

**HOW TO TARGET SPEECH, LANGUAGE
AND LITERACY GOALS WITH**



LITTLE STORIES^{Pro}
for speech, language & literacy



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**LITTLE BEE SPEECH APPS /
MOMMY SPEECH THERAPY**

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How to Target **LANGUAGE GOALS** with Little Stories Pro

*“Words are one of the best ways
to help people understand what
you are all about.”*

-Lenny the Librarian



Language Exercises

- Select stories based on verb tense.
 - Teach how to identify present & past tense verbs
 - Tell the story in the past and present tense.
 - Select stories based on point of view.
 - Identify 1st, 2nd, and 3rd person pronouns.
 - Tell the story from different points of view.
 - Select from 26 story themes to explore and discuss social language skills.
- Example themes: “Having fun with others,” or
“Having Compassion for Others”*
- Review challenge words in the story to assess and teach vocabulary
 - Listen to the story to target listening and attending skills
 - Read the story to target reading comprehension
 - Discuss words that are not understood and mark them to review in flashcards later.

- Retell the story to determine comprehension of the story and acquisition of story structure
- Score use of nouns, pronouns, verbs, adjectives, adverbs, and prepositions.
- Have the child put the events of the story into the correct sequence.
- Teach prompts, Once..., But..., So... and Finally... to support comprehension and retelling.
- Answer basic WH questions about characters, setting, problem and resolution.
- Answer specific story questions to assess and support comprehension.
- Compare stories with similar themes. Talk about what is the same and what is different.

How to Target **LITERACY GOALS** with Little Stories Pro



*“There’s nothing like a good story
to warm you on a stormy night.”*

-Stanley

1. Pre-reading activities

- Select story based on reading level
- Read the synopsis and make a prediction about the story
- Look at the illustration and make a prediction about the story
- Practice flashcards of sight words in the story
- Practice flashcards of challenge words in the story
- Listen to the story

3. Post Reading Activities

- Retell story to determine comprehension and acquisition of story structure
- Answer WH questions about characters, setting, problem and resolution.
- Answer specific story questions to support reading comprehension

2. Reading activities

- Read the story with or without assistance (Reading Accuracy is a good indicator of story compatibility*)
- Use a reading helper to help with eye tracking
- Bold the sight words for a shared reading activity
- Record the child reading the story to measure reading fluency*
- Mark reading errors to practice in flashcards later
- Read the story again and again as a repeated reading exercise*

4. Narrative Learning

- Learn about literary techniques such as alliteration, rhyme, & onomatopoeias
- Learn about narrative structures such as rule of three, circle tales, & book ends
- Learn about narrative genres like fairy tales, animal tales, & cautionary tales

References

Reading Accuracy:

* Measuring a child's reading accuracy is a good way to know if the text they are reading is at their reading level and can be read independently or if they will require assistance. Little Stories Pro makes it especially simple to measure the student's reading accuracy since every story is exactly 100 words.

- 95-100 words read correctly (95-100%) = Independent Level Reading
- 90-94 words read correctly (90-94%) = Instructional Level Reading
- 89 words or less read correctly (89%) = Frustrational Level Reading

Reading A-Z. (NA) *Scoring and Analyzing a Running Record*. Retrieved from www.readinga-z.com

Reading Fluency:

* Measuring reading fluency is a good way to track progress and compare performance to grade leveled expectations.

National Oral Reading Fluency Norms (Hasbrouck & Tindal 2006) 50th Percentiles

Grade	Fall (wcpm)	Winter (wcpm)	Spring (wcpm)
1	-	23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

* Oral reading rates beyond the 8th grade level are not listed. This is due to the fact that when we read aloud generally we do not read faster than what we can read at an 8th grade reading level.

Hasbrouck, J. (2017, March) *An Update of the Hasbrouck and Tindal Oral Reading Fluency Norms*. Retrieved from www.cdl.org

Repeated Reading:

Repeated reading is when a student reads the same text over and over again until the rate of reading has no errors. This strategy can be done individually or in a group setting. This method was originally targeted for students with learning disabilities until educators realized that all students can benefit from this strategy.

Teachers use this reading strategy to help their students develop fluency and comprehension while reading. This method was designed to help students who have little to no experience with reading fluently to gain confidence, speed and process words automatically.

Here are some guidelines and steps to follow when you use the repeated reading strategy:

1. Choose a story that is approximately 50-200 words. (A passage that is 100 words long seems to work the best).
2. Select a story or passage that is decodable verse predictable.
3. Select a few words that you think will be hard for the students to learn and explain them.
4. Read the story or passage you chose aloud to the students.
5. Have students read the selected passage aloud.
6. Have students re-read the passage as many times as needed until the text is fluent.

Cox, J. (2017, November) *Develop Fluency and Comprehension with Repeated Reading*. Retrieved from www.thoughtco.com

Castles and Paddles

Crystal is good at art, math, and building things.
I'm mostly good at paddle ball.

One day at Gull Beach, I was chasing a ball when I saw a big wave. "Your castle!" I shouted, but Crystal couldn't hear. She's deaf.

I got to the castle just as the water made Crystal jump. I dug a moat with my paddle. Crystal used a shell. The castle was safe.

"Thanks, Will," Crystal signed. I had to admit, the castle was beautiful.

Crystal picked up a paddle. "Let's play!"

Crystal is good at lots of things, but I still won paddle ball.



Available on the
App Store

LITTLE STORIES
for speech, language & literacy

"Castles and Paddles"

www.littlebeespeech.com

Before You Read

Practicing the words in the story can help increase reading comprehension, reading fluency and improve speech production.

Sight Words

I	but	my	to
I'm	day	of	up
a	good	one	was
and	got	picked	water
art	had	play	when
as	hear	saw	with
at	is	she's	you
ball	jump	still	
big	just	the	
building	made	things	

Phonemic Target: /l/ final

Crystal	ball	paddle
Gull	beautiful	shell
Will	castle	still

Challenge Words

Crystal	beach	couldn't	signed
Gull	beautiful	deaf	
admit	castle	moat	

Story Retell

Story Structure

1. Orientation

Did the student begin the story by introducing the characters and the scene?

Example: *Once at the beach, Crystal was building a sand castle while Will was playing paddle ball.*

Yes (2)

No (0)

Somewhat (1)

2. Complication

Did the student describe the problem or complication in the story?

Example: *But then a big wave came toward Crystal's castle. She could not hear that it was coming.*

Yes (2)

No (0)

Somewhat (1)

3. Action

Did the student describe the action the character took toward solving the problem?

Example: *So, Will ran with his paddle to save the castle. Crystal quickly joined him, and they made a moat. sand castle while Will was playing paddle ball.*

Yes (2)

No (0)

Somewhat (1)

4. Resolution

Did the student describe the resolution to the problem in the story?

Example: *Finally, the water went in the moat and the castle was safe.*

Yes (2)

No (0)

Somewhat (1)

5. Ending

Did the student finish the story by including an ending?

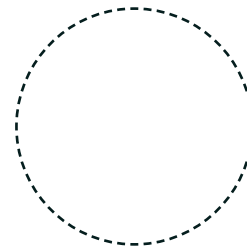
Example: *Crystal challenged Will to a game of paddle ball. It was her way of saying thanks.*

Yes (2)

No (0)

Somewhat (1)

Total



Story Retell

Expressive Language

1. Nouns & Pronouns

Did the student use nouns and pronouns correctly when retelling the story?

Examples: *I, me, she, that, them, yours*

Yes (2)

No (0)

Somewhat (1)

2. Verbs

Did the student use verbs correctly when retelling the story?

Examples: *run, jump, dance, dig, play, love*

Yes (2)

No (0)

Somewhat (1)

3. Adjectives & Adverbs

Did the student use adjectives and adverbs correctly when retelling the story?

Adjectives Examples: *small, round, big, pretty*

Adverb Examples: *quickly, happily, loudly*

Yes (2)

No (0)

Somewhat (1)

4. Prepositions

Did the student use prepositions correctly when retelling the story?

Example: *at, with, by, down, over, for*

Yes (2)

No (0)

Somewhat (1)

5. Delivery

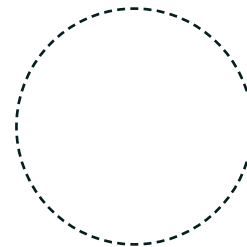
Did the student use good rhythm and expression when retelling the story?

Yes (2)

No (0)

Somewhat (1)

Total



Sequencing

1

But then a big wave came toward Crystal's castle. She could not hear that it was coming.

2

Finally, the water went in the moat and the castle was safe.

3

Once at the beach, Crystal was building a sand castle while Will was playing paddle ball.

4

So, Will ran with his paddle to save the castle. Crystal quickly joined him, and they made a moat.

Tongue Twister

"Will and his paddle help Crystal's castle."

WH Questions

Who is the story about?

1. Carol and Bill
2. Emily and Leah
3. Lucy and Lacey
4. Crystal and Will

Where does the story take place?

1. At Castle Pond
2. At Gull Beach
3. In the clubhouse
4. In the house

What is the problem or complication?

1. Crystal's castle was too small
2. The queen was coming but her pearls were missing
3. A big wave came toward Crystal's castle
4. A seagull kept pecking on Crystal's castle.

How is the problem solved?

1. They made a big moat and the seagull took a drink and flew away.
2. Will helped Crystal make a moat and they saved the castle.
3. A cat came and the birds got a lesson on things that really matter.
4. Crab used Seahorse's crayons and colored things back to the way they were.

Let's Talk

1. Will says Crystal is good at many things, and he is good at paddle ball.
Can you think of other things that Will does well? (inferred)
2. What are things Crystal does well? (stated and inferred)
3. We know that Crystal couldn't hear the big wave coming because she was deaf.
Why couldn't Crystal see the big wave coming?
4. Why do you think the beach was named Gull Beach?
5. What does the illustration tell us about Gull Beach?
6. What are some ways that Crystal let Will know she was grateful for his help?
7. Have you ever played at the beach? If so, what did you do there?
8. If not, what would you like to do at the beach?

A Closer Look



"Castles & Paddles"

This story opens the window for a conversation on the various ways we communicate with each other. While a discussion on American Sign Language would be very appropriate, there are other forms of communication that occur in the story. One is simply the aspect of communication that involves trying to understand the needs of another and acting in accordance with those needs. Both of the characters do this.

You can also use this story to highlight other aspects of communication through role play. Practice and discuss communication elements such as gesture, eye contact, facial expressions, empathetic words, and actions. It is useful for all of us to examine our communication practices from time to time, and children are particularly eager learners.

Literary Technique:

Dialogue

Narrative Structure:

Bookends