



# Effective Reading Instruction & Deafness

## Basic Units of Language

See, identify, and manipulate signs and non-manual behaviors for concepts.

### Parameters of Sign

Gestures, Classifiers, & Fingerspelling

Recognizes individual letters in words

### Non-Manual Behaviors

Recognizes non-manual behaviors in different words

### Categorization

Recognizes word with odd parameter in a set of words

### Blending - Loan Signs

Combines sequence of letters into a single word

### Segmentation

Breaks a word into separate parameters

### Activities

## Morphemes

Know relationship between letters of written language and movements and non-manual makers of signed language

### EXPLICIT and SYSTEMATIC INSTRUCTION

Identify useful series of signs.

Free vs. Bound Morphemes

Verb Modulation, Pluralization, Grammar

Apply signs and non-manual behaviors to reading and writing.

Recognize difference in ASL and English

## Fluency

Read text accurately and quickly

### BRIDGE BETWEEN WORD RECOGNITION AND COMPREHENSION

Provide models of fluent reading.

Provide repeated and monitored signed reading.

Increase practice through videotapes, peer guidance, tutors, \*use of technology

Provide a variety of short text passages at student's independent reading level.

## Vocabulary

Words used to communicate effectively or use/recognize in print

### INDIRECT INSTRUCTION

Students engage in "through the air" language, listen & watch to adults read to them, and read extensively on their own.

### DIRECT INSTRUCTION

Teach individual words and word learning strategies.

Teach use of dictionaries, glossaries, thesauruses, how to use word parts, and context clues.

## Comprehension

Understand what is read

### COMPREHENSION STRATEGIES

Teach students to be aware of what they do and do not understand, & the fix-up strategies.

Use graphic and semantic organizers.

Use text explicit/implicit and scriptal questions.

Teach students to ask their own questions.

Teach story structure.

Use summarizing.

## Writing

Capture thoughts in print.

### WRITING STRATEGIES

Word Walls

Graphic Organizers

Multi-phasic Reading Strategy

Caption Digital Images

Teach the difference between what is said and/or signed and what is written. English grammar and ASL grammar are different. Teach using the writing process complete with publishing projects.

Summarized from the National Institute for Literacy Publication, "Put Reading First: The Research Building Blocks for Teaching Children to Read" <http://www.nifl.gov> Version with Auditory Focus by Eileen Pracek, FDLRS/TECH, 6/02 Version with Deafness Focus by Shelley Popson, FDLRS/RMTC: D/HH 10/02

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In development, Key, References, Strategies and Materials