



Language and literacy program Fall 2016

SLP GRADUATE CLINICIANS AND CLINICAL SUPERVISOR

UPCOMING DATES

What is Literacy?

By Joy L. Kennedy, Ph.D.

The American Speech-Language-Hearing Association (ASHA) is the national credentialing organization for speech-language pathologists worldwide. According to ASHA, speech-language pathologists have a significant role in the development of literacy skills with preschoolers and school-age students. The following definition of literacy is provided by ASHA:

“Literacy, as defined in the National Literacy Act of 1991 (Public Law 102-73), for speakers of English is ‘an individual’s ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one’s goals, and to develop one’s knowledge and potential.’ Without reference to English, the same definition applies equally to speakers of other languages. This broad definition is consistent with school curricula and national and state standards. Significantly, it is inclusive of listening and speaking, as well as reading and writing” (<http://www.asha.org/policy/TR2001-00148/>).

Therefore, the Language and Literacy Program functions within the principles of ASHA’s definition of literacy that incorporates the reciprocal integration of language and literacy skills in the areas of listening, speaking, reading, and writing. To this end, in this newsletter, the graduate clinicians have provided an explanation of program activities using the book, “The Nightmare before Christmas,” with an inclusion of activities for implementation at home during the break. The homework activities are interactive, because we want the participants to be fully engaged in their generalization of learned skills at home.

Also, this is the final Language and Literacy Program newsletter edition for the 2016 Fall Semester. The scheduled start date and time for the 2017 Spring Semester is Thursday, January 26, at 10:00 am. A more detailed calendar of events will be outlined next semester, but the anticipated length of the program will be 12-weeks. If you are not planning to participate with the program next semester, please notify me as soon as possible via telephone (252-744-6146) or email (kennedyjo15@ecu.edu).

Happy Holidays!



The Scottish Rite Masonic Foundation is recognized nationally for its efforts to find and support language learning disabilities and dyslexia programs. It is through the generous support of their members that children can seek help to over-come their language-learning disability or dyslexia.

The North Carolina Scottish Rite Masonic Foundation has supported Rite Care programs in Greenville and Boone since 1972. Support from the Foundation has provided professional help for thousands of North Carolina Children. More specifically, The Language and Literacy Program in the East Carolina University Speech-Language Hearing Clinic is being funded by the Winston-Salem Valley of Scottish Rite.

Spring 2017

Language and Literacy Program

begins January 26, 2017.

Reading Station

By Haleigh Meffert



Main Ideas:

1. Students take turns in choral, guided, and independent reading activities to encourage:
 - a. Learning from the clinician's model
 - b. Consistent and fluent oral reading
 - c. Comprehension from reading aloud
2. Vocabulary Expansion:
 - a. Students learn new, and review familiar vocabulary words in the reading passage prior to reading the text.
 - b. Once the text is read, the students demonstrate their reading comprehension and vocabulary knowledge through fill-in-the-blank and sentence composition activities.
3. To further establish reading comprehension, the students answer "predictive" questions throughout the reading activity. They make inferences about characters and events that might happen next.

Holiday FUN Activities

1. When cooking for the holidays, have your child read the recipe and directions aloud to increase oral reading fluency skills.
2. Holiday Sight Word BINGO (attached)
 - a. Can use holiday candy as the "tokens" to cover up the words and whoever wins gets to eat their candy, or child can make their own "tokens" with construction paper.

Listening Station

By Katherine Guffey

Main Ideas:

1. After having a story read to them, each individual is asked to answer comprehension questions by recalling and identifying components such as the main characters, the setting, any problems the characters were dealing with, and how those problems were solved
2. After hearing a word with an added suffix (i.e. "raisess"), each individual is asked to identify what sound makes up the ending (in this case, /ez/). This activity raises awareness of derivational and inflectional morphemes which change meanings of words.
 - a. For example, words ending with plural "-s" can sound like /s/, /z/, and /ez/ (for example, "-s" in "plants" sounds like an /s/; "-s" in "frogs" sounds like /z/; and "-s" in "bases" sounds like /ez/).

Holiday FUN Activities

1. Read a recipe to them (i.e. a recipe for sugar cookies) and have them make the recipe only from what you tell them. Ask them questions about the recipe – "What ingredient do we put in next?" "What temperature does the oven need to be on?" etc.
2. In any reading or speaking activity (i.e. in the car on the way to a family holiday event), focus on and discuss word endings ("-ing," "-ed," "-s") and talk about the different sounds those endings make.



Speaking Station

By Tara Reaves



Main Ideas:

1. At the speaking station, each individual practices sequencing picture cards to tell a story. Twelve to fifteen pictures from *The Nightmare Before Christmas* are set on the table in a random order. The groups work together to put these in order of the story. Each individual then takes a turn at retelling the story with descriptive details.
2. The second part of this station involves practicing creating word endings to fit word classifications (nouns, verbs, adjectives). A list of multimorphemic words is presented, and the group decides together which words they want to use. We then define these words and place them under their word category. We go through each category and see if we can change the endings to the root words to change the word into a noun, verb, or adjective. Finally, individuals take turns creating sentences with the new multimorphemic words.

Holiday FUN Activities

1. Pick out a fun holiday book or movie that your child is familiar with. Have your child retell the story. Work together to remember specific details that go along with the story.
2. Pick out a few Christmas-related words and practice changing the endings to these words to make them nouns, verbs or adjectives.

Example Root Word:
Sparkle

- Noun: sparkle, sparkler
- Verb: sparkle, sparkling, sparkled
- Adjective: sparkly

Writing Station

By Kathleen Slay



Main Ideas:

1. Review and define word classifications.
 - a. Noun: person, place, thing, or idea
 - b. Adjective: describes a noun
 - c. Verb: action or links things together
2. Classify selected words from *The Nightmare Before Christmas* as nouns, verbs or adjectives.
 - a. Strategies if we're not sure:
 - i. Think about the definition of the word. (i.e. "Is this a place or an action?")
 - ii. Think about the definition of the word classifications.
 - iii. Use the word in a sentence and think about how it was used.
3. Complete the Word-Building Activity to practice using prefixes and suffixes to modify the meaning of root words.

Holiday FUN Activities:

1. As you're making a holiday recipe, talk about word classifications and have your child practice writing those words using the recipe instructions as their spelling model.
 - a. Verbs: stirring, pouring, melt, stir
 - b. Nouns: butter, eggs, flour, spatula, oven
 - c. Adjectives: tasty, bite-sized, large, fluffy
2. Complete the activity listed above using your child's favorite holiday book.
3. Complete the Holiday Word-Building Activity (see attached)