

Listening and Comprehension

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ECHD 440 and 640
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Goals for this module

- Identify strategies to support listening and reading comprehension
- Articulate how listening and comprehension are linked to vocabulary development and reading success

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Listening

Listening is the process of taking in information through the senses of hearing and making meaning from what was heard.

Mary Renck Jalongo (2008)
Learning to Listen, Listening to Learn



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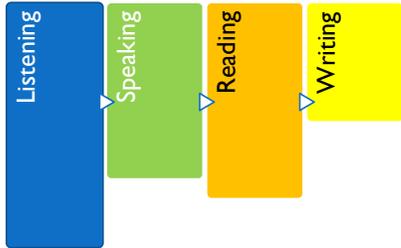
Comprehension

“As children move from toddlerhood to school age, they should increasingly be able to grasp the meanings of language they hear spoken in everyday conversations, as well as in narrative forms, such as books. They show this understanding through their questions and comments.”

Starting Out Right, National Research Council (1999)

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Vocabularies



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Reading Comprehension

Narrative stories

- Characters
- Dialogue
- What's happening



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Research

- Kindergarten students' vocabulary size is a predictor of comprehension in middle school. (Scarborough, 1998)
- Students with poor vocabulary by third grade have declining text comprehension scores in fourth and fifth grade. (Chall, Jacobs and Baldwin, 1990)



Research

- A single book reading improved significantly children's expressive vocabulary. (Senechal and Cornell, 1993)
- Vocabulary instruction has a strong connection to comprehension. (McKeown, Beck, Omanson and Perfetti, 1983)
- Pre-instruction of words gave fourth grade students greater gain. (Brett, Rothlein and Hurley, 1996)



How to learn 4,000 words a year?

Most vocabulary is learned indirectly:

- Through daily conversation with adults
- Listening to stories and later, reading independently

Direct instruction:

- Can increase this process



Comprehension Reading Strategies

The National Research Council (1999) Starting Out Right A Guide to Promoting Children's Reading Success, recommends the following strategies to strengthen children listening and reading comprehension:

- Practice reading and comprehending stories
- Develop an eagerness to learn new vocabulary
- Read fiction and non-fiction books
- Be motivated to read and learn about topics of interest



Types of Questions

- Low-level
- High-level
- Clarifying
- Recitational
- Informational
- There and then



Linguistic Scaffolding

1. Be aware of child's independent level of verbal interaction
2. Use active listening strategies
3. Use contingent questioning to foster communication loops
4. Use expansion to model specific vocabulary or concepts
5. Use repetition to provide clarification and emphasis key words and their meaning



Mediation

- Determine child's level of prior knowledge and experience
- Simplify the learning task to encourage child's participation engagement in learning interaction. (ZPD)
- Use linguistic scaffolding in learning interaction
- Continuously evaluate the child's participation and understanding and make adjustment to interactions.

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Conflict Resolution



Image by [Southworth, Sakir](#)

- <http://shine.yahoo.com/channel/parenting/5-ways-to-help-your-kids-grow-smarter-videos-on-intellectual-development-2020580>

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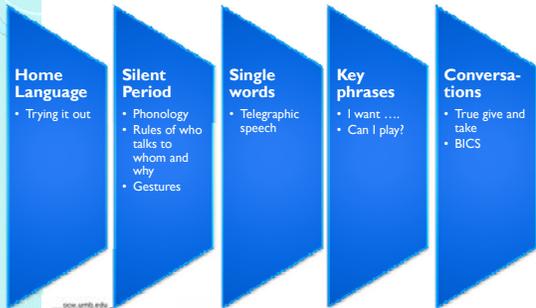
Wait time is important!

- Responses increase
- Number of "I don't know" and "no" answer responses decreases
- The number of volunteers greatly increases
- Students score higher on academic achievement tests

Stahl, Robert 1994

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English Language Learners



- Home Language**
 - Trying it out
- Silent Period**
 - Phonology
 - Rules of who talks to whom and why
 - Gestures
- Single words**
 - Telegraphic speech
- Key phrases**
 - I want
 - Can I play?
- Conversations**
 - True give and take
 - BICS

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The Iceberg Metaphor



Image by [Jeff McNeil](#)
Cummins, 1992

Speaking and Listening

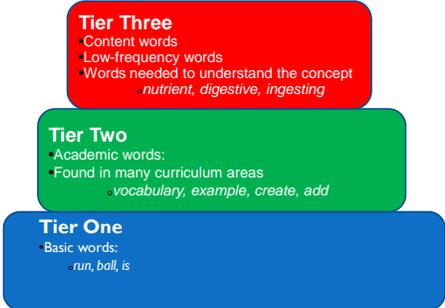
Academic skills of reading and writing

BICS = Basic Interpersonal Communication Skills

CALPS = Cognitive Academic Language Proficiency

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Three-tiered Approach



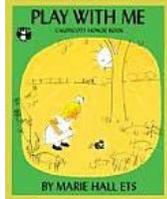
- Tier Three**
 - Content words
 - Low-frequency words
 - Words needed to understand the concept
 - *nutrient, digestive, ingesting*
- Tier Two**
 - Academic words:
 - Found in many curriculum areas
 - *vocabulary, example, create, add*
- Tier One**
 - Basic words:
 - *run, ball, is*

Beck and McKeown, 1985

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Teaching Words

- Contextualize the word within the story.
- Have the children say the word.
- Provide a student-friendly explanation or description of the word.



Continues on next page..

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Teaching Words, Continued

- Present examples of the word used in contexts different from the story context
- Give a non-linguistic representation of the words

Marzano, Pickering and Pollock, 2001

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Selecting words to teach

- Pick 3-5 words to teach
- Select words for direct instruction by considering the following:
 - words unfamiliar to the students
 - big ideas
 - words used to summarize the text
 - words that "travel well" (Tier Two words)

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Vocabulary: the key to comprehension



Download:

Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001

<http://www.nationalreadingpanel.org/publications/researchread.htm>

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Preschool Reading Standards

(older 4 year olds to young 5 year olds)

Key Ideas and Details

- With prompting and support, ask and answer questions about a story or poems read aloud.*
- With prompting and support, retell a sequence of events from a story read aloud.*
- With prompting and support, act out characters and events from a story or poem read aloud.*

Craft and Structure

- With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.*
- (Begins in kindergarten or when the individual child is ready)
- With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.*

Integration of Knowledge and Ideas

- With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.*
- (Not applicable to literature)
- a. Respond to a regular beat in poetry and song by movement or clapping.*
- With prompting and support, make connections between a story or poems and one's own experiences.*

Range of Reading and Level of Text Complexity

- Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.*

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Kindergarten: Reading Standards

Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- (Not applicable to literature)
- a. Identify and respond to characteristics of traditional poetry for children: rhyme, regular beats, and repetition of sounds, words, and phrases.*
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

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Early Elementary: Reading Standards

Grade 1 students:	Grade 2 students:	Grade 3 students:
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Early Elementary: Reading Standards

Craft and Structure		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
4. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	4. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	4. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.
4. Identify who is telling the story at various points in a text.	4. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	4. Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas		
7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
7. (Not applicable to literature)	7. (Not applicable to literature)	7. (Not applicable to literature)
8a. Identify characteristics commonly shared by folktales and fairy tales.*	8a. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.*	8a. Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).*
7. Compare and contrast the adventures and experiences of characters in stories.	7. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	7. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Four Language Arts

	Oral Language – relies on spoken word	Text-based Language – relies on print materials
Receptive – receives and interprets a message	Listening • Usually begins at birth to 11 year • Children learn to make sense out of the messages they hear	Reading • Typically begins near 5 • Children use oral language to decipher written language
Expressive – composes and transmits a message	Speaking • Often begins near the end of the first year • Children use language to express their ideas	Writing • Ordinarily begins at age 6 • Children use knowledge of oral language and printed words to express their ideas
Minskoff, E. (2005) Teaching reading to struggling learners. Baltimore: Paul H. Brookes.		

Obstacles to Listening

- Physiological
- Cognitive and language processing
- Psychological
- Issues with experience, skills, and training

Jalongo (2008)

Indicator of hearing loss

- Frequently misunderstands what is said
- Asks for things to be repeated
- Difficulty following verbal directions
- Responds inconsistently
- Turns up the volume on (computer, CD)
- Difficult for those individual that do not know the child to understand child
- Short attention span or poor memory of sound and word compared to peers
- Reading, spelling, or other academic problems
- Feels isolated, excluded, annoyed, embarrassed confused,
- Family history of hearing loss or chronic ear infections.

Cognitive and language processing

- Receptive language and/or memory deficits
- Auditory Processing Disorder



Psychological

- Be aware of what may be going in a child's home environment
- Support families in accessing services to ensure the child's basic needs are being met
- Make sure children are getting adequate sleep

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Experience, skills, and training

- Promote active listening
- Establish learning environments that respect children's cultures and linguistic diversity.
- Provide children with opportunities to be heard by teachers and peers
- Extend children's listening in a variety of context and situations
- Link learning to listening standards

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Speaking and Listening Standards

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners during daily routines and play.*
 - a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).*
 - b. Continue a conversation through multiple exchanges.*
2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).*
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*

Presentation of Knowledge and Ideas

4. Describe personal experiences; tell real or imagined stories.*
5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.*
6. Speak audibly and express thoughts, feelings, and ideas.*

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Speaking and Listening Standards

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas.*

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Ideas to support listening

- Incorporate listening goals into curriculum plans
- Plan daily phonological awareness activities
- Build vocabulary (read aloud)
- Use multiple modes to engage children and meet the needs of diverse learners
- Use technology to support listening: try <http://auth.grolier.com/login/bookflix/login.php>
 - User name = bkflix
 - Password = trial

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Speaking Listening Standards

Grade 1 students:	Grade 2 students:	Grade 3 students
Comprehension and Collaboration		
<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

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Strategies for supporting listening

- Provide clear direction
- Engage children by focusing their attention
- Continue to expand children's vocabulary



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Application

Apply one of the following teaching strategies to your practice:

- Questioning
- Active listening
- Linguistic scaffolding
- Mediation
- Conflict resolution
- Increasing wait time
- Applying SIOP



What next?

Phonemic and Phonological Awareness

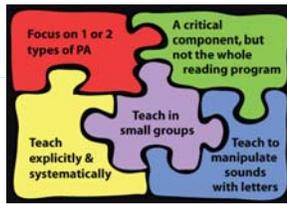


Image by [University of Oregon Center](#)