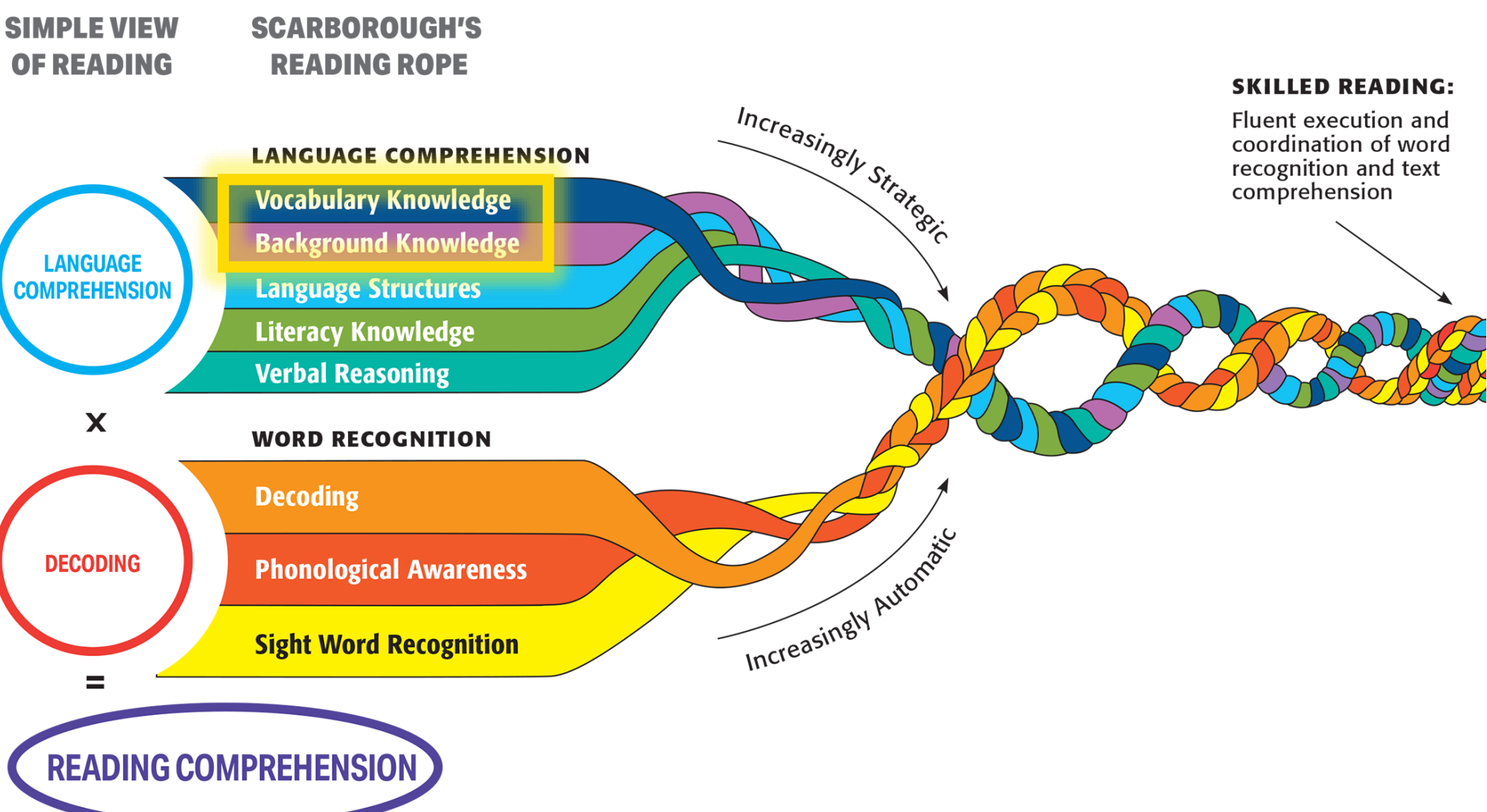


Building Blocks of Literacy Comprehension: A Home-Based Approach

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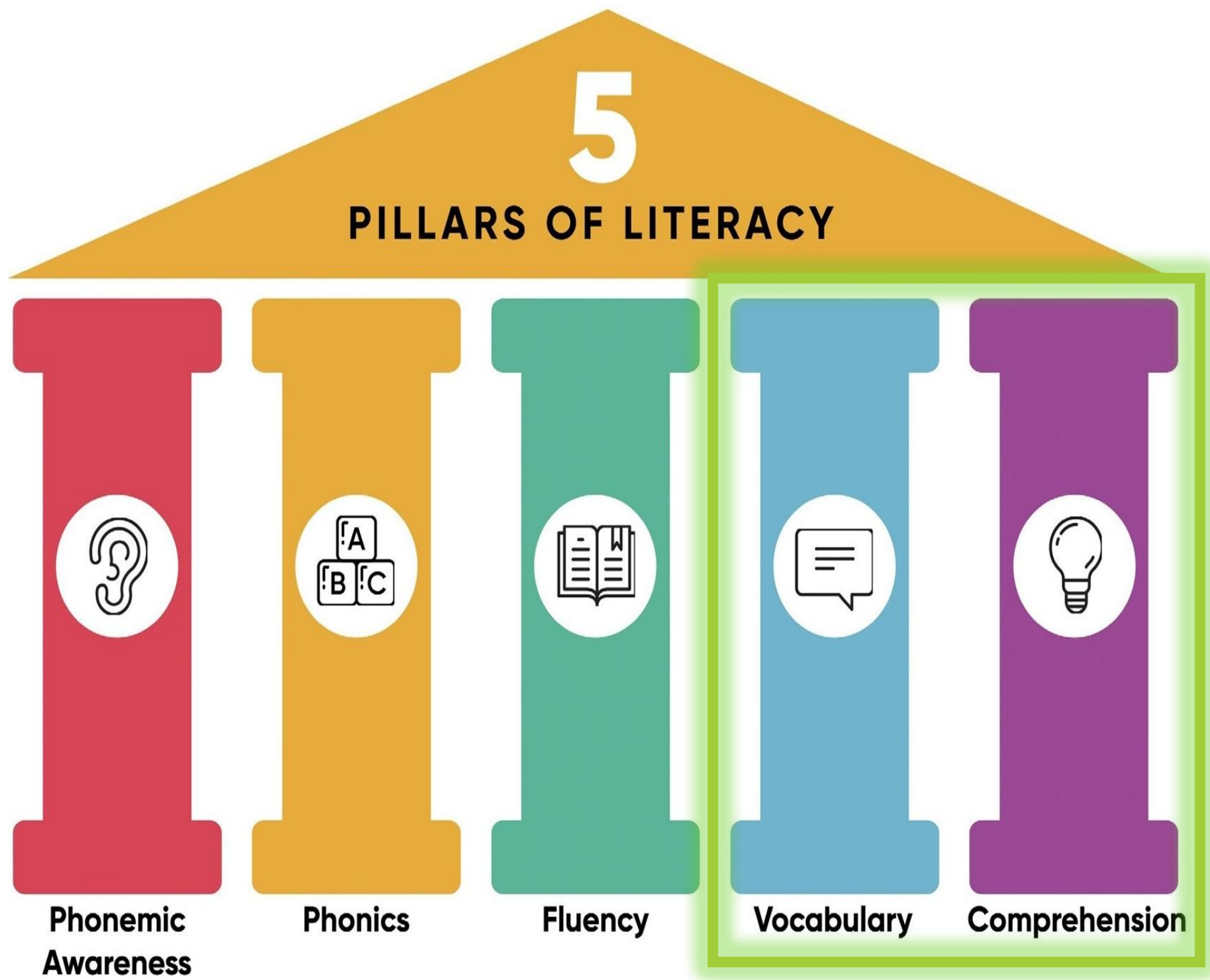
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Strong listening skills are tied to strong reading comprehension skills. Listening comprehension draws on the same language processes used to comprehend language. “Children with poor comprehension scores in 5th grade showed weaknesses in language skills as early as 15 months of age (3). “Children who had reading comprehension difficulties at age 8 displayed listening comprehension difficulties at age five” (8). Children with hearing loss are at risk of not developing sufficient listening skills. “No amount of word recognition skill will compensate for the limitations a child’s listening comprehension puts on reading comprehension” (1). By focusing on listening skills and reading comprehension skills at birth, children with hearing loss will have the advantage they need to enter kindergarten ready for successful reading.

“Even before kids can decode, we need to be building their language comprehension. This isn’t work that comes after decoding; it is work that starts in infancy and keeps deepening throughout our lives” (1). Building reading comprehension starts in the home at birth.



VOCABULARY

We build 80% of our vocabulary through overhearing (7). For a typical child to understand a word, they need to hear it 15-16 times. A child with hearing loss needs to hear it 3-4 times more (9). Children who enter school with a larger vocabulary learn new vocabulary words quicker (2).

MILESTONES:

- ❑ Babbles (3-6m)
- ❑ Looks at what adult is pointing to on page (9-12m)
- ❑ Understands 50 words (15-18m)
- ❑ Uses 150-300 words (21-24m)
- ❑ Express intentions (21-24m)
- ❑ Understands 250-500 words (21-24m)
- ❑ Answers some “wh” questions (24-36m)

ACTIVITIES & LSL STRATEGIES:

- ❑ Use words over and over in meaningful contexts, highlight words you want children to pay attention to (auditory bombardment and acoustic highlighting) (6).
- ❑ Sandwich a new word in between a word that is already familiar.
- ❑ Wear Hearing Technology all waking hours of the day, consider the use of an FM system.



BACKGROUND KNOWLEDGE

Young children are not yet reading and are still developing background knowledge that can facilitate reading skills later (5). Background knowledge is developed in natural and relevant ways, including first-hand experience or observation, books and television, and from others’ narratives.

MILESTONES:

- ❑ Experiments with cause and effect (3-6m)
- ❑ Starts to understand object permanence (9-12m)
- ❑ Associates familiar phrases with familiar stories (12-24m)
- ❑ Relates books to the real world (12-24m)
- ❑ Make associations across books (24-36m)
- ❑ Role plays with peers (30-36m)

ACTIVITIES & LSL STRATEGIES:

- ❑ Interact with your child. Talk and sing with them.
- ❑ Build a tower and knock it down.
- ❑ Hide toys and familiar objects under blanket. Find them together.
- ❑ Make connections to books and real-world experiences (6).(e.g., Look there's a horse. We saw a horse yesterday.)
- ❑ Read a variety of books.



LISTENING SKILLS

Listening comprehension is the ability to understand auditory information, whether that is being told at the dinner table or text read aloud. While listening and reading comprehension are different operations, the processes for both are decidedly related. Similar, complex cognitive processes are used for each (4).

MILESTONES:

- ❑ Searches for sound (3-6m)
- ❑ Responds to name (9-12m)
- ❑ Follows 1-step (12-15m) and 2-step (21-24m) directions
- ❑ Discriminates nursery rhymes or songs (12-24m)
- ❑ Recognizes when adult shortens or changes familiar story or song (24-36m)
- ❑ Follows directions with 2 critical elements (30-36m)

ACTIVITIES & LSL STRATEGIES:

- ❑ Help your child recognize sound. Give it a name.
- ❑ Sing songs and play games using your child's name.
- ❑ Give directions throughout the day during different routines. (e.g., Go get your shoes and put them on. Put your pants and your socks in the hamper.)
- ❑ Sing songs and nursery rhymes. Change the endings. Use auditory closure with familiar songs.



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