Justice, 2000; Lovelace & Stewart, 2007)
- Contextualized instruction led to gains in phonological awareness compared to a non-treatment control group (Ukrainetz et al., 2000)
- Contextualized phonological awareness intervention led to significant gains in phonological awareness skills of children with language learning problems (Raisor, 2002, 2006)

Levels of Abstraction Process

Prendeville & Smith; van Kleeck

- Select book based on story grammar
- Analyze the book for story grammar components
- Develop a set of questions using levels of abstraction
 - 70% of questions at levels I and II
 - 30 % of questions at levels III and IV
- Prompts

Inferencing and Book Reading

van Kleeck, Vander Woude, & Hammett, 2006

- Literal:
 - Focus is on specific information that is in the text or in the pictures.

- Children are asked to identify or recall what has been read or seen in the pictures.
- Inferential
 - Focus is on concepts that go beyond what is specifically stated in the text
 - Children need to make connections between text and life or between different pieces of the text

Areas of Inference

van Kleeck, Vander Woude, & Hammett, 2006; van Kleeck 2006

- Attitudes, points of view, feelings, mental states, motives of characters
 - These are things that cannot be directly seen or described in the text
- Similarities and differences (compare and contrast) between people, objects or events
- Causes of events that have occurred or outcomes of events that might occur
 - Predictions, explanations
- Meanings of words
 - Providing definitions
- Connections within and across text; relationship between text and experience or world knowledge.

Story Grammar Strategies

Prendeville, Smith, & van Kleeck

- Select a book based on story grammar
- Analyze the book for story grammar
- Attend to story grammar during book reading
 - Pictures, Text, Experience, Beyond the Page
- Strategies
 - Comments, Open ended questions, Wh-questions, Attention, Paraphrase, Explanations, Reasons

Print Referencing

McGinty, Sofka, Sutton, & Justice, 2006

- Print Functions
 - Print Function: Meaning related aspects of Print
 - Environmental Print: Print embedded in everyday environments
 - Process of Reading: Reading as a communicative process between the reader and the print

Print Referencing

McGinty, Sofka, Sutton, & Justice, 2006

- Print Conventions
 - Page order
 - Title and author
 - Top and bottom of page
 - Print direction

Print Referencing

McGinty, Sofka, Sutton, & Justice, 2006

- Print Forms:

- Upper and lower case letters
- Names of letters
- Concept of letter
- Concept of word
- Letters vs. words

Print Referencing Cues

Justice & Ezell, 2004; Stewart & Lovelace, 2006

- Verbal Cues:
 - Comments:
 - Explanations, remarks, & observations to recruit attention to print concepts (This is an A.; This says get out)
 - Questions about print:
 - Recruits attention; requires children to interact with reader and print; requires a response. (Do you know this letter?; Who is the author?)
 - Requests: Asking children to do something related to print; requires that the child takes a turn. (Show me where the O is.; Help me read these words; Show me where I begin reading.)

Print Referencing Cues

Justice & Ezell, 2004; Stewart & Lovelace, 2006

- Nonverbal Cues
 - Pointing to print:
 - Pointing to aspects of print during shared book reading (Pointing to individual words; Pointing to individual letters)
 - Pointing can be combined with verbal cues
 - Tracking Print:
 - Moving finger beneath letters or words when reading. (Move from left to right; move from bottom of page to top of next page, etc.)

Syntax Stories

Cleave & Fey, (1997); Swanson, Fey, Mills, & Hood, 2005

- Stories written with specific syntactic goals in mind.
- Use focused stimulation techniques when sharing stories.
- Save stories and modify based on individual children's needs.
- Share with families to read at home.

- Children in the studies from 6;11 to 8;9

Goals of Syntax Stories

- Increase frequency of complex grammatical forms
- Increase use of story grammar components

Format of Syntax Stories

- Stories created that include subordinating conjunctions, coordinating conjunctions, complex verbs, and postmodification of nouns

- Stories had a at least 10 examples of the targeted forms
- All stories included the following story grammar components: setting, characters, problem, resolution, complication, and ending.
- Stories were based in real life (90%) and fantasy (10%)

Sequence of Syntax Story Sessions

Cleave & Fey, (1997); Swanson, Fey, Mills, & Hood, 2005

- Warm up activity
 - The story from the previous session is retold by the student using pictures from previous session
- Story Retell
 - A new story is presented
 - Discussion of the theme of the story occurs first
 - The story is read to the student using associated pictures
 - Retell for syntax
 - Retell for story grammar

Sequence of Syntax Story Sessions

Cleave & Fey, (1997); Fey, Long, & Finestack, 2003; Swanson, Fey, Mills, & Hood, 2005

- Story retell for syntax
 - Syntactic Goals: Noun postmodification(relative clauses and appositives); clausal subordination; clausal coordination; and verb phrase elaboration (later developing aux forms)
 - Use of recasts to support syntactic goals
 - Recasts: Clinician responses that maintain the meaning of the student's utterances but revise the grammatical structure
 - Type 1 Recast: Add or revise the structure of a single clause
 - Type 2 Recast: Complex sentence recast that can revise the clausal structure or embed new clauses in the student's utterance

Sequence of Syntax Story Sessions

Cleave & Fey, (1997); Swanson, Fey, Mills, & Hood, 2005

- Story retell for story grammar
 - Clinician rereads the story component by component
 - The student retells each component as the clinicians rereads (characters, physical setting, plot development, problem-solution sequences, ending)
 - Retell does not have to verbatim
 - Prompts used if components are omitted: open-ended questions, cloze procedures, choice questions

**My suggestion: Make there be some real reason to retell: Tape story, retell for someone else, etc.

Sequence of Syntax Story Sessions

Cleave & Fey, (1997); Swanson, Fey, Mills, & Hood, 2005

- Sentence Imitation Task for Use of Grammatical Forms
 - Use sentences from the story, as appropriate

- Sentence combining and expanding (The girl ate the apple. The girl was hungry. The girl ate the apple because she was hungry.
- My suggestion: Be sure that there is a reason to repeat the sentences. Perhaps the student can use them to summarize the story
- Story Generation Task from a Picture Prompt
 - Identify characters, setting, problem/goal (use prompts, cloze, open-ended questions, choice questions.
 - Complete the rest of the story
 - Draw pictures that represent the story
 - Focus on story structure and grammatical forms

Sequence of Syntax Story Sessions

Cleave & Fey, (1997); Swanson, Fey, Mills, & Hood, 2005

- Novel Story Retell
 - Retell the new story from pictures
 - Recast utterances to target syntactic targets

Using Language Stimulation Techniques with Book Reading

- Determine the language goal for the child
- Select a book that provides multiple opportunities to use the language form
- Review the book and identify the opportunities
- Engage the child in book reading interactions
 - Read the book several times with the child across different sessions
 - Use open-ended questions, comments, cloze procedures, requests to retell (“read the story”
- Use the following language stimulation techniques as you interact with the child during book reading.

LANGUAGE STIMULATION TECHNIQUE

Duchan, 1995; Bunce & Watkins, 1995

- Expansion: The adult recasts the child's utterance into adult syntactic form, filling in the missing features.
- Expansion plus: Information is added to the child's comment (called expatiation by Cazden in Cazden)
- Verbal scaffolding or Modeling: The adult provides a model of what to say before the child has said it. (Kirchner, 1991):
- Open-ended Questions: Questions that have a variety of different answers
 - What do you think will happen?
 - What should we do next?
 - Tell me about this
 - What's happening?

Avoid test questions: What color is this? What is this? How many do you have? What's this called?
- Recast: A conversational adjustment through which basic semantic information is retained while the syntactic structure is altered:
 - He walks home now.
 - (Recast) You're right. He is walking home now. Or Is he walking home now?

TEXT STRUCTURE

CLASSROOM PERFORMANCE ASSESSMENT

Secord, Wiig, Glaser, Prendeville, & Sotto

- Text structures represent the array of potential types and purposes for writing. These can include such structures as: narrative text, expository text, journals, notes, poetry, letters, etc.
- Each structure brings with it a specific organizational structure, vocabulary, and syntactic structure.
- The reasons for conveying information in text determine the selection of a structure.
- Thus, students must consider the purpose, audience, and context to write effectively.

TEXT STRUCTURES

Kletzien & Dreher (2004)

- Recounts
- Reports
- Procedural Text
- Explanatory Text
- Persuasive Text

RECOUNTS

Kletzien & Dreher (2004)

- A retelling of an event or an experience
- Recounts: memoirs, biographies, autobiographies
- Characteristics:
 - Starts with a beginning sentence saying what the recount is all about
 - Is written in the past tense
 - Includes words such as then and next
 - Tells about an experience
 - Is written in order
 - Has an ending sentence.

REPORTS

Kletzien & Dreher (2004)

- Writing associated with informational text
- Purpose to tell about something
- Features factual information
- May include pictures with captions or labels and diagrams
- May: describe, use cause/effect or compare/contrast
- Research needed to write reports
- Characteristics:
 - Has a beginning sentence that draws reader's interest
 - Is written using present-tense verbs, indicating the timelessness of the information
 - Includes general statements about the topic, rather than specific individuals
 - Uses factual information
 - Presents diagrams or pictures with labels and captions
 - Has an ending sentence

PROCEDURAL TEXT

Kletzien & Dreher (2004)

- Explanatory and follow a sequence (i.e. directions for making something)
- Characteristics:
 - Uses directive, imperative language
 - Lists components needed
 - Offers step-by-step directions
 - Includes diagrams or pictures of created or end product

EXPLANATORY TEXT

Kletzien & Dreher (2004)

- Used to explain processes and reasons that things happen
- Usually written in sequence
- Often uses cause-effect
- Can be a combination of recounts and procedures
- Characteristics:
 - Has a beginning sentence to tell what is being explained
 - Is written using present tense verbs, indicating the timelessness of the information
 - Includes the sequence of a process or explanation of characteristics
 - Offers diagrams or pictures
 - Has an ending

PERSUASIVE TEXT

Kletzien & Dreher (2004)

- Written to persuade or convince someone about a particular point of view
- Makes a statement about what the writer wants the reader to believe.
- Provides reasons or statements to support point of view.
- Characteristics
 - Has an opening sentence with an opinion about something
 - Supports that opinion with reasons
 - Usually written in present tense (though past tense is not uncommon)
 - Has an ending sentence restating the opinion