MAXIMZING THE EFFECTIVENESS OF YOUR LANGUAGE THERAPY

Abstract

This workshop will explore five ways to maximize language therapy. These will include collaboration, standards based goals, explicit/systematic instruction, increasing background knowledge, and intervention through narrative skills. Therapy activities will be provided for each domain of language and supralinguistic skills and then how to target through the five ways to maximize.

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Welcome

Dear Colleague,

I wanted to take this opportunity to say thank you for sharing your day with me! I hope that this day will provide you with many tools to add to your therapy toolbox. With greater emphasis on tying our goals and outcomes to current evidence based practices and a further requirement to make sure we are targeting core academic standards, we must make sure that as we evaluate and make treatment decisions that we keep these in mind.

I am sure you would all agree that a key to academic success for students is their ability to listen, read, speak, and write effectively. The development of language skills is vital in giving students a strong academic start in school and is necessary for success in later years as well. When students struggle because of a language disorder, their success in school can be delayed or jeopardized. As speech- language pathologists, we can play a vital role in helping students with language disorders and ensuring academic growth and success.

I have had the privilege to work with students who struggle with language development and have a language disorder. I have developed an extensive repertoire of time-friendly therapy techniques that I am excited to share with you. There are many visual graphic strategies that I will present today that are available for your use on my website. Please feel free to use these and to share them with your colleagues. It is my goal to share these techniques to help you expand your therapy and instructional options. This seminar will be filled with a variety of quick and easy-to-implement ideas. I will show you proven ways to strengthen vocabulary, grammar, comprehension, and written language skills. I will present powerful techniques to target morphology, phonology, syntax, semantics, and pragmatic language skills including narrative skills and word retrieval through key ways to maximize the effectiveness of language therapy.

My goal is to use our time together in the most efficient manner; therefore, the seminar will be fast paced, but focused on specific ways to improve the language skills of the students we work with in an online format, pull out model and in the classroom setting. From you, I ask that you share your expertise, experiences, the tools that you are using, where you have found success, and anything else that would enhance our learning experience.

I am excited to meet each of you and share this fun and educational day!

Sincerely,

Margo Kinzer Courter
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Links

The following links provide more information and therapy materials.

Margo's Website Go to MORE, THERAPY MATERIALS (create an account) and scroll down to EL www.courtercommunications.com

Shared Google Drive: English Learners (Emergent Bilinguals)
Stages of Acquisition and Strategies/Materials for each stage
https://drive.google.com/drive/folders/1CROYobmaCeD5fHvHNlIKsXBQRz4TVC6q?usp=sharing

Our Role as Speech-Language Pathologists

ASHA (2010) calls us to very specific roles while working with students. Regardless of our setting (school, private practice, hospital, or clinic), we must ensure the educational relevance for our students when we set our goals. School is their work and where they must be most successful. https://www.asha.org/policy/PI2010-00317/

Ensure Education Relevance

"SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals."

Provide Unique Contribution to the Curriculum

o   Offer assistance in addressing the linguistic and metalinguistic foundations of the curriculum learning for students with disabilities, those at risk, or struggling.
o   The skills of speaking and listening are the same skills for reading and writing.

Highlighting Language and Literacy

o   Current research supports the interrelationships across the language processes of listening, speaking, reading, and writing.
o   SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.

Collaboration with Other Professionals

- o Provide service to support the instructional program.
- o Provide our expertise in the areas of language that will impact speaking, listening, reading, and writing.

Speaking and Listening to Reading and Writing

The skills students need for speaking and listening are the same skills they need for reading and writing. Children develop oral language first; therefore, strong receptive and expressive skills are needed for reading and writing.

As with receptive and expressive language development, the same components of language - phonology, morphology, syntax, semantics, and pragmatics - play a vital role in reading and writing (Wolf Nelson, Catts, Ehren, Roth, Scott, and Staskowski, 2009).

Spoken Language			Written Language	
5 Language Domains	**Listening**	**Speaking**	**Reading**	**Writing**
Phonology Smallest unit of sound (Phonemic and phonological awareness, rhyming, blending, segmenting, and manipulating sounds)	Ability to identify and distinguish phonemes while listening Understand-ing rhymes Recognizing syllables in sentences and words Recognizing manipulation of words	Appropriate use of phonemes (sounds) while speaking Producing rhymes Stating how many words in a sentence, syllables in words and sounds in words Manipulating sounds in syllables and words.	Understanding of letter-sound associations while reading (i.e., phonics) Ability to sound out words while reading Recognizing rhymes when reading Segmenting syllables and sounds Using word families to figure out unfamiliar words	Accurate spelling of words while spelling & writing Using rhymes while writing Segmenting syllables and sounds Blending sounds to form words

Morphology Smallest unit of meaning (Inflections, compound words, affixes) Anglo-Saxon Latin Greek	Understanding morphemes when listening including verb tenses	Using morphemes correctly when speaking including inflections, derivations, and verb tenses	Understanding semantics with affixes & roots in reading Sounding out words by recognizing affixes Understanding morphology with sentence structure and grammar (morphosyntax)	Appropriate use of word/compound words, roots & affixes when writing Using affixes to spell Using verb tense appropriately within sentence structure
Syntax (sentence structure and grammar)	Understanding sentence structure elements when listening	Using and expanding correct sentence structure elements when speaking	Understanding sentence structure with increasing complexity while reading	Using correct and expanded sentence structure when writing
Vocabulary/ Semantics (structure, use, meaning, and semantic relationships)	Listening vocabulary Tier I, II, and III	Speaking vocabulary Tier I, II, and III	Reading vocabulary Tier I, II, and III	Writing vocabulary Tier I, II, and III

| Pragmatics/ Social Language | Understanding of the social aspects of spoken language Taking a listener's perspective Understanding the main idea of the conversation Making inferences and predictions Organizing and planning what one wants to say | Social use of spoken language Understand-ing more than one side of a conversation or situation Managing speaking time Using background knowledge to contribute to a conversation | Understanding point-of-view (character and author perspective), needs of the audience, Main idea & supporting details Understanding positions other than their own | Conveying point-of-view, needs of the audience, etc. Justifying more than one position |

Adapted from Language in Brief: American Speech, Language, and Hearing Association

Reflection

The above scenarios are mostly representative of Academic State Standards for those grade levels. SLPs will often state that many of their students are not able to perform the tasks listed. Grade level standards can be used to provide a crosswalk backwards to standards that are at your students' level and that is where goals will be established. Regardless of whether your state is a CCSS state or functioning under individual state standards, this crosswalk to determine goals can easily be made. This will ensure educational relevance and tie to the curriculum.

Conclusion

By using a standards based approach and aligning our objectives and goals with the standards, we can ensure our students are gaining as much from the curriculum as possible.

What Research Tells Us

We are called to evidence based practice which includes the most current research, our clinical expertise, and the student/family beliefs and customs.

Language Impairments

1. "80% of students identified as having a learning disability have a language disorder" (Reed, 2005).
2. Children that are late talkers are at greater risk for academic difficulties especially in literacy and reading skills (Lewis 2007).
3. In a study of 8 year old children with poor reading comprehension, Nation et al (2004) found that when compared to children in the control group, those with poor reading comprehension demonstrated deficits in the language areas of semantics and morphosyntax.
4. 70% of 4th grade and 71% of 8th grade English Language Learners (EL) scored below basic reading levels but research shows that effective literacy instruction can lead to grade level literacy skills (Waits, Campbell, Gau, Jacobs, Rex, & Hess, 2006)
5. For EL students, alphabet knowledge, phonological awareness, writing, oral language skills, and concepts about print in preschool children are predictors of reading and writing success in elementary children (The National Early Literacy Panel, 2004).

SSD and Phonology/Literacy/Dyslexia

1. Numerous studies have documented that children with SSD are more likely to display lower performance on measures of reading and spelling than are children with typical speech abilities (Bishop & Adams, 1990; Catts, 1993; Peterson, Pennington, Shriberg, & Boada, 2009)

2. Studies indicate that at age 4, children with speech delay are at higher risk for impaired phonological awareness skills (e.g., rhyme matching, onset segmentation, onset matching) compared to children who are typically developing, although in one such study significant differences between (Rvachew, Ohberg, Grawburg, 2003).

3. Children whose speech production problems persist until **age 6; 9** perform worse on tests of reading, spelling, and phonological awareness than controls matched for age and performance IQ (Nathan et al., 2004).

4. Because dyslexia involve a deficit in phonology, it is plausible that individuals **with** dyslexia likewise show difficulty with speech production in some capacity. Speech production is, after all, **heavily reliant on an intact phonological system** (Cabbage, Farquharson, Iuzzini-Seigel, Zuk, and Hogand, 2018).

Maximizing the Effectiveness of Your Language Therapy

So, how do we maximize the limited time we have with students? In this section, we will address collaboration models to consider the most effective way to meet students' needs. Another way to maximize the effectiveness is to build your goals around the standards to link to what the students are supposed to learn. We will then discuss explicit, systematic, and sequential intervention. Also, the many ways that we can increase language skills through building background knowledge to support overall and provide a foundation for new learning, and finally how use narrative development to improve receptive and expressive language.

Maximizing through Collaboration

The first area that we will discuss for maximizing the effectiveness of language therapy is collaboration. The student typically has a large team each assessing and intervening from their perspective. How do we bring all of those ideas together to best serve the student?

Collaboration: Who is the Team?

Who do we need to collaborate with?

Collaboration: Myth or Fact?

1. IEP meetings are the same thing as collaboration.
2. All collaboration takes a lot of time.
3. Roadblocks to collaboration are only excuses to not collaborate.
4. Collaboration is a powerful tool to support student learning.
5. Collaboration means that I have to push into the classroom all of the time.

Roadblocks to Collaboration

1. Take a minute and add to the chat roadblocks that you have had in collaboration.
2. What have been your successes?

Luja, (2005). Results of this study indicated that only 11 out of 23 teachers participating in grade level collaboration reported a positive experience with collaborating. Disciplinary egocentrism may result from the lack of exposure to other disciplines (Richter, Paretti, and McNair, 2009).

Collaboration Definition

Friend and Cook (2003) defined it as "a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal" (p. 5).

Synonyms for Collaboration: cooperation, teamwork, partnership, alliance, relationship, joint effort

Antonyms for Collaboration: division, separation, noncooperation, hamper, impede, oppose, resist, thwart, prevent, obstruct

Collaboration Considerations

1. It is a voluntary relationship with those collaborating wishing to work together.
2. The collaborating individuals must be equal in contribution and decision making power.
3. There must be a shared goal.
4. Individuals with Disabilities Act (2004) emphasized that students with disabilities are served in the least restrictive environment
5. Every Student Succeeds Act (ESSA; 2015), schools are accountable for how all students, including ELLs and students with disabilities progress in the regular curriculum based on their performance on state assessments
6. Collaborating during Response-to-Intervention (RTI), a multi-tiered system of support (MTSS), offers the opportunity to provide differentiated support for students within the various tiers (Murawski & Hughes, 2009).

Benefits of Collaboration

1. Development of best practices -the team learns from one and other.
2. Brainstorm ideas that benefit all students in the classroom
3. Shared resources – each collaborator brings their own experience and knowledge
4. Improving student achievement
   a. SLPs become well informed on the language demands in the classroom
5. Reduce Isolation – Support one and other to support the students
6. Reflection – what worked and what didn't work.
7. Shared vision for student success

Collaboration Models

The following models provide several opportunities for all educators- general education, special education teachers, and speech-language pathologists- to work together to bring expertise from many areas to set the best objectives and goals for the students. This section

targets some collaborative models that will support our students. The models are adapted from Logsdon (2018) and Vicker (2008).

Lead

The general education, special education teacher, or speech-language pathologist delivers the instruction in a subject area. The second educator is an observer who works with specific students after instruction to provide specially designed strategies, ensure understanding, and to provide reteaching, adaptations, and modifications.

Stations or Centers

The teacher or speech-language pathologist is responsible for instruction in a specific area of the room. Students are assembled into groups that rotate through the centers for instruction.

Team Teaching

Team teaching involves both the teacher and the speech-language pathologist simultaneously working together to teach a classroom of students. Whichever teacher has the necessary background knowledge in the subject introduces new concepts and materials to the class. Both teachers work as a team to reinforce learning and provide assistance to students as needed.

Consultation Models

The special education teacher or speech-language pathologist mostly provides guidance to the general education teacher on accommodations, how to modify instruction, or use specific strategies, such as consistent visual graphics, to meet the student's needs. In this model, the speech-language pathologist or special education teacher offers more support than simply checking in on a student. He or she talks with the student's teacher, listening for concerns the teachers has for the student in the classroom.

According to Vicker, B. (2009), consultation models include the following:

- Consulting before an IEP is written to discuss the roles for each individual in the student's academic success
- Deciding who is the best person to run the team or be the teacher of record based on the student's deficits

Other ideas

- Consulting with teacher regarding how the student is struggling in the classroom
- Observing the student in the classroom and consult with teachers regarding your observation

- Providing feedback to teachers regarding strategies for success in the classroom

Resource Services or Alternative Collaborative Setting

This model involves pulling students with disabilities aside from the group or into a resource/therapy classroom where they work one-on-one or in small groups with a special education teacher and/or the speech-language pathologist. Even when students are placed full-time in special education classrooms, teachers communicate with each other to ensure students' programs include appropriate instruction toward attainment of standards. When using this model, each educator continues to have a responsibility to know the curriculum, the material, and vocabulary, including figurative language that the primary teacher is using. Goals targeted in the alternative setting must relate back to what is being learned in the traditional classroom setting. For example, if Greek and Latin roots are being taught in English Language Arts, the educator in the alternative setting can provide pre-teaching or increased exposures to the same roots, which targets for greater success when the student is back in the traditional classroom.

A Great Way to Communicate

A QR code can be created from a google document that is specific for each student. The document can include the specific speech/language/learning goals for each student. The code can be on the students' desk or easily accessible to the educator that is with the student. When communication is needed, the code is scanned, and notes can easily be added and reviewed by the team members.

Example: Student A

https://docs.google.com/document/d/1oMXuox0c63OJL8cGgmVyI393s_lgbRts3ZaRq5v-wnc/edit?usp=sharing

Resource

https://www.qrcode-monkey.com/
NOTES:
May have to switch to Safari as default app to open in Google docs
May need to download from the App store: Google Docs: Sync, Edit, Share

Stages of Collaboration

Wesley, Dennis, & Fenson (2007) provide the following Stages of Collaboration.

- ☐ **Initiate and build relationships.** Choose a teacher who you know you can work well with, perhaps someone with whom you already have experienced success to initiate your effort into collaborative service delivery.

- ☐ **Assess by gathering information.** Discuss the strengths and needs of the parties involved. Teachers are experts in curriculum and teaching while SLPs are experts in differentiated instruction and learning strategies for students who learn differently.

- ☐ **Prioritize issues and set goals.** Establish what is most important to accomplish through this collaboration and set goals for planning, students, and self-evaluation.

- ☐ **Select strategies:** Brainstorm ways to prioritize and implement goals creatively in timesaving and energy efficient ways.

- ☐ **Implement:** Put your good planning to work to improve services to students in the least restrictive environment.

- ☐ **Evaluate:** Critique your effort in a risk-free environment, implement the improvements, and continue to refine your collaborative efforts

- ☐ **Refine:** Goals and strategies may change due to the evaluation

Resources

Strategic Learning in the Classroom
https://www.proedinc.com/downloads/10619ch01.pdf

Specific Learning Disability Strategies
https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html

Classroom Strategies
https://www.readingrockets.org/strategies

Reflection

How do you collaborate with other educators? What has gone well and what challenges have you had? What might you try in the future?

Conclusion

Teachers and speech-language pathologists have some skill sets that are different from each other and others that overlap but which might be used differently by each professional. The classroom teacher and special education teachers has expertise in

curriculum, classroom management, and group instruction while the speech-language pathologist has knowledge about individual language and communication development, language/communication disabilities, and individualized intervention strategies for students with speech and language disorders. It is the marriage of the two sets of complimentary professional skills that can add power to an integrated services mode" (Vicker, B., 2009).

Maximizing through Building Goals Around Standards

So, the next question, do you need to go through all of the English Language Arts Standards to figure out which ones are morphology, phonology, syntax, semantics, etc.? Not typically. Public schools are required to benchmark students three times a year. There is typically a student profile report (student instructional report) in most benchmark assessments that will show you what standards a student is missing or is ready for. For those of you in the school district, gain access to these reports for your students. For those of you not in a school district, ask the parents to email the teacher and have the teacher email the student report to you or the parents.

Example from MAP (NWEA) 2nd grader

Student is ready to DEVELOP these skills (161-170):

- Understands how the prefix re- changes the meaning of a word

- Understands that the suffix -est creates the superlative

- Uses definitions of roots and affixes to determine word meaning
Unknown and Multiple-Meaning or ds _____   _____

Student is ready to DEVELOP these skills (161-170):

- Uses context to determine the meaning of a phrase
Word Categorization, Classification
_____

Student is ready to DEVELOP these skills (161-170):

- Categorizes common people, places, or things

- Describes picture s with words

- Sorts words into a named category
- Word Nuances and Shades of Meaning
_____

Student is ready to DEVELOP these skills (161-170):

- Understands precise connotations of words with similar meanings

- Uses context to determine the meaning of idioms
..;.. Decodes words with the prefix re-

Six Step Process to Align Goals with Academic Standards

In the standards-based model, the standard serves as the starting point for generating lesson plans, goals, and objectives. (Blosser et al. 2012). Understanding and using this process leads to greater collaboration. The following model is adapted from Power DeFur & Flynn (2012).

Review the academic standards for the specific grade level

⬇

Determine where the student is performing (benchmark assessments, classroom performance, etc.)

⬇

Review the IEP goals, accommodations, and/or 504 modifications

⬇

Review the classroom materials and analyze instructional style

⬇

Collaborate by Choosing a Model of Collaboration

⬇

Design and implement goals and interventions

Power-deFur and Flynn, 2012 AshaWire, Unpacking the Standards for Intervention
https://pubs.asha.org/doi/10.1044/sbi13.1.11

Maximizing Through Explicit, Systematic, & Sequential Intervention

Explicit instruction is important to make sure that students understand why they are working on the language skills that are being targeted. A systematic approach is necessary so that the student receives enough exposures to truly understand, produce, and generalize the skills. Instruction and intervention must be sequential and cumulative. Lastly, we are constantly collecting data to make sure that the students are truly improving. The following section will outline that explicit instruction.

- Explicit – Clearly defined, whatever is being targeted is clearly defined before targeting and students are informed (and understand) what they are going to learn
- Systematic– Preestablished routines that presents any element and the relationship to the whole (I Do, We Do, You Do)
- Sequential and Cumulative – Preplanned activities that build new skills on previously targeted and mastered skills
- Diagnostic – Gathering data, reviewing that data, using this data to drive what the student needs to target

Lesson Plan

The following lesson plan format provides the means to provide explicit, systematic, and sequential intervention.

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice.	
State Purpose or Goal (explicit instruction)	Today, we will talk about _____	
Practice Language Target	Warm up exercises (Previous learned language skills in the sequence of mastery)	

Introduce New Concept (I Do)	Explicit and direct teaching of new target by therapist demonstration	
Provide Guided Practice (We Do)	Therapist led practice. Therapist demonstrates and then the student attempts with immediate feedback	
Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed.	
Additional Activities for Further Practice (Consider student's background knowledge)	Additional therapy, classroom, or homework activities to provide repetition of skills for mastery and generalization.	
Assess	Dynamic assessment to determine generalization	

Maximizing through Building Background Knowledge

The next way to maximize the effectiveness of language therapy is to help the student learn background knowledge. We know that students will process information faster and learn more when they have background knowledge to support this. Think about our students who have favorite topics. They can tell you minute details about this topic. They can use the knowledge they have and continue to build upon that as they learn more and more about the topic. We must apply this same concept for building language skills around what they are learning in the classroom.

Marzano (2004) in *Building Background Knowledge* discusses the importance of building background knowledge. He then goes on to discuss how building this background knowledge will lead to building background academic knowledge.

According to Robert Marzano, "What students *already know* about the content is one of the strongest indicators of how well they will learn new information relative to the content" (2004, p. 1). John Guthrie is equally adamant as he writes about comprehension as impossible without prior knowledge (2008, p. 11),

To Access Background Knowledge

- Always base new information on what the student already knows.

- Preteach/prelearn information. This will increase overall comprehension when the information is presented in class.

Steps in Determining Background Knowledge

The following ideas are presented to assess the student's background knowledge.

Assess current background knowledge about a topic

1. Prediction guides, also called anticipation guides (Buehl, 2001), are one of the best ways to assess students' prior knowledge. Information is given about the topic and the student states whether he or she agrees or disagrees with the statement.

Example:

The respiratory viruses are spread mainly from person-to-person.
☐ Agree   ☐ Disagree

Through respiratory droplets produced when an infected person coughs, sneezes or talks.
☐ Agree   ☐ Disagree

---

2. Use a Mindmap with the main idea in the middle, ask the student to tell you everything they know about that topic.

3. Assess Tier II or Tier III vocabulary that is specific to the topic. Use a knowledge rating scale to determine mastery of vocabulary.

Knowledge Rating Scale

The following rating scale by Blachowicz & Fisher (2004) is a useful tool to determine which words a student knows and which they do not. This can then be used to determine which words should be targeted. This scale is based on the research by Dale (1965) and Beck and colleagues (1987) suggested a continuum of learning new vocabulary.

Stage 1: Never saw or heard it before. The student has no knowledge of the word.

Stage 2: Heard it but doesn't know the meaning but may have a general sense of the meaning. For example: liberty is good (from the Pledge of Allegiance)

Stage 3: Know the word within the context that in which it is used and needs the context to try to explain. (The cacophony of the multiple alarms was deafening.)

Stage 4: Knows it well. Knows the word in a variety of contexts, how it relates to other words that it might be used with and can use it metaphorically.

Word	Know It Well (4)	Seen or Heard It (2)	Have No Clue (1)	Recognize it in context as having something to do with (3)	What It Means

4. Determine accuracy of background knowledge. Make sure that the student's background knowledge is factual and can be used for new learning.

5. For English Learners, the following suggestions are made Breiseth (2021) https://www.colorincolorado.org/article/background-knowledge-and-ells-what-teachers-need-know

- Look for key concepts, events, and references that students will need to understand the lesson (1-3 above will support this).

- Pay particular attention to information that an English only student would be expected to know such as names of places, daily activities that may vary across countries, cultural customs, and events from pop culture, etc.

Direct Approaches to Enhancing Background Knowledge

The next step would be to build background knowledge about a topic. Marzano (2004) and Cossett Lent (2012) provide both direct and indirect approaches.

Use Experiences that Families May Have Had or Are Having

- Trips to museums, art galleries, outdoor labs, etc.
- Vacation destinations (past and present)
- Trips to parks
- Camps
- Plays/performances

Field Trips

- Preview what the student will experience on the field trip.
- Make a vocabulary board and discuss. The vocabulary board should accompany the student on the field trip.
- Have an educator take pictures sequentially.
- Use these pictures to add to vocabulary and overall background knowledge.

Indirect Approaches Enhancing Academic Background Knowledge

Narrative development is the best approach for building background knowledge. The following strategies can be used.

- Preview using the extra information provided in fiction and nonfiction (including textbooks) including the prologue, author's notes, maps, recipes, activity directions, and timelines.

- Use picture books and graphic novels (Lesson Plan for Real Friends by Shannon Hale is available on Margo's website)

- Build in stopping points to discuss what is happening and determine the students' current background knowledge of the information.

  o Choose one picture in a chapter from a textbook and have your student(s) state why this picture is important.

  o List three things to look up online that would help your student(s) better understand this chapter.

- Use videos or virtual field trips.

Resources

https://www.today.com/parents/try-these-virtual-field-trips-educational-fun-home-t176105

https://freedomhomeschooling.com/virtual-field-trips/ (free)

https://kidsactivitiesblog.com/135714/virtual-field-trips/

- Hands on projects

- Direct Vocabulary Instruction through Preteaching

  Implement a program of direct vocabulary instruction that focuses on the terms and phrases that students will encounter in their academic subjects. This includes a linguistic and nonlinguistic representation of the word. Nonlinguistic would include: a picture (mental then drawn) or physical sensation (see, smell, touch, hear, taste) such as watch a video, act it out, make it, hear it, etc.

- Sustained Silent Reading

Focus on nonfiction and fiction materials in a variety of forms, information from the Internet.

1. 20- to 30-minute session,
2. Students read books of appropriate difficulty,
3. Write about their thoughts
4. Participate in structured dialogue with classmates.

Students who participate in sustained silent reading programs for more than a year, score in the 81st percentile in vocabulary achievement, compared to the 50th percentile for students who do not take part (Marzano, 2004).

For English Learners

- Evaluate material for cultural relevance.
- Avoid making assumptions about what background knowledge students do or don't have.
- Use pictures, real objects, maps, anchor charts, or personal experiences. Relate material to students' lives when possible.
- Explaining concepts and labeling them with key words ELLs can remember. For example, "This is the Statue of Liberty. Liberty means freedom. Liberty means *libertad*. The people of France gave us the Statue of Liberty⋯
- Create materials in L1 to support new learning.
- Use sentence frames.

Sentence Frames for Vocabulary

Word	Meaning	Examples
	Definition: Related Facts More in-depth information	
Question: A question for deeper thinking. **Sentence Frame:** I should _____ because _____.		
Picture		

Use Picture Books or Graphic Novels (Cossett Lent, 2012)

For the students we serve, in particular, reading a novel written in paragraphs and chapters is often not pleasurable. But, picture books/graphic novels where the words are fewer, and pictures support the reading can be more pleasurable.

Maximizing through Building Narrative Skills

The third method of maximizing the effectiveness of language therapy is through building narrative skills. Narrative development plays a vital role in language and learning development. This section will address a narrative assessment and skills required at each level.

Evidence on Narrative Development

1. Retelling of a story requires language comprehension, memory, and strong oral language skills. (Hughes, McGillivray, and Schmidek, 1997).
2. Children that enter kindergarten with sophisticated narrative skills have an educational advantage (Snow, Tabors, Nicholson, and Kurland, 1995).
3. Early literacy skills have a clear and consistently strong relationship with later conventional literacy skills, such as decoding, oral reading, fluency, reading comprehension, writing, and spelling (National Institute for Literacy, 2009)
4. *Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books aloud two or more times and explaining some word meanings on each reading. Children can acquire 8-12-word meanings per week at school-enough to maintain average vocabulary gains during the primary years. No other methods of building vocabulary in the primary years have been empirically demonstrated/evaluated (Biemiller & Boote, 2006).*
5. *A major prerequisite for language skill for adequate reading and writing* development (Snow et al, 1998)
6. Narrative skills provide insights into child's verbal expression since it taps into multiple language features and organizational abilities simultaneously (Hoffman, 2009; McCabe & Bliss, 2003; Ukrainetz, 2006).
7. Poor storytelling skills are indicative of social pragmatic language impairment. In fact, part of the diagnostic criteria of social pragmatic communication disorder in the DSM-V™ is "difficulties following rules for conversation and Storytelling" (Elleseff, 2017)
8. It is also important for the development of supralinguistic skills such as inferencing and making predictions, which are important for auditory and reading comprehension (Kleeck, 2008).

Language Sampling

As the student is retelling a story, and language sample should be documented. It can then be analyzed to determine current language skills.

Apps

- Peter and the Cat Narrative Assessment by Black Sheep Limited Ages 5-9
- Squirrel Story Ages 3-6

Software for analyzing a language sample

☐ Systematic Analysis of Language Transcripts (SALT) software ($209)

SALT is clinical software for assessing language acquisition and disorders through the analysis of language samples. The software includes a transcription editor, standard reports, and reference databases for age or grade-matched comparisons. www.saltsoftware.com

☐ Sampling Utterances and Grammatical Analysis Revised (SUGAR Language) https://www.sugarlanguage.org/downloads

Collect, transcribe, and analyze a 50-utterance child language sample in approximately 20 minutes. Within another 20 minutes, you can identify possible intervention targets. Intervention resources are also available.

☐ Computerized Language Analysis (CLAN) (MacWhinney, 2000)

CLAN is produced by the CHILDES (Child Language Data Exchange System), which provides tools for studying conversational interactions, as well as serving as a repository for language corpora from around the world. CLAN is a software program that is used to transcribe sound files using a standard set of rules. https://dali.talkbank.org/clan/

https://talkbank.org/manuals/CLAN.pdf

https://labs.wsu.edu/vandam/documents/2017/01/329.pdf/

Types of Narrative Skills

According to Hedberg and Westby (1993), there are various types of narratives.

Scripts:

This form of narrative is used to express knowledge of a familiar, recurring event. It is usually told using the second person pronoun you and the present tense.

Recounts:

This involves telling about a personal experience when prompted most often using the past tense.

Accounts:

We explain a personal experience without a prompt. The experience is usually not shared by the listener.

Event Casts:

Explaining an ongoing activity, reporting on a factual scene, or telling about a future plan.

Fictional Stories:

- Relating past, present, or future events that are not real. The events being described focus on someone or something attempting to carry out a goal. Examples: fables and fairytales (including folktales, and modern versions), myths, legends, picture books/graphic novels.)

Narrative Development

First and foremost, we must understand any cultural variations in storytelling so that as we use a narrative assessment, we truly understand from the student's narrative if he/she are demonstrating a cultural difference or an impairment in story tell.

Common Cultural Elements

The following are features that are most common across cultures.

☐ Initiating events

☐ Conflicts

☐ Attempts to solve the problem/conflict

☐ Consequences of those attempts

☐ Conflict resolution

Based on Culture

The following elements are based on culture.

☐ Uses of an internal response

☐ Discourse markers (well, then, now)

☐ Acting as either a listener or participant

☐ Embedded stories (flashbacks of information or editing cues while retelling)

☐ Causal relationships (relationship between an event and the second event)

☐ Causal chains (series of events from the beginning to the end of the story)

☐ Identification of protagonist

Please refer to https://bilinguistics.com/story-telling-elements/ reference charts with narrative abilities that most cultures share and those that may be different (Prath, accessed on 04/08/2023).

References

Shiro, Martha Klein (1998). A discourse analysis approach to evaluate stance in Venezuelan children's narratives. Dissertation Abstracts International: Sediton B: the Sciences and Engineering. Vol. 58 (8-B)

Use Wordless Books to Assess Narrative Skills

Wordless books are a great resource for assessing narrative development. Determine if the content and pictures are culturally appropriate. Based on the Stage of Acquisition, changes to the description below regarding how to assess may need to be adapted.

1. For younger students or those in Stages I-III of new language development, preview the book with them while pointing to pictures as you move through the pages. Refrain from providing a storyline. Instead, just use words like "uh-oh," "look at that."
2. For older students who are in Stage IV or V of new language acquisition, state that you want all of the story elements (name the characters, plot, rising action, conflict, falling action, conflict resolution, conclusion as would be appropriate based on culture).
3. Then, have them tell the story.
4. After the student tells the story, go through, and add to their story as you move through the book.
5. Then have the student retell a story and determine if the narrative level.

     This provides for a dynamic narrative assessment.
Suggestion:

After the preview, have the student hold up the book so that the examiner cannot see the pages. This may lead to a deeper description.

Wordless Books

Preschool/Kindergarten

☐ A Ball for Daisy by Chris Raschka
☐ Red Sled by Lita Judge

Middle School/High School

☐ Tuesday by David Wiesner
☐ Flotsam by David Wiesner
☐ Journey Series (3) by Aaron Becker

Elementary
☐ A Boy, A Dog, and A Frog series by Mercer Mayer
☐ Pancakes for Breakfast by Tomie dePaola
☐ Chalk by Bill Thomson
☐ Rainstorm by Barbara Lehman
☐ Snowman's Story by Will Hillenbrand
☐ Flashlight by Liz Boyd

☐ Journey
☐ Quest
☐ Return
☐ The Lion and the Mouse by Jerry Pinkney
☐ Other _____

Narrative Development Checklist

The following Narrative Development Checklist is available on Google Drive with more description and a goal bank.

https://drive.google.com/drive/folders/1CROYobmaCeD5fHvHNlIKsXBQRz4TVC6q?usp=sharing

☐ **Heaps:** Unrelated story elements with no seeming organization (2 years). The topic changes quickly typically with present progressive verbs.

☐ **Sequences:** Story elements are topically related, but not causally linked (2-3 years). Story elements may be arbitrarily linked together. A sequence may include a central character, a topic, or a setting.

☐ **Primitive Narratives:** Concrete theme but little interrelation between story components (3-4 years). It may include a central character, a topic, or a setting but differs from sequences in that the child discusses a character's posture or facial expressions.

☐ **Unfocused Chain:** Related from one part to the next; not from beginning to end (4-4 ½ years). There is a sequence of events or a **cause-effect (culturally dependent)** relationship. It may include conjunctions such as and, but, or because.

☐ **Focused Chain:** Good connections between story parts, all related to a central theme (5 years). There is a central character and a logical chain of sequences. The student is able to describe an adventure. There may not be a conclusion or end of the story.

☐ **True Narrative:** Well-developed story with **internal plans** (culturally dependent), morals, and forward motion to all elements (6 years). The story is centered on an incident that occurred in the story. There is a problem (conflict) that is resolved in the end.

☐ **Narrative Summaries:** Brief generality that provides a broad overview; telling the story in whatever way makes sense (7-11 years). The student retells the story in whatever way makes sense to him. The reader's experiences come through in the story retell.

☐ **Complex Narratives:** Includes use of **flashbacks (culturally dependent)**, fantasy, stories within stories, divergence from central plot (11-12 years). A student understands when reading and retelling a story that certain scenes in the story occurred earlier in time than the main story. A story within a story may disclose the background of a character or events, or a myth or legend that influences the plot or could be a diversion from the central theme.

☐ **Analysis:** Breaking down the plot, characters, conflict, conflict resolution, etc. (13-15 years). The student is able to provide a detailed examination of the story elements.

Generalization: Generalize to other narratives or situations (16 years to adulthood). Students can take something specific and apply it more broadly taking one or two facts and making a broader more.

Video 1
☐ Focused Chain: Good connections between story parts, all related to a central theme (5 years)
☐ True Narrative: WELL developed story with internal plans, morals, and forward motion to all elements (6 years)
☐ Narrative Summaries: Brief generality that provides a broad overview. Telling the story in whatever way makes sense. (7-11 years)

<div style="border:1px solid;">

Language Skills Observed: (Morphology, Phonology, Syntax, Semantics, Vocabulary)

</div>

Video 2
- ☐ Focused Chain: Good connections between story parts, all related to a central theme (5 years)
- ☐ True Narrative: WELL developed story with internal plans, morals, and forward motion to all elements (6 years)
- ☐ Narrative Summaries: Brief generality that provides a broad overview. Telling the story in whatever way makes sense. (7-11 years)

Language Skills Observed: (Morphology, Phonology, Syntax, Semantics, Vocabulary)

Increasing Narrative Skills for Younger Children

The following strategies will assist in increasing narrative development in young children.

- Read books without stopping, so children can hear the entire sequence and flow of the story. This will support narrative development by permitting the student to begin to understand the story elements and character development throughout the story.
- Frequent reading of books in class & home
- Books in the primary language
- Rereading of books
- Books coordinated with ongoing classroom activities (to include specific vocabulary) (Coyne, MD, 2004)
- Recall the main events of the story, asking what happened next: "Then where did Spot go?"
- Ask clarifying questions: "Why was Sally looking for Spot?"
- Pictures, props, flannel, or magnet boards to tell stories.
   (Great felt stories: www.beyondplay.com)

- After story time, ask children to draw pictures to go along with the book.
- Act out nursery rhymes or stories with puppets.
- Add on to favorite stories. What happened the day after Max visited the Wild Things? What else did the five little monkeys do?
- Change the Ending
- Expanding a Sentence through Questioning

Story Elements through Questioning Example

By using question words, several story elements can be targeted.

Who (character)	Daisy	
What (plot)	Daisy loves to play with her ball. She even sleeps with it.	
Where (Setting)	Daisy likes to take her ball to the park.	
When (Setting)	They go to the park during the day.	
Why (Conflict and Resolution)	One day, at the park, another dog wanted to play with Daisy's ball, and he popped it! Daisy was so sad. She went to the park the next day, and the other dog had a new ball for her. She was so happy!	

Increasing Narrative Development in Older Students

When working with a student that is having difficulty understanding fiction, we must determine what is causing difficulties. For fiction, is the difficulty in understanding story elements, taking a character or author's perspective, or understanding the theme? For nonfiction, is the student having difficulty with understanding the main idea and supporting details, having difficulty with the purpose of the writing, or is the student attempting to pull in his or her background knowledge as facts into the nonfiction? Below are strategies for both fiction.

Difficulty Understanding Fiction

Often students will have difficulty understanding fiction because of not understanding the story elements (i.e.: setting, climate, plot, conflict, rising action, climax, falling action, and resolution). Students can also have difficulty determining the theme due to difficulty taking an author's or character's perspective, thus, leading to difficulty understanding the theme of

the story. The following steps will assist in breaking down the fiction to determine where the student is having difficulty.

Step 1

Read a passage or chapter book appropriate for the student's current ability (high/low readers)

Step 2

Use Main Idea and Supporting Details highlighting strategy (main idea in yellow and supporting details in color of student's choice)

Highlight Main Idea and Details

      Yellow for main idea   another color for supporting details

Rosa Parks was born February 4, 1913 in Tuskegee, Alabama. She spent her childhood in Alabama. When she was 11, she enrolled in the Montgomery Industrial School for Girls. Later, she worked as a seamstress in Montgomery.

Yellow for main idea

Rosa Parks has been called the "mother of the civil rights movement" and one of the most important citizens of the 20th century. In the early 1950s, the bus system in Montgomery, as in many parts of the United States, was segregated. Blacks were required to board the bus at the front, buy their tickets, and then re-board the bus in the back. Sometimes, they weren't able to get on the bus again before it drove away. They were not allowed to sit in the front of the bus, which sometimes made it difficult to get off at the right stop. Even if they were sitting in the "black section", they were still required to give their seats up to white passengers if the "white section" was full. In December of 1955, Rosa Parks refused to give up her seat on a city bus to a white passenger. The bus driver had her arrested. She was tried and convicted of violating a local ordinance.

Step 3

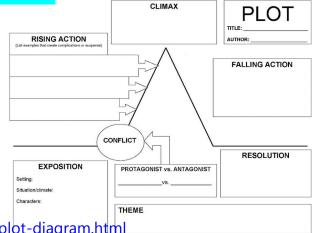Use a Plot Diagram to break down the story.

Image from: https://mrsrotramel.weebly.com/plot-diagram.html

Exposition:

The exposition is the beginning of a story which usually introduces the main characters and the setting. This gives us a preview into the story.

Setting

This includes information beyond the immediate surroundings of the story. Elements of setting may include culture, historical period, geography, and hour.

Character/s:

Protagonist: The main character in the book
Antagonist - Who is preventing the main character from getting what she wants? This causes the conflict in the story.

The student may want to keep a character list and include other characters as they are added throughout the book. A character list can often be found online as well.

Rising Action:

A series of events where the main character faces opposition (The conflict grows)

Climax:

The point in the story where the conflict reaches its greatest intensity and the main character experiences the most intense emotions.

Falling Action:

The problems in the rising action get resolved.

Resolution:

How did the story end? What was the result of the conflict?

Theme:

The main moral or message of the story. What did the main character learn from the events of the story?

Common Themes in Children's Literature Include:

• Courage	• Growing Up
• Friendship	• Anger
• Belonging/Identity	• Suffering
• Family	• Jealousy
• Loss/Grief	• Love

Step 4

Perspective Taking

If the student is still having difficulty with the theme, consider whether the student can take the author/character perspective. May need to do a comparison of the protagonist and antagonist or a character analysis for further support.

Title of Book: _____   Author: _____

	Protagonist	Antagonist
Name		
Physical Appearance		
Social Attributes (how does he/she get along with others?)		
Emotions/Mental Status:		

Character: _____

Beginning of the book (Thoughts, Actions, Dialogue	Interpretation of these events

Middle of the book (Thoughts, Actions, Dialogue	Interpretation of these events

End of the book (Thoughts, Actions, Dialogue	Interpretation of these events

Example: Narrative Development

Margo will use the fictional book, *Real Friends* by Shannon Hale (2017), to target development of story elements (and language skills) while using this book. It is also available on Margo's website along with a blank format.

Theme:

Friendship, Growing Up

Plot Summary

Shannon and Adrienne have been best friends ever since they were little. But one day, Adrienne starts hanging out with Jen, the most popular girl in class and the leader of a circle of friends called The Group. Everyone in The Group wants to be Jen's #1, and some girls would do anything to stay on top even if it means bullying others.

Characters

- Shannon, an imaginative but insecure girl who struggles to find a place amongst her group of friends at school: She had 4 siblings. At the beginning of 4th grade, she gets glasses.
- Adrienne, her easygoing and pretty best friend.
- Jenny, the most popular girl in school; She had 8 siblings.
- Jen, the bully, with her own problems; Adrienne knew her from church. Shannon met her at the beginning of 3rd grade. Jenny's best friend
- Wendy, her older sister struggling with her own identity.
- Veronica and Zara Older girls (6th graders and Shannon is a 5th grader) who befriend Shannon.
- Kayla: A younger student who Shannon finds behind the bushes crying because she has been bullied (more than once)

Setting

Salt Lake City, Utah. The story revolves around the feelings of Shannon as she navigates friendships and sibling rivalry with her older sister, Wendy.

Conflict

Shannon loses her best friend, Adrienne, to The Group. She tries to be part of the group but is often left out because everyone wants to please Jenny.

Climax

Shannon was gaining popularity in the group, and Jenny wanted her out of the group. On page 100, during a game of Red Rover, Shannon comes to this realization. On page 132, Shannon decides to leave the group.

Conflict Resolution

Adrienne moves to a different school for gifted students. Shannon decides she no longer wants to be part of the group. She is befriended by Veronica and Zara who are the 6th graders in the 5th-6th grade split classroom.

Conclusion of the Story

On page 193, Jen asks Shannon if she can be part of her group. Shannon wanted to try out Zara and Veronica's type of popular which is being nice.

Reflection

Do you currently target narrative development? If yes, what strategies can you add? If you do not, how would you go about adding narrative activities to your treatment?

Conclusion

Narrative development requires command of all language areas as well as supralinguistic skills. On target narrative development provides a glimpse of how the student will do overall academically. For students who struggle with narrative development, we must target narrative development directly to lead to greater academic success.

Maximizing for Each Domain of Language

The next session will provide information specifically for the 5 domains of language (morphology, phonology, syntax, semantics, and pragmatics. Higher level language (supralinguistics) will also be included. For each domain, suggestions will be given to maximize the effectiveness of therapy through collaboration, explicit and systematic instruction, building background knowledge, and narrative development,

Morphology

Morphological awareness is the first glimpse that we have that children are understanding the smallest unit of meaning. Morphology plays such a key role in English. Since English is a deep orthographic language, morphology plays a key role in reading, spelling, and writing.

It also supports syntax for auditory and reading comprehension, as well as vocabulary acquisition.

Morphology Evidence

1. Morphological awareness has a significant impact on reading in the early years (Nunes, Bryant, and Bindman, 2006).
2. First-grade morphological awareness made a significant contribution to later reading achievement (Carlisle, 1995).
3. Regarding spelling in the early elementary years, Nunes, Bryant, and Bindman (2006) found that six-year old children's inflectional spellings predicted their morphological awareness performance at the ages of seven and eight.
4. Morphological awareness instruction has been found to significantly improve language and literacy outcomes and to be a valuable instructional tool for elementary children with language and literacy deficits (Bowers, Kirby, & Deacon, 2010; Carlisle, 2010; Goodwin, Lipsky, & Ahn, 2012; Reed, 2008).
5. Children with speech delay **often also have language delays**, especially in **expressive morphology**. Their morphological errors cannot be attributed to speech difficulty (Paul & Shriberg, 1982;Rvachew, Gaines, Cloutier, & Blanchet, 2005).
6. A morphological intervention program for grades 5-10 English Language Learners that included 12 units that systematically teach sets of derivational morphological endings through word, sentence, and paragraph activities. Gains were noted after 8 weeks. Morphological usage increased by at least 24% and
spelling by at least 30% (Green, Garza, Hauck, Ruiz, Siordia, 2011).
7. Morphological awareness instruction appears to be a clinically relevant instructional approach for improving phonological awareness, vocabulary, reading, and spelling success in elementary school-age children with language and literacy deficits (Wolter and Green, 2013).
https://journals.lww.com/topicsinlanguagedisorders/FullText/2013/01000/Morphological_Awareness_Intervention_in_School_Age.4.aspx
8. A multilinguistic structured literacy approach with morphological awareness instruction at the core is an optimal way to address literacy deficits in adolescents due to the positive impacts of morphological awareness on spelling, decoding, vocabulary knowledge, and reading comprehension (Collins, Wolter, Bourque Meaux, and Alonzo, 2020). https://pubs.asha.org/doi/10.1044/2020_lshss-19-00053
9. Research has consistently demonstrated the importance of morphological awareness in reading, especially in supporting reading comprehension (Carlisle, 2000; Nagy, Berninger, & Abbott, 2006).

10. For EL students, teachers must be explicit and clear about how morphemes function and behave in English (Hickey and Lewis, 2013).
    o "Teachers" must understand how morphemes work in the native language.
    o Romance languages (Spanish, French, Portuguese, Italian, Romanian, and Catalan) are based in Latin as a linguistic ancestor.
      ▪ Instruction in Latin based morphemes (Tier I may share roots with Tier II and Tier III words)
      ▪ Instruction in cognates (share a common root)

Understanding Morphology in the Native Language

Given that English morphological processes differ from other languages in a variety of ways, it is imperative that teachers acquire morphological information about the home languages of their students. When providing morphological instruction for English learners, teachers must be explicit and clear about how morphemes function and behave in English (Hickey & Lewis, 2013).

By understanding the students' native language and whether there are compound words, inflectional or derivational morphemes can lead to better understanding of the function of morphemes in English. The aforementioned progression we would use for a student whose L1 is English may be different for a student who is learning English as a second language. If the native language does not have inflectional morphemes, we may want to start with derivational first.

Examples

Similarities

- Spanish & English both have compound words, inflectional & derivational endings
    o Both have a plural –s (pronounced only as /s/)
    o Both have a marker for –ing (but not the same as English -ando, -iendo)

Differences

- Spanish does not have the past tense-ed ending.
- Spanish does not mark 3rd person singular verbs with –s
- Comparative and superlative are marked differently
  Ex. He is the tallest = El es **mas** alto.

Compound Words

- Most compound words in Spanish are masculine and are formed by taking the verb and then adding the plural noun (very rarely is it in singular).

- Verb + Noun (plural)
  Parar + aguas = el paraguas (umbrella)
- A lot of compound words also end with a **'s'** however this does not mean that they are in the plural form; most do not change in the plural and singular form. A way to know if a compound word is plural is by looking at the article.

Inflectional & Derivational Morphology & Compound Words

A morpheme is the smallest unit of meaning. By understanding how morphemes are used and marked in the native language, the educator can use this information to assist students in understanding morphemes in English. For example, In English and in Spanish, words can have affixes (prefixes and suffixes) and a root word (i.e., Latin roots). (Examples: maltratar-to mistreat, componer (with and put meaning to compose or put together, saludo based on the Latin root salu/salv).

Types of Morphemes

Understanding the types of morphemes will support understanding of how morphemes work in the L1 of the student that you are working with.

Free Morphemes"

Free morphemes can stand alone with a specific meaning, for example, in English, word such as walk, baby, red are free morphemes. In English, compound words are formed with two or more free morphemes such as rainbow, ice cream.

Bound Morphemes

Bound morphemes cannot stand alone with meaning.

Base and Roots

The root of the word can either be a base word or a root.

Base words are free morphemes words that can stand alone that a prefix or suffix can be attached to such as play (replay, playful)

A root word is a bound morpheme that mostly comes from Greek or Latin and cannot usually stand alone such as -ject (reject, rejection). As in Greek, two bound morphemes come together to form a word such as photo and graph to form photograph. In Latin, these roots have an affix attached such as fraction (refract, fraction).

Inflectional Morphemes

Inflectional morphology aspects of the grammatical function of a word and includes plural, verb tense, possessive, and comparative/superlative adjectives and adverbs. All inflectional morphology usually produces different forms of the same word rather than different words (leaf/leaves, write/writes). This includes:

General rule: Inflectional morphemes do not receive dictionary entries as separate or unique words, and the inflection does not change the basic meaning of the word.

Link to EL

Determine if inflections are present in the L1.

Brown's Mean Length of Utterance

Based on Brown (1973) the following is the order of acquisition of the first five inflectional morphemes. Brown states that all of these should develop by four years of age.

Inflectional Morpheme	Age of Acquisition	Example	CCSS
Present progressive (-ing)	27-30 months	Baby cry**ing**.	1st grade
Plural regular (-s)	27-30 months	I want car**s**.	Kindergarten
Possessive ('s)	31-34 months	Sam**'s** ball.	1st grade
Past regular (-ed)	35-40 months	She walk**ed** home.	Kindergarten-1st
Third person regular (-s)	35-40months	Malcolm play**s**.	1st grade
Past participle (-en) (Uncontractible and contractible aux. verbs)	41-46 months	She has spoken. It is written.	2nd grade (irregular past tense)

Brown (1973) does not include comparative and superlative for adjectives and adverbs. The Common Core State Standards (2019) lists these inflectional morphemes in the following standards.

Inflectional Morpheme	Grade Level Standard
Comparative (-er) and Superlative (-est)	3rd grade

Compound morphemes

In English, when two free morphemes are used together to yield a new meaning, a compound is formed. In English, compound words can be written in three ways: as open compounds (spelled as two words, e.g., ice cream), closed compounds (joined to form a single word, e.g., doorknob), or hyphenated compounds (two words joined by a hyphen, e.g., long-term). Sometimes, more than two words can form a compound (e.g., mother-in-law).

Link to EL

Determine if compound words are present in the L1.

Derivational Morphemes

Derivational morphology includes base (root) words to which affixes (word beginnings or endings) are applied. Adding affixes that include prefixes and suffixes can change meaning (leaflet, writer, rerun). Derivational morphology usually has its own dictionary definition.

Link to EL

Determine derivations in the L1.

Steps in Morphology Intervention

An explicit, systematic, and sequential scope and sequence in morphology intervention will yield the best understanding and use of morphemes. Based on what we know about the L1 for Emergent Bilinguals and how morphemes work in their L1, we may not follow this same progression.

Explicit

1. Introduce the concept of morphology and provide many relevant examples.
2. Discuss importance of morphology (understanding the smallest unit of meaning)
3. Explain of target patterns and examples

1. Inflectional - <u>number</u>, <u>tense</u>, <u>person</u>, <u>case</u>, <u>gender</u>, and others, all of which usually produce different forms of the same word rather than different words (leaf/leaves, write/writes).
   o <u>Plural</u>, <u>possessive</u>, <u>third-person</u> <u>singular</u>, <u>present tense</u>, <u>past tense</u>, <u>present participle</u>, <u>comparative degree</u>, and <u>superlative degree</u>
   o Rule of thumb: Not given their own words in the dictionary and does not change the basic meaning of the word
2. Compound - 2 or 3 words that mean something different when combined (i.e.: sun and moon can be combined with light for sunlight and moonlight.)
3. Derivational- base (root) words to which affixes or word beginnings or endings, can be added to change meaning (leaflet, writer, rerun) and
   o There are base words to which affixes can be added to which change the meaning.
   o Have separate dictionary headings
   o Affixes and roots are also known as bound morphemes.

Systematic and Sequential Intervention

Intervention then focuses on identifying the regularities or patterns of morphology in language. Depending on the L1, the sequence in which morphemes are targeted may change.

Morphology Strategies

The following strategies will support morphology acquisition in English. For inflectional morphology, begin with any inflections that are present in both languages. After mastery of these, then add the other inflections.

Inflectional Morphology (-ing, plural –s and -es, possessive –s, 3rd person singular –s, past tense –ed, -er, -est)

Use scenes from a book in the classroom or make cards to demonstrate subject, verb, and direct object or prepositional phrase to elicit early developing morphology. If working with EL students, it is important to understand which, if any, inflections are marked the same way in the first language. For example, in Spanish, the –ing and plural –s are marked similarly as they are in English; therefore, these are the inflections targeted first.

(Season pictures are available on Margo's website)

Inflectional Morphemes

Today (Present Progressive): She is splash<u>ing</u> in the puddle.
3rd Person Singular: She splash<u>es</u> in the puddle.
Yesterday (Past Tense): She splash<u>ed</u> in the puddle.
Possessive: It is the girl<u>'s</u> umbrella.
-er and –est: The mommy bird is bigg<u>er</u> than the baby bird<u>s</u>.
(Discuss plants). The grass is bigg<u>er</u> than the flower<u>s</u>. The tree is the bigg<u>est</u> plant in the picture.

Highlighting Inflectional Endings

The following strategies can be used with students that are leaving off the inflectional endings when speaking, reading, and spelling.

Step 1: Choose a passage from the curriculum or one that will build or revise background.

Step 2: The speech-language pathologist or teacher highlights the inflectional endings. May only begin with the inflectional morphemes that are present in both languages.

Step 2: The student's finger goes under the words and the SLP or teacher's finger goes above the word.

Step 3: The student reads the words and sentences.

Step 4: If the student is able to read the words and include the inflectional endings, the student continues to read.

Step 5: If the student leaves it off, the SLP or teacher keeps his or her finger above the word. The student has to come back to that word and add the ending.

Activity

Johnny and Sally are walking to the park. Johnny stops and he smells the yellow flowers. He says, "I have never smelled flowers sweeter than these." As they are walking again, Sally stops and looks at two beautiful butterflies. She says, "These are the prettiest butterflies I have ever seen." Johnny says, "I think my flowers are prettier than your butterflies." Sally says, "My butterflies are bigger than your flowers." The two then decide that both the flowers and the butterflies are the sweetest and prettiest things they have seen all day. At the park, Sally and Johnny played, jumped, and laughed all day long!

Compound Words Strategies

The first is *compounding*, which involves combining two or more free morphemes to create a new word. For example, sunlight and moonlight both contain two morphemes – sun/moon and light – and the meaning of each compound word is a combination of the two morphemes. English-speaking children show an understanding of compound words in the preschool years, with age-related increases until approximately 5 years (Clark, Hecht, & Mulford, 1986).

Examples of Compounds from Other Languages

In Spanish, compound nouns are often created by attaching the plural form of a noun to the base of a verb. These words always look plural and sometimes even look feminine, but a compound noun is always masculine and is the same in its singular and plural form. *abre* (opens) + *latas* (cans) = *el abrelatas* (the can opener) or *los abrelatas* (the can openers)

Dutch is a language rich with compound nouns. Some are almost identical to German – so a Dutch tortoise is also a *schildpad*, (or 'shield toad') a vacuum cleaner a *stofzuiger* ('dust sucker') and a glove a *handschoen.*

Hungarian Example *körömpörkölt*, meaning 'nail stew.'

In German, they are conventionally written in solid form: *Eisenbahn* ('ironway') railway;

In French, one kind of compound has the form of a prepositional phrase: *arc-en-ciel* ('arch in sky') rainbow. Another consists of a verb-noun phrase: *gratte-ciel* ('scrape-sky') skyscraper.

In Mandarin has compound words such as 大衣 (dàyī) "overcoat" 足球 (zúqiú) = "football"

Morphology: Specific Strategies

The following section provides specific strategies to support students in learning English compound words.

Compound Creation

Cards or other objects such as Duplo blocks can be used to form compound words in English.

side

mower

lawn

walk

foot

ball

football

Activities

The following activities are a fun way to target compound words and how they work in English.

1. How many words Can You Make?
   Provide a word that could be used to make many different compound words and challenge the student to make as many as they can. (For example: work – workplace, workbook, workout, homework, workshop, teamwork, footwork)
   a. Students may need written words in order to combine.
   b. Provide an anchor chart as needed.
2. Meet a Friend

Each student has a base word and walks around to find another student that would have a word that would go with it and make sense.

    a. A picture or the words can be added to the base Duplo block that would provide a cue for the two words that would come together.

    b. An anchor chart could be posted in the front of the room that would contain each compound and a picture to go with it.

3. Compound Word Memory Game

Students take turns turning over cards that would contain each base word and attempts to make a real word. Students could also try to describe the meaning of the word if two base words don't make a real compound word.

Resources

Books

- [Cloudy with a Chance of Meatballs by Judi Barrett](#)

- [If You Were a Compound Word by Trisha Speed Shaskan](#)

- [Thumbtacks, Earwax, Lipstick, Dipstick: What Is a Compound Word? By Brian P. Cleary](#)

- [Once There Was a Bull Frog by Rick Walton](#)

YouTube videos

Guess the Word Challenge: Brain Riddles for Kids with Answers https://youtu.be/dt3iFjD-xfI

The Compound Word Game https://youtu.be/N8uMGPAWIlw

Other

https://blog.allaboutlearningpress.com/compound-words/

https://www.teacherspayteachers.com/Browse/Search:compound%20words%20esl

https://www.vocabulary.co.il/compound-words/

Derivational Morphology

While differences in L1 and L2 (target language) morphology can create opportunities for morphological instruction, similarities in morphological structure between languages can also generate teaching points.

EL Resource

- www.realfastspanish.com/vocabulary/spanish-cognates
- https://www.teacherspayteachers.com/Product/Word-Lists-with-Common-Shared-Prefixes-Bases-and-Suffixes-in-English-Spanish-4310785

Flashcards

Create flashcards with the root on the front and a sentence using a word with the root. On the back, have the student find a picture or draw a picture to assist with understanding and retrieval of the meaning of the root.

Front: auto She wrote an autobiography about herself.	Back: Self

Maximizing Effectiveness of Language Therapy

Morphology can easily be linked to activities involving collaboration, building background knowledge and narrative development.

Collaboration

The following ideas link morphology through collaboration.
- ☐ Review classroom materials and choose words that are appropriate for morphological instruction.
  - o PreK – 2nd grade: link inflectional and compound words from speaking and listening to reading and writing. Target most common affixes that the student will hear in the classroom or in the community.
  - o 3rd – high school – look for the most common Greek and Latin roots and affixes.
- ☐ Preteach
- ☐ Choose the collaboration model that best meets the needs of your students.

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards: Morphology

Review state academic standards for morphology (Inflection, Derivation, Compound Words). Determine the student's current stage of acquisition then systematically plan goals.

(Under Language)
Standard 1: Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Kindergarten Standards
   a. Use frequently occurring nouns and verbs. (Anglo Saxon to lead to compound words)

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
1ˢᵗ Grade
b. Use common, proper, and possessive nouns.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Standard 4: Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Kindergarten Standards
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

1ˢᵗ Grade
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
2ⁿᵈ Grade
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
3rd Grade
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
4th Grade
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

5th Grade
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

6th Grade
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
7th Grade
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
8th Grade
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
9-10
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Goal: Morphology

(Timeframe), _____ will use (list the inflection or derivations to be targeted) in (phrase/sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

Objectives Example

At the 9 week grading period (or the specific date), _____ will use (list specific inflections/derivations) in phrases in 8/10 of the opportunities with moderate cues.

At the end of the second grading period (or a specific date), _____ will use (list specific inflections/derivations) in phrases and sentences in 8/10 of the opportunities with minimal cues.

At the end of the third grading period (or a specific date), _____ will use (list specific inflections/derivations) in oral and written sentences in 8/10 of the opportunities with moderate cues.

At the end of the academic year, _____ will use (list specific inflections/derivations) in phrases in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

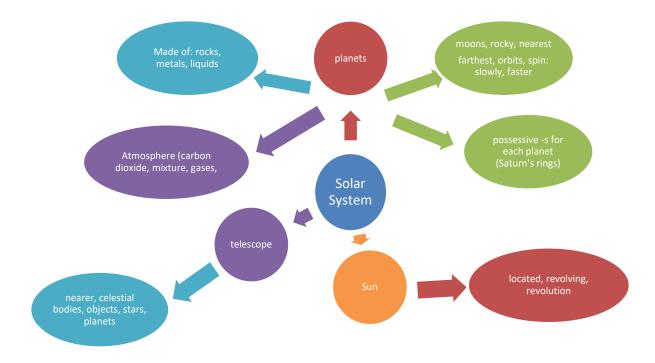## Explicit, Systematic, and Sequential Instruction: Lesson Plan

The following lesson plan format provides the means to provide explicit, systematic, and sequential intervention.

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice. (Example: Mastery of 3rd person regular verbs Listening/Speaking 35-40 months Reading/Writing1st grade standard	
State Purpose or Goal (explicit instruction)	Today, we will talk about action words that end in -en. Words like broken, spoken, written. We use these -en action words, also called verbs, to describe an action that is already completed.	
Practice Language Target	Warm up exercises (Previous learned language skills in the sequence of mastery) Practice of other inflectional verbs mastered	
Introduce New Concept (I Do)	Explicit and direct teaching of new target by therapist demonstration The sun has risen means that it already happened. The pencil is broken means it already broke. She has spoken to the group means that she	

	is finished speaking.	
Provide Guided Practice (We Do)	Therapist led practice. Therapist demonstrates and then the student attempts with immediate feedback. He has driven the car means _____ He has forgotten his homework means _____. They are forbidden to go means _____. The chair is broken means _____.	
Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed. Word search of past participle -en words	
Additional Activities for Further Practice	Additional therapy, classroom, or homework activities to provide repetition of skills for mastery and generalization. Provide a list of past participle -en words for the student to make up sentences with at home.	
Assess	Always use informal assessment to make sure skills are solid before moving on to the next target.	

Building Background Knowledge

☐ Choose a topic that is being discussed in the classroom.
☐ Choose inflections, compound words, and derivational words that can build vocabulary to build background knowledge.

Link to Narrative Development

☐ Review fiction or nonfiction reading from the classroom.

☐ Choose words that reflect the patterns you are targeting in therapy.

The following example is from Real Friends (Hale, 2017)

Morphology	Inflectional Morphology		
		Words	Page #
Activities: Please see activities for inflectional and derivational morphology contained within this document.	Plural -s:	friends	1, 6, 7
		girls, cheerleaders	9
		twins	25
		girl wonders	25
		parents	25
		neighbors	26
		berries	27
		candy bars	27
		wishes	31
		races	40
		secretaries	53
		leaves (leaf/leaves)	68
		glasses	70
		dollies	55
		trophies	63
	Possessive -s:	Adrienne's	25, 27
		Tammy's	26, 27
		Bronson's	26
		Jen's	41
		Charlie's Angels	53
		group's	55
		mother's	157
		brother's	157

Derivational Morphology

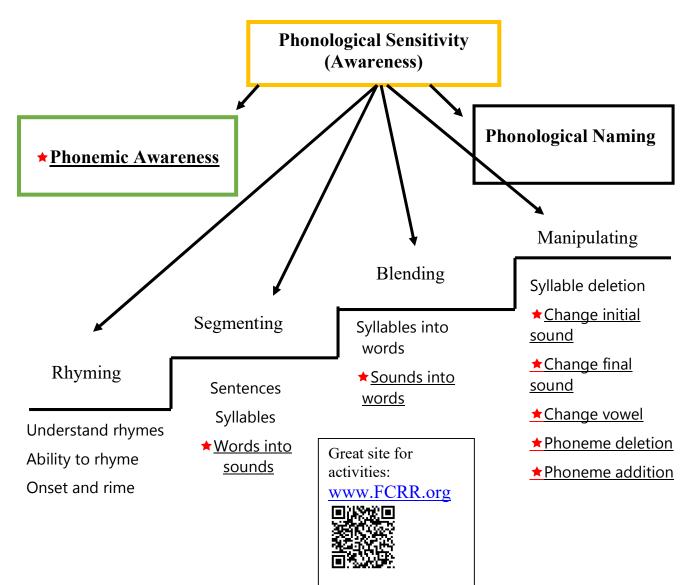|		
-ly	exactly	9, 46
	heavenly	26
	officially	45
	clearly	68
	partly	58
	suddenly	130
	seriously	144
-ful	wonderful	25
-ive	sensitive	57
	creative	92
	electives	191
-ous	righteous	59
	mysterious	96
	obnoxious	103
-er	runner	40
	babysitter	80
-ity	popularity	88
	personality	89
-ine	examine	92

Reflection and Review

- How can you maximize your morphology instruction?
- Would you begin with inflectional morphology or derivational based on the L1 structure?
- What are some strategies that we highlighted in this section that you can use in therapy or strategies that you use that you can adapt?

Morphology Conclusion

In this section, we discussed the importance of understanding morphology in the L1 in order to support acquisition in L2 for students with language disorders that we would see in therapy. Although our focus is the students who are EL but also experiencing a language disorder in both languages, the concepts and strategies above can also be applied to L2 language acquisition. In English, we begin targeting inflectional morphology because with an L1 of English, this is how morphology develops. For students that English is the L2, we must know how morphology develops in the L1 to know whether to target derivational or inflectional first.

Phonological Sensitivity (Awareness) Skills

Phonological awareness skills and more specifically, phonemic awareness skills are necessary for students to read, write, and spell. Speech-Language Pathologists play a vital role in moving students from phonologies role in speaking and listening to the role it plays in reading and writing.

Phonological Sensitivity (Awareness)

★**Phonemic Awareness**

Phonological Naming

Manipulating

Blending

Syllable deletion

★Change initial sound

Segmenting

Syllables into words

★Change final sound

★Sounds into words

★Change vowel

Rhyming

Sentences

★Phoneme deletion

Syllables

★Phoneme addition

Understand rhymes

★Words into sounds

Ability to rhyme

Onset and rime

Great site for activities:
www.FCRR.org

★ **Phonemic Awareness includes:**

- Auditory discrimination (ability to distinguish specific sounds)
- Auditory analysis (segmenting a word into sounds)
- Auditory synthesis (blending sounds together

- Auditory manipulation (perceiving phonemes correctly to distinguish changes in a word)
- Auditory sequencing (auditory memory in specific order)

Definitions

Phonological Short Term Memory (auditory sequencing)

- The ability to store verbally presented information with the cognitive system long enough to act on the information.

- Needed for blending sounds into words (saying the individual sounds then being able to hold those sounds into memory to blend the word)

- For children who are experiencing vocabulary or literacy difficulties (e.g., decoding or spelling), an assessment of PSTM may be particularly important. PSTM is typically measured using NWR tasks, which are designed to measure phonologic processing efficiency independent of lexical knowledge (**Dollaghan, Campbell, Needleman, & Janosky, 1997**; **Gillam, Hoffman, Marler, & Wynn-Dancy, 2002**). NWR requires PSTM because to repeat a nonword, a person has to maintain an accurate phonological representation of unfamiliar phonologic information in memory (**Jarrold, 2001**; **Montgomery, 2002**)

Manipulation

The ability to modify, change, or move the individual sounds in a word to make a new real or nonsense word.

Phoneme deletion

Student recognizes the word that remains when a phoneme is removed from another word. Example: "Say 'clip'". "Say it again without the /k/." "lip"

Phoneme addition

Student recognizes a new word by adding an additional sound. Example: pit/spit, lip/clip, net/nest

Phoneme substitution

Student can change sounds in a word. bug/tug, bet/bed, bet/bit.

Phonological Naming (Retrieval)

- Providing sounds to go with the letters

- Matching phonemes and graphemes (sound –symbol)

- Decoding

- Errors in pronunciation of words (beenoculars, conoculars for binoculars)

Phonology Research

Phonological Awareness Skills

1. *One of the strongest indicators of phonological weakness is **poor phonemic awareness*** (Farquharson, Centanni, Franzluebbers, & Hogan, 2014; Swan & Goswami, 1997)
2. Children's **phonological awareness ability at preschool and kindergarten** is a powerful predictor of later reading and writing success (Bradley and Bryant, 1983); (Lundberg, Olofsson, and Wall, 1980); (Torgesen, Wagner, & Rashotte, 1994, Ehri & Wilce, 1980/1985); (Liberman, Shankweiler, Fischer, & Carter, 1974); (Perfetti, Beck, Bell, & Hughes, 1987).

3. The degree of phonemic awareness that the child has developed **upon entry into school is widely held to be the strongest single determinant of the child's reading success** (Adams, 1990; Stanovich, 1986; Snow, Burns, & Griffin, 1998).

4. Even after learning to read, individuals with **dyslexia continue to show poor phonological awareness**, particularly for tasks that require phoneme level sensitivity (Pennington, Orden, Smith, Green, & Haith, 1990; Snowling, Nation, Moxham, Gallagher, & Frith, 1997; Wilson & Lesaux, 2001).

Phonological Awareness Skills in English Learners

1. According to August and Shanahan in a report titled *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* stated*,* "Instruction that provides substantial coverage in the key components of reading — identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension — has clear benefits for language-minority students. However, while approaches that are similar to those used with native-language populations are effective, the research suggests that adjustments to these approaches are needed to have maximum benefit with language-minority students." (p. 3)

2. ***EL students with strong phonological awareness skills in English demonstrated a higher potential for reading achievement in later years*** (Genesee, Lindholm-Leary, Saunders, Christian, 2005)

3. ***Phonological awareness skills transfer back and forth between the native language and second language*** (Dickinson, McCabe, Clark-Chiarelli, & Wolf, 2004; Cardenas-Hagan, Carlson, Pollard-Durodola, 2007).

The following information from Irujo (2015) provides valuable information regarding phonemic and phonological awareness instruction.

1. Before phonics instruction begins, students must have the phonemic awareness skills they need to perceive individual sounds in words. This is particularly important for sounds that are problematic because of the native language.

2. Teachers must be aware of whether a student's native language uses a non-Roman alphabet or is non-alphabetic. Even if ELs have had no instruction in reading in the native language, environmental exposure to a different writing system can negatively affect the ease with which they learn to recognize the letters of the English alphabet.

3. ***ELs must be able to hear and reproduce English sounds with a degree of accuracy commensurate with their pronunciation abilities before they are taught to make associations between those sounds and particular letters.***

4. It is helpful to explicitly point out different letter combinations that have the same sound and provide extra practice with them. Multiple spellings of the same sound can be very confusing for ELs, particularly if they have had some reading instruction in a language such as Spanish, which has almost completely regular sound-symbol correspondences.

Speech Delays and Literacy/Dyslexia

1. Children whose speech production problems persist until **age 6; 9** perform worse on tests of reading, spelling, and phonological awareness than controls matched for age and performance IQ (Nathan et al., 2004).

2. Studies indicate that at **age 4,** children with speech delay are at **higher risk for impaired phonological awareness skills** (e.g., rhyme matching, onset segmentation, onset matching) compared to children who are typically developing, although in one such study significant differences between,(Rvachew, Ohberg, Grawburg, 2003).

3. Numerous studies have documented that children with **speech sound disorders** (SSD) are more likely to display **lower performance on measures of reading and spelling** than are children with typical speech abilities (Bishop & Adams, 1990; Catts, 1993; Peterson, Pennington, Shriberg, & Boada, 2009)

4. <u>Kirk and Gillon (2007)</u> provided an **integrated speech, phonemic awareness, and letter knowledge intervention approach to children with SSD**. They found that children who received an intervention that facilitated **phonemic awareness and letter knowledge in addition to speech sound production outperformed children who received an intervention for speech sound production alone.**

Assessments

The following assessments are available to assess each of the phonological areas and subsections under each of the areas that are provided on the chart at the beginning of the chapter.

Language/Literacy

- Test of Integrated Language and Literacy Skills (TILLS)
    - Includes the Student Language Scale (SLS) for dyslexia screening
    - TILLS includes core subtests for 6-7, 8-11, 12-18 dyslexia, language, or both.

Phonemic Awareness

- Lindamood Auditory Conceptualization Test 3rd Ed (ProEd: ages: 5;0-18;11) Measures the ability to perceive and conceptualize speech sounds using a visual medium (norm referenced)

Phonemic and Phonological Awareness

- Comprehensive Test of Phonological Processing2 (CTOPP2) [Wagner, Torgesen, Rashotte, & Pearson. (2013). Austin: Pro-Ed. (phonological memory and RAN)

- Phonological Awareness Test 2 (ProEd 2018 5-9;11)

- Profile for Phonological Awareness (ProPA) (app by Smarty Ears)

- Phonological Awareness Skills Test (PAST) Kilpatrick 2018 (Free online) https://www.thepasttest.com/

- Access to Literacy Assessment System (free online) https://accesstoliteracy.com/

- Phonological Awareness Skills Screener (PASS) https://nashtoolkit.weebly.com/uploads/2/5/8/5/25858815/_phonological_awareness_pass.pdf

Dyslexia Screener

Free dyslexia screener (https://www.lexercise.com/tests/dyslexia-test

Determining a Phonological Difference vs. a Phonological Disorder

We have to know sounds (phonemes) that are similar and sounds that are different between the L1 and the L2. We also have to understand if there are rhyming words between the two languages as well as if the L1 is more of a single syllable or multisyllable language. These distinctions aid in our understanding of a phonological difference vs. a phonological disorder.

Order of Acquisition of Phonological Awareness Skills

The following chart provides information regarding typical development of phonological awareness skills as provided by Moats and Tolman, 2009.

Age	Skill	EL Consideration
4 years	Rote imitation of rhymes and alliteration	Are there rhyming words in L1 and what is the function?
5 years	Rhyme recognition (which word doesn't belong)	Are there rhyming words in L1 and what is the function?
	Recognize phonemic change in a word (Brown Pear, Brown Pear, What do you see?)	Is the student familiar with the story? Is the change in phoneme a sound that is in L1?
	Clap out syllables (Target 2 and 3 syllables then move to 1) Begin with compound words	Is the L1 more monosyllabic or multisyllabic? Does the L1 have compound words? If not, begin with words that match the syllable pattern in the L1. Use Google translator to present words in the L1 for the students to segment.
5 ½ years	Can separate a word into its phonemes (segmenting sounds in a word)	When the students state the phonemes, are discrimination errors present? Are these errors based on differences in L1 and L2?
	Blend onset and rime (c at = cat)	Is there onset and rime in L1 and what is the function?

	Produce a rhyming word	Are there rhyming words in L1 and what is the function?
	Tell the first sound in a word	Target first with a beginning sound that exists in both languages (i.e.: First sound in baby. The /b/ sound is in both languages)
6 years	Can delete (manipulate) part of a compound word or a syllable from a two syllable word	Does the L1 have compound words? If not, begin with words that match the syllable pattern in the L1.
	Blends 2 or 3 phonemes	If the L1 is a multisyllabic language, this ski may be more difficult.
	Segment two or three phonemes in a word	If the L1 is a multisyllabic language, this skill may be more difficult.
6 ½ years	Segment three or four phonemes in a word	This is still a single syllable word. If the L1 is a multisyllabic language, this skill may be more difficult.
	Manipulate (substitute) a sound in a simple word to form a new word (Change the l in lip to /s/)	This is still a single syllable word. If the L1 is a multisyllabic language, this skill may be more difficult.
7 years	Delete sounds in the initial and final position (not including blends)	If the L1 is multisyllabic, may try a multisyllabic word
8 years	Delete initial sounds including blends	Are there blends in the L1?
9 years	Sound deletion for medial and final sounds	

Moats, L, & Tolman, C (2009). Excerpted from Language Essentials for Teachers of Reading and Spelling (LETRS): The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (Module 2). Boston: Sopris West.
https://www.readingrockets.org/article/development-phonological-skills

General Ideas for Speech to Print

- Instead of spelling a word for a student, segment the sounds in the words and have the student say each sound and figure out the spelling pattern.
- Always keep in mind, speech to print. Incorporate the student saying the sounds, the syllables, the words targeted aloud. Then move on to writing.
- By having the student say the sounds in words or the word, we can better judge the discrimination of each sound.
- Keep sounds very pure. For example, /b/ does not say /ba/.

Strategies, Strategies, Strategies

The following section will provide strategies that support phonological awareness skills for younger students and phonemic awareness skills for students to develop reading fluency and accuracy regardless of grade level.

Visual Phonics program

- Visual Phonics program used by your school if it has gestures to go with the sounds.

  Examples

- Lively Letters https://www.livelyletters.com/

- Zoo Phonics https://zoo-phonics.com/

- See It & Say It Visual Phonics Program

 https://shop.courtercommunications.com/main

See It & Say It Visual Phonics Program

See It and Say It Visual Phonics written by Margo Kinzer Courter (2011) includes all the sounds in the English language and provides a method to target phonemic awareness skills, as well as beginning phonological awareness skills (rhyming, blending, segmenting, and manipulating sounds).

Syllable Patterns in English

A syllable is a group of one or more sounds.

- The essential part of a syllable is a vowel sound (V) which may be preceded and/or followed by a consonant (C) or a cluster of consonants (CC or CCC).
- Students learn short vowels in closed syllables first (a vowel followed by a consonant).

> o Possible patterns: VC, CVC, CCVC, CVCC, CCVCC, CCCVC
- Open syllables have a vowel without a consonant to close the syllable (CV).

Order of Acquisition

C (consonants)	Student learns the letters and the sounds that go with each letter. As they begin to write words, in English, this could be a combination of letters. For example: the hard /k/ sound can be represented by /k/, /ck/, /ch/. Resource: https://english.stackexchange.com/questions/223378/the-pronunciation-of-the-word-window
V (vowels)	In writing, students learn short vowels first which means that words must have a consonant that follows the vowel to make it a closed syllable which in turn, makes the short vowel sound. (Ie: at, an, cat). Then they learn the long vowels with all of the variations of how to write those vowels. Resource: https://english.stackexchange.com/questions/223378/the-pronunciation-of-the-word-window
Patterns in Order	**Examples**
VC	at, an, in, on, up
CVC	cat, cup, can, tin, pup
CCVC	stop, trap, stun, grit, frog, snap
CVCC	band, dump, bend, camp, sift
CCVCC	blend, frost, grasp, blank, twist
CCCVC	split, scrap, strap
CCCVCC	splits, scraps, straps

Slide and Say

Use words that are presented in the classroom for this activity. This can be spelling or vocabulary words, words from stories or words that the teacher uses in the classroom on a consistent basis.

Directions

- Use a chenille stem and Pony Beads. Place the number of beads needed for segmenting and blending the words chosen for the activity. The color of the beads nor the pattern matters for this activity.
- Twist each end to make a loop.
- Have the students place all beads to the right.
- Provide a one syllable word.
  a. For SSD, the words would contain the speech sound or phonological process being targeted.
- Have the student state each sound.
- As the student segments each sound, have him or her move a bead to the left to represent the sound.
- Once each sound has been represented, the student can then put the chenille stem on a piece of paper. While touching each bead, the student writes down the letter or letters that represent the sound.

Activity: One Syllable Words

Determine the number of sounds in each word.

mat	spoon	shout	crawl
flap	cow	toy	crest
moon	thorn	mix	
quake	sleigh	freight	

This can also be used for multisyllable words. The student would clap out the syllables. Then move the beads for the sounds that are heard in each syllable.

Phonetically Regular Multisyllable Words

2 Syllable	3 Syllable	4 Syllable	5 Syllable
hotdog	nevertheless, addition	historical	multiplication
rainbow	playfulness, subtraction	gigantic	hippopotamus
outdoors	redoing, division	dandelion	mathematical
redo	cowritten, coauthor	autocorrect	apologetic
remake	vitamin	disqualify	misunderstanding
playful	documents	impractical	condominium
rocket	basketball		
panther	principal		
chicken	apricot yesterday		

Resources

https://www.readingresource.net/support-files/cvcwordslistbymedialsound.pdf

https://www.themeasuredmom.com/free-printable-cvc-word-list/

Touch and Count

Pop Bubble Fidgets can provide sensory and visual feedback to determine syllables in words and sounds in words. The student pushes down, from left to right, to demonstrate how many syllables or sounds they hear. The student can then use this to write down the word.

Target Minimal Pairs

An extensive list of minimal pairs and vowel + /l/m /m/, and /n/ are available on Margo's website.
- A phoneme pair such as the /f/ and voiceless /th/ are articulated in similar (yet different) ways, and so they sound similar, but they are, in fact, acoustically different.
- These sound pairs are more difficult to distinguish than other sound pairs because of the way they are spoken (articulated).
- They should be perceived and recognized by listeners as two different phonemes, even in the absence of visual cues, i.e., by listening alone" (Wasowicz, J. via SPELLTalk, On Dec 22, 2020).

Sample from: https://en.commtap.org/phonology-articulation/auditory-discrimination-minimal-pairs

- Have the student either point to the correct picture or write the word.
- Use a visual phonics cue to support discrimination of the sounds.

Minimal Pairs

Back sounds to front sounds (/k, g/ and /t, d/)	/s, z, f/ and /t, d, p/ (Stopping)
- car/tar - Kim/Tim - key/tea - come/tum - cap/tab - coffee/toffee	- four/paw - fan/pan - cuff/cup - half/harp - sea/tea - sail/tail

Example: Margo's Word List for vowel + /l/, vowel + /n/, & vowel + /m/

This list is based on real words. The blanks represent the inability to think of a real word with the specific vowel + /l/. Based on dialect, words may move to a different vowel.

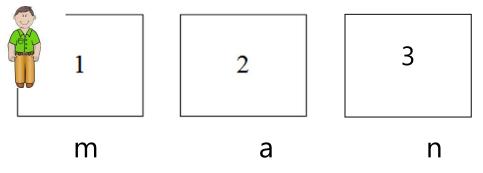| **eel**	**il**	**el**	**al (short)**	**al**	**ail**	**ile**	**uel**	**oil**	**owl**
	bill	bell		ball	bail	bile		boil	
	built	belt							
deal	dill	dealt		dull		dial			
feel	fill	fell		fall	fail	file	fuel	foil	fowl
heal	hill	hell	Hal	hall	hail				howl
	kiln	kelp							
kneel				null	nail				
peal	pill		pal		pail	pile			
real					rail	rile		roil	
seal	sill	sell		Sal	sail			soil	

Perceiving Phonemes
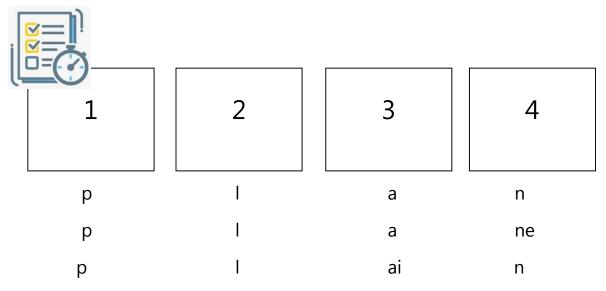
Students perceive phonemes in the following order:

First: initial sound (5 ½ years)
Second: final sound (late kindergarten/early first grade)
Third: medial sound (late kindergarten/early first grade)
Next: add consonant blends to beginning or end

1. Place numbered squares on the floor and have the student step on each square as they say each sound.

2. Have them identify a specific sound (i.e.: beginning, middle, ending

1   2   3

m   a   n

1	2	3	4
p	l	a	n
p	l	a	ne
p	l	ai	n

Picture of Chart with Pockets

https://www.amazon.com/Learning-Resources-Alphabet-Center-Pocket/dp/B00009YOMM
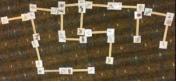
Phoneme Isolation Pictures

https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF_PA_Isolation.pdf

Dominoes

1. Use craft sticks with a picture on each end or make cards with 2 pictures on each set.
2. Students take turns picking up a craft stick or card to match initial, medial, or final sounds. (Could also use for rhyming words)

Activities for Rhyming

According to Moats and Tolman (2019), understanding of rhymes begins around 4 years of age with rote imitation. By 5 years of age, children can recognize a word that doesn't rhyme with two other words. By 5 ½, children should be able to produce a rhyme as well as blend an onset and rhyme.

Read stories with rhymes.

By age 4, children should enjoy books that rhyme and have rote imitation.

Directions

Talk about the rhyming words and how they sound the same. Mention that they rhyme because the ends of the words sound the same. Recite the rhymes yourself, leaving off the rhyming word. Have the children fill in the missing word.

Which One Does Not Belong?

By age 5, children are supposed to be able to state which one does not belong.

Directions

Show three consonant-vowel-consonant (CVC) pictures/words (e.g., "cat, log, dog").

Tell the children, "Two of these words rhyme, one does not rhyme. Can you tell me which one does not rhyme with the others?"

Hopscotch

By 5, children can determine rhyme recognition.

Directions

Draw a hopscotch board on the floor with masking tape, or with chalk if you are outdoors. Tape or place pictures in each square. Have the child toss a beanbag on a square, hop to that square, and then say what is in the picture. You read another word (sometimes a rhyming word, sometimes not) and ask the child if it rhymes or not. If they answer correctly, they get another turn. If you have a group of children, have them take turns.

Matching Pictures

By 5 1/2, children are supposed to be able to rhyme words.

Directions

Find pairs of pictures that rhyme. Place one set of pictures in a container and all the rhyming pairs in another container. Have the children draw out two pictures (one from each container) and ask them if the two words rhyme. If they do not, continue pulling out pictures from the second container until the child finds a matching rhyme.

Mystery Objects

By 6 ½, students can substitute sounds to build a new word.

Directions

Place several small objects in a covered basket. The teacher/SLP reaches into the basket and says, "It starts with /f/ and rhymes with 'dish.' The children raise their hands when they know what the mystery object is. As the children become more experienced, they may be able to give the clues to their peers.

Examples

- hat (cat) -   bear (hair)
- mug (rug) - soap (rope)

Starts with and rhymes with	Starts with and rhymes with
Starts with /z/ and rhymes with cone	Starts with /fl/ and rhymes with tag
Stars with /s/ and rhymes with tea	Starts with /br/ and rhymes with bag
Starts with /s/ and rhymes with pay	Starts with /cr/ and rhymes with cab
Starts with /s / and rhymes with my	Starts with /pl/ and rhymes with pan

Starts with and rhymes with	Starts with and rhymes
Starts with /s/ and rhymes with boy	Starts with /sl/ and rhymes with gab
Starts with/s/ and rhymes with mitt	Starts with /sl/ or can use /br/ and rhymes with sled
Starts with /h/ and rhymes with nose	Starts with /bl/ and rhymes with back
Starts with /b/ and rhymes with toys	Starts with /bl/ and rhymes with tame

Segmenting

Words in Sentences

Have the student clap for each word while reading nursery rhymes, poems, or sentences with varying length and syllables in words.

Syllables in Words

By age 5, students should be able to count syllables in words.

Clap out syllables moving from left to right across body.
   a. Begin with 2 syllable words.
   b. Move to 3 syllable words.
   c. Then, try one syllable words.
   d. Move to 4 syllable words.

Sounds in Words

By age 6, students should be able to segment words with two to three phonemes without blends. By 6 ½ students should be able to segment words that have 3-4 phonemes including blends.

1. Use fingers for each sound or have the student move down his/her arm.

2. Can use nonsense words so that the student must rely on phonological awareness and phoneme knowledge.

The following progression is suggested from
https://www.readingrockets.org/strategies/blending_games
1. Begin with continuant sounds which include fricatives (f, v, s, z, sh, zh, h, and the two /th/ sounds -ð, θ.), nasals (m, n, ŋ), liquids (l, r), and vowels.

    (Have students practice blending and segmenting words with continuous sounds by holding the sounds using a method called "continuous blending" or "continuous phonation." (e.g., "aaaammmm … *am*")
2. Then, introduce a few stop sounds (p, b, d, t, k, g) that students articulate. Make sure these sounds stay pure. (/b/ does not say /ba/.)

3. As students are ready, progress to words with three phonemes, keeping in mind that words beginning with continuous phonemes (for example, *sun*) are easier to blend and segment than those with stop sounds (for example, *top*).

4. As students become more skilled at blending and segmenting, they may no longer need to hold sounds continuously, transitioning from "ssssuuunnn" to *sun*.

Blending

Students begin blending two or three phonemes by 6 years of age. As stated in the Segmenting section, begin with continuant sounds. Next, move to stop sounds making sure sounds remain pure.

Hear It and Write It

Give words in writing of increasing complexity (VC, CV, CVC, CCVC, CVCC, and CCVCC) and have the student say each sound then blend the word together.

Mystery Card/Object

Place a set of picture cards or small objects in a bag. Have the children take turns drawing an item from the bag; you may choose to have them keep the card or object hidden from the others. Have the child say the word in its sounds while the others guess what the word is. When the word is guessed correctly, the item is shown.

cone	tea	pay	my	tag	bag	cab	pan
boy	mitt	nose	toys	gab	bed	back	tame

Scene It

Provide each child with paper and drawing utensils. Explain to them that you will be naming several things for them to draw on their paper. With a list of objects, say each objects name broken down into its sounds. The children will then identify what object you named by blending the sounds into the word.
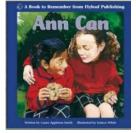
I S-P-Y

Play the familiar game "I Spy" with a different twist. For example, using the names of objects in the room, tell the children "I spy a p-e-n" and see if they can guess what it is. If the children can segment words, have them take turns choosing things to spy.

Phonetically Regular Books

By 6 years, a student should be able to blend two and three sound words.

The following books are available at Flyleaf Publishing.com. Books and teacher's guides are available for purchase on the main website www.FlyleafPublishing.com. Flyleaf Publishing has graciously made these digital books available free for the 2020-2021 school year at portal.flyleafpublishing.com. This first example is from *Ann Can* by Laura Appleton-Smith.

Manipulation

Children begin to isolate initial sounds by 5 ½ years of age. This is the beginning of being able to understand manipulating sounds in words. By age 6 1/2, students can substitute phonemes to build new words.

Silly Words

By age 6, a student can delete part of a compound word or a syllable of a two syllable word.

Directions

Provide each child with connector pieces of a toy or game (e.g., Legos, pop-beads, trains). These connected pieces will represent each syllable. Take off the first or last connector piece while also removing the first or last syllable of the word. As the student is successful, then increase the number of syllables (connector pieces).

Can easily incorporate inflectional, derivational, and compound words.

Compound Words	2 syllable words	3 syllable words
hotdog	season (take off sea or son)	computer (take off -er)
rainbow	racoon	observing
snowball	reptile	invention
moonlight	invite	subtraction
sunlight	stolen	addition
sunset	robot	division
sunshine	spoken	understand
keyboard	smiling, running, jumping	reporter
goldfish	action, fiction	carpenter
airplane	replay, refold, redo	bicycle
	unfold, unkind	tricycle
	driver	

Think about using prefixes and suffixes for 2 and 3 syllable words. Increase meaning for the affixes as you introduce them.

Resources

https://www.playosmo.com/kids-learning/compound-words-for-kids/

Add, Delete, & Substitute Sounds from Words

By age 7, a student should be able to delete initial and final position including blends. Begin with the initial sound to make sure the student understands the concept.

Drop Off, Add, or Change

Use pictures and place them in a basket. Have a child draw out a picture and name it. That child can then call on another child to tell the group what that word sounds like when you remove, add, or change a sound of the word (e.g., "cat" becomes "at"). That child can then draw the next picture, name it, and then call on another child.
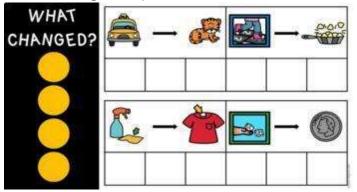
Resource

https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF_PA_Substitution.pdf (great color pictures)
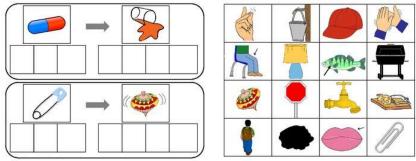
http://tickledpinkinprimary.com/2015/02/phoneme-substitution.html (sound spinners and flip books)

Pictures and Manipulatives

The following examples are from the resources listed below.

https://www.teacherspayteachers.com/Product/Phoneme-Substitution-Initial-Medial-Final-Task-Cards-Phonemic-Awareness-6943024

https://www.teacherspayteachers.com/Product/Phoneme-AdditionDeletion-for-guided-and-independent-practice-668985

Resources for Activities

- Florida Center for Reading Research (Student activities)

https://fcrr.org/student-center-activities

- Reading Rockets

https://www.readingrockets.org/strategies/blending_games

- Online Games

https://www.ateachableteacher.com/online-phonemic-awareness-games/

APPS:

abc PocketPhonics
L'Escapadou Montessori Crosswords

Maximizing the Effectiveness of Language Therapy

Phonology can easily be linked to activities involving collaboration, building background knowledge and narrative development.

Collaboration

The following ideas link phonology through collaboration.

☐ Review classroom materials and choose words that are appropriate for phonological awareness instruction.
  - PreK – 2nd grade: Determine the phonological stage that your student is demonstrating. Pick words from the classroom that can be used to support this state.
  - 3rd – high school – Determine the phonological stage that your student is demonstrating.
    - If they are still demonstrating difficulty with blending, segmenting, and manipulating, pick words from the curriculum.
    - If they are proficient in the stages but are still having difficulty with fluent and accurate reading, choose the phonics rule to apply. These are available on Margo's website. www.courtercommunications.com

☐ Preteach
☐ Choose the collaboration model that best meets the needs of your students.

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards

Review state academic standards for phonemic awareness (rhyming, blending, segmenting, and manipulating. Determine the student's current stage of acquisition then systematically plan goals.

Example

(Timeframe), student will increase phonological awareness skills in order to understand and express (chose: rhyming, blending, segmenting, manipulation) in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

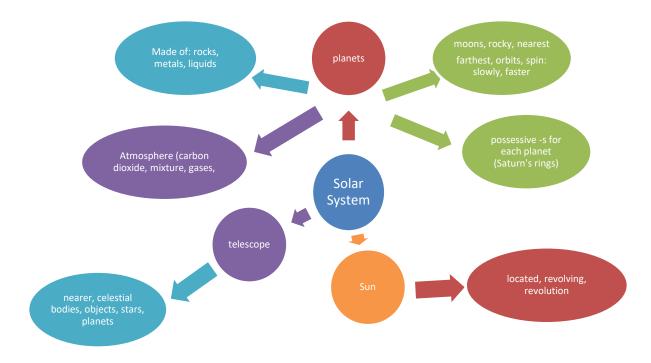# Explicit, Systematic, & Sequential: Lesson Plan

The following lesson plan format provides the means to provide explicit, systematic, and sequential intervention for phonology.

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice. (letter/sound, phonemic awareness, rhyming, blending, segmenting, manipulation specific tasks)	
State Purpose or Goal (explicit instruction)	Today, we will talk about _____ (the next skill for mastery)	
Practice Phonological Awareness	Warm up exercises, listening to and manipulating sounds in spoken patterns Use minimal pairs, voice/voiceless, neighboring vowels.	

Introduce New Concept (I Do)	Explicit and direct teaching of next sequential skills (letter/sound, phonemic awareness, rhyming, blending, segmenting, manipulation specific tasks) (add graphemes if moving from speaking and listening to reading and writing)	
Provide Guided Practice (We Do) *Link meaning to the words that are used	Therapist led practice blending, segmenting, phoneme/grapheme mapping, reading pattern based words, reading patterns in phrases and sentences	
Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed.	
Extended Practice		
Assess	Always use informal assessment to make sure skills are solid before moving on to the next target.	

Building Background Knowledge

☐ Choose a topic that is being discussed in the classroom.

☐ Use these words for rhyming, blending, segmenting, and manipulating.

Link to Narrative Development

☐ Review fiction or nonfiction reading from the classroom.
☐ Choose words that reflect the patterns you are targeting in therapy.
The following example is from Real Friends (Hale, 2017)

Example: Narrative Development and Phonology Together

Margo will use the fictional book, Real Friends by Shannon Hale to target morphology while using this book. This book will be used throughout this presentation for each domain of language and supralinguistic skills. Appendix B in this manual provides a lesson plan using this book for all language areas. It is also available on Margo's website along with a blank format.

Phonology	Spelling Patterns		
	Consonant -le	little	1
Activities:		mumble	13
The words	Open syllable	decree	29
contained within		equal	88
the book or		electives	190
provided here can	Closed syllable	then	5
be used for basic		shut	14
phonological		plot	28

awareness skills such as rhyming, blending, segmenting, and manipulating words.	Vowel controlled -r	started	5
		kindergarten	6
	Vowel teams	reading	13
		reach	14
		complain	85
	Silent -e	make	7
		rate	89
The more common spelling patterns are provided here as well.		apologize	103
	Segmenting/Blending	figuring	51
		escaping	53
		secretaries	53

Reflection

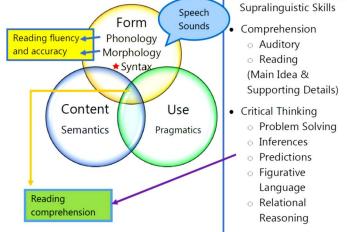What is your role in phonology for the students you serve?

How can you maximize your effectiveness?

Conclusion

By targeting phonology, we can aid in reading fluency and accuracy for our students. The ability to discriminate sounds (phonemes) correctly leads to stronger overall phonological awareness skills. Students must also be able to hold sounds/symbols into memory and then be able to retrieve them quickly. We play a vital role in acquiring these skills.

Syntax

Sentence structure and grammar (syntax) plays a vital role in reading comprehension as shown through the research presented below.

Importance of (Morpho)Syntax

1. **Verb voice and clause structures**—structures that contain a subject and a verb—affect comprehension and recall. Readers recall independent clauses ("He used the help system") faster than dependent clauses—clauses containing a subordinating conjunction ("Before he used the system . . .") (Townsend, Ottaviano, and Bever 1979, Creaghead and Donnelly 1982).

2. Readers also make more comprehension **errors with relative clauses**—clauses that contain a relative pronoun such as who, that, or which —that are embedded in the middle of a sentence ("The report that John wrote won an award") than with relative clauses that are at the end of a sentence ("The society gave an award to the report that John wrote") (Creaghead and Donnelly 1982).

3. The Role of Syntax in Reading Comprehension: A Study of Bilingual Readers older children (mid-elementary and above) who were identified as poor (reading) comprehenders were tested on oral sentence-level semantic and syntactic tasks and were found lacking compared to those with better reading comprehension (e.g., Catts, Adlof, & Ellis Weismer, 2006).

4. Native English speakers learn syntax through repetition before they learn the parts of speech and rules of grammar. Many children begin learning English by memorizing words and phrases; it is your responsibility as the educator to ensure the students understand the meaning and usage (Lubin, 2019).

5. In 2004-2005, only 51% of students taking the **ACT** scored at the benchmark (C equivalency) for understanding complex text needed for college readiness. 2011 and 2012, **SAT** showed 43% reached a proficiency level for reading comprehension.

   The clearest differentiator was students' ability to answer questions associated with complex texts (complex syntactical structure) NOT critical thinking skills.

12 Verb Tenses

English has 12 verb voices. Students must be proficient in understanding these verb voices for both auditory and reading comprehension.

	Past	**Present**	**Future**
Simple	I walked to the store. I ate ice cream.	I walk to the store. I eat ice cream.	I will walk to the store. I will eat ice cream.

Continuous	I was walking to the store.	I am walking to the store.	I will be walking to the store.
	I was eating ice cream.	I am eating ice cream.	I will be eating ice cream.
Perfect	I had walked to the store.	I have walked to the store.	I will have walked to the store.
	I had eaten ice cream.	I have eaten ice cream.	I will have eaten ice cream.
Perfect Continuous	I had been walking to the store.	I have been walking to the store.	I will have been walking to the store.
	I had been eating ice cream.	I have been eating ice cream.	I will have been eating ice cream.

Increasing the Complexity: Past Modal Verbs

In addition to the complexity of verb voices in English, it also has hypothetical or conditional past modal verbs that further increases the complexity.

Could Have, Should Have, Would Have

These past modal verbs are all used hypothetically or conditionally to talk about things that did not really happen in the past.

Could have + past participle

Could have + past participle means that something was possible in the past, but that you didn't do it.

Should have + past participle

Should have + past participle can mean something that would have been a good idea, but that you didn't do it.

Would have + past participle

1: Part of the third conditional.

- If I had had enough time, I would have gone to the store.

2: Because 'would' (and will) can also be used to show if you want to do something or not (volition), we can also use would have + past participle to talk about something you wanted to do but didn't. This is very similar to the third conditional, but we don't need an 'if clause'.

Directions

1. Systematically move through each verb tense to make sure the student understands how the verb voice is used.
2. Once the student understands the verb voice, apply it to several sentences and discuss the meaning within the sentence.

Sequential Intervention

The following provides the steps for sequential intervention for morphosyntax.

Step1: Make Sure Students Know the Tenses

1. Systematically move through each verb tense to make sure the student understands how the verb voice is used. Based on Brown (1973) order of acquisition, begin with:
   a. Simple Present
   b. Continuous Present
   c. Simple Past regular verbs
   d. Simple Future
   e. Continuous Past (She was walking,)
   f. Continuous Future (She will be walking)
   g. Simple Past Irregular (She ate the ice cream)
   h. Introduce auxiliary verbs (have, has, had) for introduction to perfect tense verbs (action is complete or finished. It is "perfected.")
   i. Perfect Present (I have walked to the store. She has eaten ice cream.)
   j. Perfect Past
   k. Perfect Future
   l. Introduce will + have+ been+ present participle for introduction of perfect continuous verbs (actions that will continue to some point in the future)
2. Once the student understands the verb voice, apply it to several sentences and discuss the meaning within the sentence.
   a. Begin with simple sentences.
   b. Move to a simple compound sentence with easy conjunction (Mary walks to the store, and John runs to the store.)

      c.   Move to other compound sentences with other conjunctions (FANBOYS: for, and, nor, but, or, yet, so)

      d.   Move to complex sentences with a prepositional phrase at the end.

      e.   Move to complex sentences with a preposition phrase at the beginning.

      f.   Move to compound/complex.

Resources

https://7esl.com/verb-tenses/

https://english-the-easy-way.com/Verbs/12_Verb_Tenses.html

https://www.lavc.edu/getattachment/writingcenter/Handouts/Verb-Tenses-Handout-NEW-MAY-2018-(1).pdf?lang=en-US

https://www.weareteachers.com/verb-tenses/

https://www.teacherspayteachers.com/Browse/Search:verb%20tense%20games

Would have, could have, should have

https://www.perfect-english-grammar.com/could-have-should-have-would-have-exercise-1.html

https://www.perfect-english-grammar.com/support-files/could_have_should_have_would_have_exercise_1.pdf

https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-115309.php

Step 2: Expand Syntax with Clause Structure

A sentence must have a subject (noun), predicate (verb), and a complete thought to be a sentence.

Progress from a Simple Sentence to Compound/Complex

The following provides sentence structures.

Types of Clauses

Independent Clause

An independent clause is a complete sentence including a subject and predicate and may include an object.

Dependent Clause

A dependent clause (also known as a subordinate clause) is not a complete sentence but supports the independent clause. The dependent clause can be in front of or after the independent clause.

Types of Sentence Structure

Simple Sentence

A simple sentence is one independent clause – a complete sentence.

Compound Sentence

A compound sentence is two or more independent clauses. Compound sentences are sentences that are joined together using a coordinating conjunction. These include for, and, nor, but, or, yet, so. These are referred to as FANBOYS.

Complex Sentence

A complex sentence has one independent clause and one or more dependent clauses.

Compound/Complex Sentence

A compound/complex sentence has 2 or more independent clauses and one or more dependent clauses.

Building Complexity of Sentence Structure and Verb Voice

The following provides a systematic and sequential approach to increase morphosyntax through verb voice and clause structure.

Directions

1. Have the students begin with a simple sentence.
    a. Use a variety of verb voices.
    b. Discuss the subject and predicate.
    c. Discuss the meaning of the sentence.
2. Have the student add direct and indirect objects, adjectives, and adverbs to sentence.
    a. Use a variety of verb voices.
    b. Discuss the subject and predicate.
    c. Discuss the meaning of the sentence.
3. Have the student use a coordinating conjunction to make a compound sentence.
    a. Use a variety of verb voices.
    b. Discuss the subject and predicate of each independent clause.

      c. Discuss the meaning of the sentences together.
4. Next, target a complex sentence.
      a. Use a variety of verb voices.
      b. Discuss the subject and predicate of the independent clause.
      c. Discuss the meaning of the sentence.
      d. Discuss the meaning of the dependent clauses as it relates to the independent clauses.
5. Next, target a compound/complex sentence.
      a. Use a variety of verb voices.
      b. Discuss the subject and predicate of the independent clauses.
      c. Discuss the meaning of the complete sentence.
      d. Discuss the meaning of the dependent clauses as it relates to the independent clauses.

Building Up (Morpho)Syntax

The following strategies are provided to expand morphosyntax.

Pictures Depicting a Scene

Pictures depicting a scene (i.e.: Weber's Story Starters, Weber Photo Cards – Super Duper Inc. APPS: My Playhome, My Playhome School, My Playhome Store, My Playhome Hospital).

Use Step 1 and 2 for Verb Voice and Clause Structure while discussing the picture.

Expanding a Sentence through Questioning

"What" starts a complete sentence. The verb could be changed at this point.
For example:
The puppy slept.
The puppy will sleep.
The puppy will be sleeping.
The puppy could sleep.
The puppy would have been sleeping.

Who	The puppy (incomplete sentence but establishes the subject)	
What	The cute puppy sleeps (is sleeping, will sleep, slept, should have been sleeping etc.). (Complete independent clause) The cute puppy sleeps, and she snores. (2 independent clauses to form a compound sentence) (Complete sentence and establishes subject and predicate and adds an adjective)	
Where	The cute puppy sleeps, and she snores on her new bed. (Complex sentence with dependent clause at the end of the independent clause)	
When	At night, the cute puppy sleeps, and she snores on her bed. (Compound/Complex with dependent clauses before and after the independent clause)	
Why	At night, the cute puppy sleeps, and she snores on her bed because she is tired. (Compound/complex with 1 dependent clause before the independent clause and 2 after the independent clause)	

Resource

Who, What, Where (free)

https://www.teacherspayteachers.com/Product/WH-Questions-Speech-Therapy-Print-or-Digital-Photo-Scenes-FREE-4470712?fbclid=IwAR0hkiKv5Ln2dc494SJWY8EYPjBX59O46vxMbN8UntZyJXWfy5RTUcpxjYk

Diagraming Sentences (Kelog and Reed System)

Diagraming sentences can support students with understanding parts of speech and the role that these words play in a sentence. This can support students in being able to identify parts of speech such as prepositions and prepositional phrases. These can then be taken off the main part of the sentence for comprehension. Then, they can be added back on for greater complexity.

Example
- Two main lines
  - Long horizontal line holds the subject, verb, certain objects, and complements (part of the predicate of a sentence and describes either the subject of the sentence or the direct object.)

Subject	predicate	direct object

Great Resources:

[Microsoft Sentence Diagrammer (11.99 a year)](#)
SenGram IPAD app

Sentence Combination Tasks

1. Strong (1986) and Saddler (2012/2013) state that instruction should be interactive, explicit, and scaffolded. The instructor would demonstrate what the students need to do while discussing why and how to make various sentence combinations.
2. Research through meta-analyses (e.g., Graham & Perin, 2007; Graham et al., 2015; Hillocks, 1986) and a systematic review (Andrews et al., 2006) has established Sentence Combination as a credible, valid method of improving writing quality in comparison to traditional grammar instruction.

Sentence Combination Tasks

Websites

- https://www.superteacherworksheets.com/sentences.html (19.95/year subscription)
- http://www.k12reader.com/worksheet/sentence-patterns-combining-sentences/
- http://englishlinx.com/sentences/compound_sentences/
- http://www.softschools.com/language_arts/worksheets/combining_sentences_worksheets/

Breaking Down Syntax

It is important for students to know parts of speech and the function within a sentence.
1. For complex sentences, the student must first identify the subject and predicate of the sentence.

Scaffolding
1. Identify preposition phrases and put a line through.
2. Identify adverb phrases and put a line through.
3. Identify relative clauses and put a line through.
4. Identify indirect and direct objects and put a line through.
5. Identify adjectives and adverbs and put a line through.

Ready Made Materials

- Reading List for Common Core ELA Standards
  (http://www.corestandards.org/assets/Appendix_B.pdf)
- Apps
  - Mobile Education Apps
    - Rainbow Sentences
    - Story Builder
    - Expressive Builder
    - Sentence Builder
    - Sentence Builder Teen
    - Conversation Builder
    - Conversation Builder Teen
    - Preposition Builder

Maximizing the Effectiveness of Language Therapy

Morphosyntax can easily be linked to activities involving collaboration, building background knowledge and narrative development.

Collaboration

The following ideas link phonology through collaboration.
- ☐ Review classroom materials and choose verb voices and sentence structures from classroom material that are in line with your sequential goals.
- ☐ Preteach
- ☐ Choose the collaboration model that best meets the needs of your students.

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards

1. Review state academic standards for syntax/grammar goals.

Examples

Language Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3rd Grade

I. Produce simple, compound, and complex sentences.

4th Grade

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

5th Grade

b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense.
e. Use correlative conjunctions (e.g., either/or, neither/nor).

2. Determine the student's current stage of acquisition then systematically plan goals.

Syntax Goal Example

At the end of the second semester, student will identify subject and predicate within a sentence skill in order to understand the main idea of a sentence in 8 out of 10 opportunities with minimal cueing structured tasks as demonstrated through speaking, reading, and writing in the classroom.

At the end of the second semester, student will increase (clause structure: compound sentences/complex/compound-complex, adverb, preposition, relative clauses) skills in order to understand and express in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

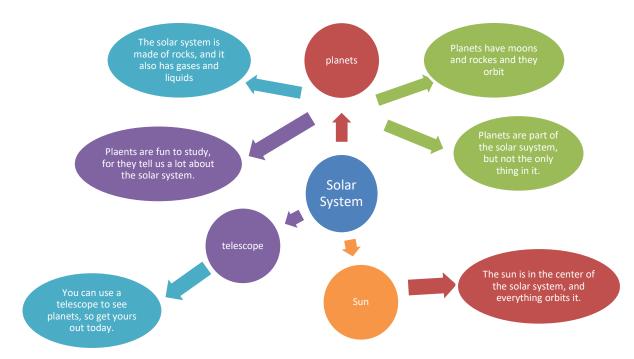# Explicit, Systematic, & Sequential Lesson Plan

The following lesson plan format provides the means to provide explicit, systematic, and sequential intervention for phonology.

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice.	
State Purpose or Goal (explicit instruction)	Today, we will talk about compound sentences (the next skill for mastery)	
Practice Subject/Predicate	Warm up exercises: Listen to the following sentence and tell me the subject of the sentence. Listen to the sentence again and tell me the predicate. What is the subject and predicate of the sentence?	
Introduce New Concept (I Do)	Explicit and direct teaching of new sentence structure. Today, we are going to talk about compound sentences. Write on board: FANBOYS and introduce coordinating conjunctions. Demonstrate these in a sentence. Discuss subjects and predicates.	
Provide Guided Practice (We Do) *Link meaning to the words that are used	Therapist led practice identifying coordinating conjunctions, subjects, and predicates.	

Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed.	
Extended Practice (Build and Revise Background Knowledge)		
Assess	Use informal assessment to ensure that new skills have generalized.	

Building Background Knowledge

☐ Choose a topic that is being discussed in the classroom.
☐ Use these concepts to build morphosyntax.

Link to Narrative Development

☐ Review fiction or nonfiction reading from the classroom.

☐ Choose sentence or build sentences that reflect the verb voice and clause structure you are targeting in therapy.

The following example is from Real Friends (Hale, 2017)

Narrative Development and Syntax Together

Margo will use the fictional book, *Real Friends* by Shannon Hale (2017), to target syntax while using this book. ★It is also available on Margo's website along with a blank format.

Activity: Ask the student(s) for the subject and predicate of each sentence. You may need to discuss dependent clauses, preposition, and adverb phrases for the student to break these parts of the sentences off to get to what the sentence is about.

"I didn't understand what exactly Dallas Cowboy Cheerleaders were, but on a tv show, I'd seen all girls wanted to be one."	9
It means ⋯ well, that Tammy's mother cannot take care of her right now, so the Anderson's took her in."	27
"When we do something bad, all he does is make us stand in the corner for five minutes."	31

Reflection

How would you maximize the effectiveness of language intervention?

Conclusion

Syntax is critical for auditory and reading comprehension. Verb voice and clause structure will significantly impact comprehension.

Great Resources

- Sentence Building: An Early Literacy Resource (Key Education Publishing) https://www.amazon.com/gp/product/1602680132/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=1602680132&linkCode=as2&tag=mywebsit08ef9-20&linkId=5741a02fd60f1ef725710c190ffd6383

- Big Box of Sentence Building (Key Education Publishing)
  https://www.amazon.com/gp/product/1602680639/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=1602680639&linkCode=as2&tag=mywebsit08ef9-20&linkId=fb40592ce98cd84af9c68caabea7a503

    - Challenge the students to add additional adjectives, adverbs, conjunctions to their sentences.
    - Once the students complete their sentence puzzle, have them use the pieces to write a jumble sentence for a friend to unscramble.

Ready Made Materials

- Reading List for Common Core ELA Standards (http://www.corestandards.org/assets/Appendix_B.pdf)
- Apps
    - Mobile Education Apps
        - Rainbow Sentences
        - Story Builder
        - Expressive Builder
        - Sentence Builder
        - Sentence Builder Teen
        - Conversation Builder
        - Conversation Builder Teen
        - Preposition Builder
    - Sparkle Fish
    - Syntax Workout
    - Ninja Sentences

Reflection

How would you systematically target syntax?

Conclusion

Syntax is critical for auditory and reading comprehension. Verb voice and clause structure will significantly impact comprehension.

Vocabulary/Semantics

Vocabulary refers to the words we must know to communicate effectively. In general, it can be described as oral vocabulary or reading vocabulary. **Oral vocabulary** refers to words
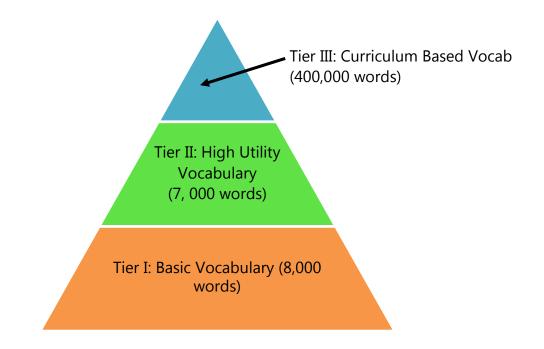
that we use in speaking or recognize in listening. **Reading vocabulary** refers to words we recognize or use in print. Vocabulary from basic concepts through curriculum based vocabulary is essential for the students to be able to fully participate in the classroom.

Vocabulary includes structure (morphology), use (grammar), meanings (semantics), and links to other words such as word/semantic relationships. Semantic relationships include categories, emotions, antonyms, synonyms, connotations (i.e.: unique/different), homophones (i.e.: suite/sweet), homographs (i.e.: read/read), and homonyms (i.e.: trunk/bat). All of these skills are necessary for speaking, listening, reading, and writing. Vocabulary from basic concepts (Tier I) to high utility words that are used in mature language (Tier II) through curriculum based vocabulary (Tier III) is essential for students to be able to fully participate in the classroom, with friends, at home, and in their community. Beck, McKeown, and Kucan (2002) provide us a way to target vocabulary through these three tiers. They go onto state that students need to develop an interest in and awareness of words to adequately build their vocabulary. So, our ultimate goal is how we spark this interest.

Words such as explain, describe, analyze, compare and contrast must be understood before the student can perform the function that the word describes. Beck, McKeown, and Kucan (2002) provide a way to examine vocabulary for our students. Once the student acquires and stores vocabulary, they must be able to retrieve the words individually quickly and accurately and in discourse. This section will discuss storage and retrieval of semantics.

Three Tiers of Vocabulary

Beck, McKeown, & Omanson (1987) and Beck, McKeown, & Kucan (2002/2013) outlined a three tier model as a way to conceptualize vocabulary acquisition for speaking, listening, reading, and writing.

Tier III: Curriculum Based Vocab (400,000 words)

Tier II: High Utility Vocabulary (7, 000 words)

Tier I: Basic Vocabulary (8,000 words)

Semantics/Retrieval

Many of our preschool students come into preschool with significantly decreased vocabulary skills. We often feel that we are behind the 8 ball as we begin to build vocabulary. Students entering first grade should have about 6,000 spoken words (Chall, 1987, Gunning, 2004; Stahl & Stahl, 1999). The gap for our students will continue to widen without direct and systematic intervention.

The Evidence

1. Struggling readers experience a significant "vocabulary gap" that widens over time (Stanovich, 1986).

2. Most children begin first grade with about 6,000 words of spoken vocabulary. They will learn 3,000 more words per year through third grade with only about 400 of those words directly taught. They gain approximately 36,000 more by 12th grade.   (Chall, 1987, Gunning, 2004; Stahl & Stahl, 1999)

3. By 4th grade, the struggling reader is faced with increasing reading comprehension demands that includes exposure to thousands of unfamiliar words (Nagy & Anderson, 1984).

4. Because children with weaker vocabularies are less likely to learn new words from incidental exposure than children with larger vocabularies, "teachers" need to provide

more explicit vocabulary instruction for children with smaller vocabularies (Nicholson and White, 1992; Robbins and Ehrin, 1994; Senechal, Thomas, and Monker, 1995).

5. The National Reading Panel of the National Institute of Child Health and Human Development (NICHD, 2000) identified vocabulary instruction as an essential skill that students need to improve reading performance.

6. Vocabulary instruction improves students' reading comprehension and writing quality, as well as listening vocabulary and their speaking vocabulary (Joshi, 2006; Kame'enui & Baumann, 2012

7. Students should be provided with (1) explicit vocabulary instruction, (2) repeated exposures to new words, (3) sufficient opportunities to use words in activities such as discussion and writing, and (4) strategies to help determine word meanings independently (Farstrup & Samuels, 2008; O'Conner, 2007).

8. To build vocabulary for EL students, explicit and implicit instruction is necessary. They benefit from explicit instruction in the native language for Tier II vocabulary as well as in English if it is presented through concrete, hands-on experiences and in thematic unit that allow for repetition throughout the day (Schwanenflugel, Hamilton, Wisenbaker, Kuhn, & Stahl, 2004).

   Basic Interpersonal Communication Skills (BICS) needed for day to day social interactions rely on Tier I and Tier II. (This is developed within the first two years)

   Cognitive Academic Language Proficiency (CALP) –speaking, listening, reading, and writing needed for academic success -relies more on Tier II words that have a different meaning in Tier III (i.e.: factor) and Tier III. (Takes at least 5 years)

   In *Understanding ESL Learners: Distinguishing between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)* from the Alberta's Teachers Union based on research from Cummins, J. (1989) and Meyers, M.

9. To build vocabulary for EL students, explicit and implicit instruction is necessary. They benefit from explicit instruction in the native language for Tier II vocabulary as well as in English if it is presented through concrete, hands-on experiences and in thematic unit that allow for repetition throughout the day (Schwanenflugel, Hamilton, Wisenbaker, Kuhn, & Stahl, 2004).

Number of Exposures Needed to Learn a New Word

Gates (1931) and McCormick (1999) researched the number of exposures that a student requires to acquire new vocabulary based on IQ. These unchanged results can support our goals regarding the number of vocabulary words we expect a student to acquire based on how many exposures are needed based on IQ.

Level of Intelligence IQ Required Exposures

Significantly Above average 120-129 20
Above average 110-119 30
Average 90-109 35
Slow learner 80-89 40
Mild cognitive impairment 70-79 45
Moderate cog impairment 60-69 55

    (Gates, 1931; McCormick, 1999)

McCormick, S. (1999). Instructing students who have literacy problems. Upper Saddle River, NJ: Merrill.

Tier I Vocabulary

Tier I vocabulary includes the basic concepts that we target in therapy. It also includes Dolch or Fry words that students learn to identify as they are learning to read.

- Approximately 8,000 words at this level
- Students learn to identify or decode with instruction.
- They learn to identify them in print because they are already in their speaking vocabulary.

Decreased Tier I Vocabulary Leads to A Lack of Prior Knowledge

Prior knowledge is sometimes called common sense knowledge or world knowledge. It consists of all those simple facts such as grass *is green, snakes are slimy, boats float, cars drive, red lights mean stop.* Young children may not know a concept (colors, simple nouns, and verbs) and therefore do not have the world knowledge to build basic background knowledge. For older students, this world knowledge may interfere with revising background knowledge (flexibility in thinking). For example, *apples are red and sweet.* If a student has only been exposed to Granny Smith apples which are green and tart, this limited world knowledge may prevent them from adding to and revising what they know.

Basic Concepts/High Frequency Words

The following chart provides basic concept categories. The area that we start with should be based on what words are expected to be understood for participation in everyday environments including home and in the classroom. When applicable, the list is in the order of acquisition based on research.

Adjectives:						
Colors (in order)	**Spatial Concepts** (in order)	**Quantity** (in order)	**Quality**	**Shape**	**Weight/ volume**	**Location**
orange	on	one		square	big/little	top/bottom
green	in	two	open/closed	round	empty/full	outside/inside

Adjective: Emotion	**Basic Nouns**	**Verbs** (in order)	**Pronouns** (in order)	**Time**	**Sight Words**
good/bad	book	eat	I	finished/start	Dolch Words
happy/sad	boy	bite	me	night/day	Fry Words

List of concepts with possible targets is available on Margo's website.

Ways to Increase Vocabulary in Tier I

Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books aloud two or more times and explaining some word meanings on each reading. Children can acquire 8-12-word meanings per week at school-enough to maintain average vocabulary gains during the primary years. No other methods of building vocabulary in the primary years have been empirically demonstrated/evaluated (Biemiller & Boote, 2006).

Overall Strategies

- Frequent reading of books in class & home
- Books in the primary language
- ***When reading a book to a student for the first time, read the story from the beginning to the end without stopping. This provides the student with the opportunity to hear the characters from the beginning to the end, plot, setting, conflict, conflict resolution and conclusion of the story which are needed for narrative development.***
- Rereading of books appropriate to the developmental level of the child at home and school
- Ask clarifying questions: "Why was Sally looking for Spot?" to assess acquisition of vocabulary.
- Review possible new vocabulary words ***after*** reading the story (Beck, McKeown, and Kucan, 2013). Words needed for comprehension can be explained while reading and not

deter from the story. Secondly, the words chosen for vocabulary will be unfamiliar and the context of the story can add to meaning.
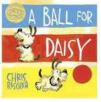
- Build in Tier II words that may not be included in the story. For example: The kind man fed the kitten. Other words for kind from Tier II: affectionate, compassionate, considerate, courteous
- Books coordinated with ongoing classroom activities (to include specific vocabulary) (Coyne, MD, 2004)

Books chosen should be culturally appropriate or the student should be able to relate stories from their culture.
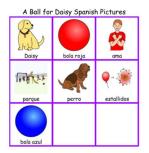
Vocabulary/Story Boards

Make vocabulary/story boards to go with the story: Pick out vocabulary words that you are unsure if the student knows. Put these in order so that the student can then use the pictures and vocabulary to retell the story. Make a second board that includes the words in L1.

As you will see from the example, some simple Tier II words are typically added as well.
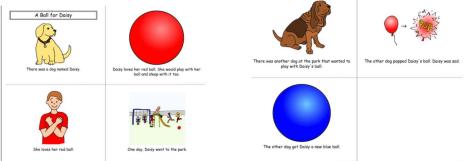

Pictures from Lessonpix

Retell the Story

Ask the student to use their vocabulary board to retell the story.

Create Books in L1 for Home

Pictures and story from Lessonpix.

Draw a Picture

After story time, ask children to draw pictures to go along with the book. Discuss the picture including any targeted vocabulary.

Bridging the Gap from Tier I to Tiers II and III

English has several multiple meaning words. Sometimes these words are used as Tier I and other times as Tier II and also Tier III.

Multiple Meaning Words

English is complex regarding it multiple meaning of words (homonyms) that are spelled and pronounced the same but have different meanings (homographs) as well as words that are sound the same but are spelled differently and have different meaning (homophones).

As we are teaching semantics, these multiple meaning words will support understanding of semantic ambiguity https://www.spellingcity.com/multiple-meaning-words.html

Functional – bat, bowl, can, cold, face, fall, fit, foot, hand, hit, light, mean, park, pet, pitcher, play, punch, ring, rock, roll, run, saw, star, stick, top, trip

Early Elementary – back, bank, bark, bend, block, board, bomb, border, box, bright, brush, cap, capital, change, character, check, checker, clear, count, cover, cycle, degree, direction, draw, drill, even, fall, fire, freeze, force, head, inch, iron, key, kind, letter, lie, line, match, mind, model, motion, mouse, odd, order, past, period, place, point, pole, power, present, property, right, rose, ruler, safe, scale, seal, season, second, shake, ship, side, solid, solution, space, spring, stamp, staple, state, story, stuff, table, tense, track, turn, watch, wave, work

Late Elementary – act, angle, atmosphere, bitter, cast, charge, country, court, credit, current, depression, draft, due, edge, film, flood, friction, front, fuse, gum, interest, judge, negative, lean, matter, motion, organ, party, plane, plot, produce, product, raise, rate, reason, report, school, screen, sense, settle, shock, spell, source, staff, stand, staple, state, tip, wage, volume

Secondary – base, bass, chance, channel, coast, constitution, content, crop, division, formula, gravity, interest, issue, lounge, market, tissue, operation, pitch, process, program, view, value, volume, waste

bat (murciélago)	bat (bate)	(batear)

Tier II and Tier III

What is included in Tier II and Tier III will be included in the chart below. The same strategies that we can use to increase Tier II can also be used for Tier III.
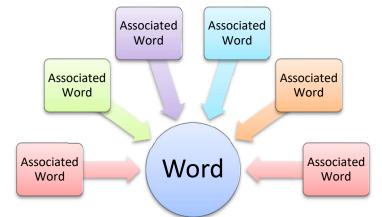
Tier II High Frequency Words	Tier III Low Frequency Content Specific
• Approximately 7,000 words that occur in mature language situations and literature • Important for reading comprehension • Contains multiple meaning words • Used across a variety of environments • Descriptive words • Our speaking and reading vocabulary • Affixes and root words should be taught for Tier II as well Examples: describe, explain, analyze, compare, contrast, review, comment, summarize	• Approximately 400,000 words • Academic subjects • Hobbies • Occupations • Geographic regions • Technology • Weather

Vocabulary Instruction

The following guidelines are offered for vocabulary instruction.

Explicit, Systematic, and Sequential Instruction

Vocabulary instruction must be a well laid out plan. This would include decisions based on which words are chosen and why and then a way to systematically work through these words to build on other words.

Encounter Words in More Than One Context

To truly learn a word, words targeted in therapy should be words that students will hear or see at school, at home, and in the community.

Build on Prior Knowledge

Make connections to the students' previous experiences and cultural backgrounds,

Provide a User Friendly Definition

The following online vocabulary sites provide a user friendly definition.

One Look Dictionary

www.onelook.com

Provides resources for user friendly definitions.

Collins COBUILD

Designed for English Learners and provides ten languages. Provides a user friendly definition that can be used for Step 1
https://www.collinsdictionary.com/us/

Longman Dictionary

https://www.ldoceonline.com/

Use Advance Organizers

Use advance organizers (structural overviews, diagrams, charts, graphs, etc.) when presenting new material.

Develop Learning Strategies

Assist students in developing strategies which will help them become independent learners (asking questions for clarification, seeking help from peers, good study habits, etc.)

Preview, preview, preview!

Before reading, pre-teach essential vocabulary and preview the content. "Walk" through the book or chapter, looking at the pictures and demonstrating how the previewed vocabulary is used in context since vocabulary is learned best through meaningful associations.

Teach vocabulary specific to content

A student's maximum level of reading comprehension is determined by his or her knowledge of words. Teach key words that children will need to comprehend texts, learn the content in those texts, and pass tests. These are words like compare/contrast, describe, analyze.

Highly Occurring Words from State Academic Standards

For students to participate fully in the classroom, one must understand the vocabulary that the teachers are using as well as those that they will see on assignments. Please refer to the resources on page 3 of this handout for resources.
Wagner (nd) provides an anchor word with synonyms from the Common Core State Standards. Words such as add to, arrange, collaborate, compare/contrast, create, decide, define, elaborate, evaluate, execute, explain, etc. could be targeted for vocabulary and then used for the synonyms that go with each word.
https://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf

Determining a Tier II Word

Beck, McKeown, & Kucan (2013) provides a way to determine if a Tier II word is useful to a student to have a more precise and mature way to refer to ideas they already know about. These include:
1. What is the importance and utility for the student? Are they frequently used across a variety of domains?
2. Does the word have instructional potential? The word offers a variety of contexts and uses to explore. These would be words with multiple meanings. For example: Draft
    a. A noun refers to a current of air in an enclosed space.
    b. A noun that refers to a version of a document, plan, or drawing. (A rough draft of a paper)

    c. A noun that refers to a military draft. (It can also be a verb: To be drafted).

    d. A noun referring to a sports draft. (To allocate players to a team)

3. Does the student already have a way to express the concepts (conceptual understanding) represented by the word?

4. Would students be able to explain the word using words they already know?

For example: The student knows the word "build." By teaching create, compose, construct, the student can express the same idea but with words that better represent the action. These synonyms are also used in the classroom which would lead to a deeper understanding when listening and completing activities and projects.

Targeting Tier III Words

Targeting Tier III may focus on content knowledge rather than vocabulary instruction and building due to the small utility and context that the words are used. Simply stated, the Tier III words may need to be discussed to understand the concepts but do not need to be targeted for robust instruction.

The following criteria presented by Beck, McKeown, and Kucan (2013) is provided to identify Tier III Words. Again, remember that unless the student has a high interest in a specific topic, Tier III may only be explained for content and not targeted for vocabulary acquisition.

- Choose words specific to the area of study such as social studies or science unit.
- Choose words from specific areas of study that can build background knowledge to be built upon from year to year or subject to subject.
- Choose words that may have a different meaning as a Tier II Word. Target both the Tier II and Tier III meaning together.

Knowledge Rating Scale

The following rating scale by Blachowicz & Fisher (2004) is a useful tool to determine which words a student knows and which they do not. This can then be used to determine which words should be targeted. This scale is based on the research by Dale (1965) and Beck and colleagues (1987) suggested a continuum of learning new vocabulary.

Stage 1: Never saw or heard it before. The student has no knowledge of the word.

Stage 2: Heard it but doesn't know the meaning but may have a general sense of the meaning. For example: liberty is good (from the Pledge of Allegiance)

Stage 3: Know the word within the context that in which it is used and needs the context to try to explain. (The cacophony of the multiple alarms was deafening.)

Stage 4: Knows it well. Knows the word in a variety of contexts, how it relates to other words that it might be used with and can use it metaphorically.

Word	Know It Well	Have Seen or Heard It	Have No Clue	Recognize it in context as having something to do with …	What It Means

Blachowicz & Fisher, 2004

https://devotedtovocabulary.files.wordpress.com/2012/07/know-or-no.png

Six Step Approach to Teach New Vocabulary

Marzano's six-step approach to teaching new vocabulary includes the following (2004). (The first three steps introduce and develop initial understanding, while the last three steps shape and sharpen understanding.)

******Students keep a vocabulary notebook
1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words (linguistic).
3. Ask students to construct a picture, symbol, or graphic representing the term (nonlinguistic).
    a) Nonlinguistic representations include graphic organizers, physical models, mental images, pictures and pictographs, and kinesthetic activity.
4. Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms. (Marzano & Pickering 2005, pp. 14-15)

Great Resource: Text Talk Lessons

(http://www.schools.utah.gov/curr/readingfirst/documents/combinedtexttalklessons.pdf

Lists books, vocabulary, and activities for Tier II vocabulary for 1st-5th grade.

Larry Bell's 12 Powerful Words

Larry BEL is a national speaker who talks to schools about closing the achievement gap. There are 12 Powerful Words he feels every student should know starting in kindergarten. These same words trip up students on standardized tests and other tests in school. Teachers often use these words in class as well.

12 Powerful Words

WORD	STUDENT FRIENDLY PHRASE
1. Trace	List in steps
2. Analyze	Break apart
3. Infer	Read between the lines
4. Evaluate	Judge
5. Formulate	Create
6. Describe	Tell all about,
7. Support	Back up with details
8. Explain	Tell how
9. Summarize	Give me the short version
10. Compare	All the ways they are alike
11. Contrast	All the ways they are different
12. Predict	What will happen next

https://youtu.be/4-yERHSS2t4

Ask student to write down all the other terms or words they know that can be associated with a particular term/word/phrase.

Vocabulary Analysis: Frayer Model

The Frayer Model includes the linguistic and nonlinguistic representation required for students to make words their own.

Step 1

The educator provides a user friendly definition including synonyms and antonyms if appropriate.
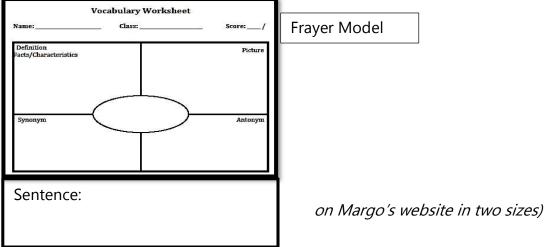
Step 2

The student restates in his/her own words before drawing a picture to make sure the student truly understands the definition. (i.e., "If you were to draw a picture, what would it be?")

Step 3

If the student's definition matches the meaning of the word, the student then draws a picture.
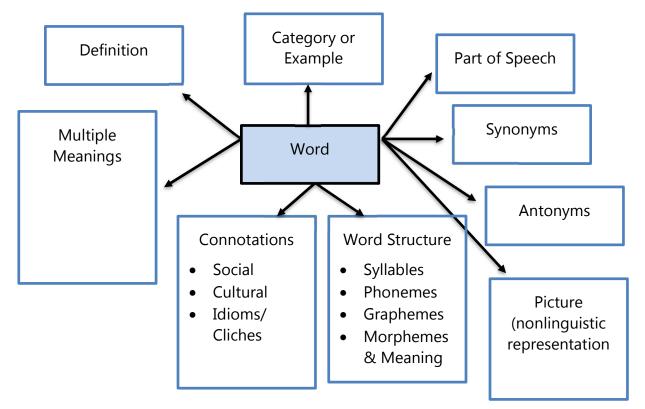
Step 4

The student then tells the educator what the sentence will be before he/she writes the sentence.

Vocabulary Worksheet

Name: _____   Class: _____   Score: ____ /

Definition Facts/Characteristics	Picture
Synonym	Antonym

Frayer Model

Sentence:

on Margo's website in two sizes)

In Depth Vocabulary Analysis

The following graphic organizer can be used to provide an in-depth analysis of vocabulary.

Definition

Category or Example

Part of Speech

Multiple Meanings

Word

Synonyms

Antonyms

Connotations
- Social
- Cultural
- Idioms/ Cliches

Word Structure
- Syllables
- Phonemes
- Graphemes
- Morphemes & Meaning

Picture (nonlinguistic representation

Activities

For a student to have enough exposures of a word, they have to have numerous exposures as demonstrated above based on the research of Gates (1931) and McCormick (1999). One the students are given a user friendly definition and they analyze the word by adding a nonlinguistic representation and writing a sentence, an activity such as the one below could be used to provide the additional exposures.

Conversation Competition

Materials needed: • Unit's word list for each student (can also use index of book)
The Rules:

- Assign each student a partner.
- When the teacher says go, the students stand up and have a specific amount of time to talk with their partners on any appropriate subject.
- They must use at least 10 of the unit's words in their conversation and check them off as they use them.
- When they have used all 10, they sit down.
- The first students to finish win a prize, but only if they share their conversation with the class and use the words correctly.

Possible Modifications for ELs and Students with Special Needs

- Partner ELs with native speakers. •
- Use a shorter list of words. •
- Give students specific topics to discuss.

Trashketball

Directions:
1. First, divide a piece of paper into halves or fourths.
2. On each fourth write a user friendly definition, synonym, antonym, or sentence for all the vocabulary words and place them in a stack upside down.
3. The first player from a team gets a paper and reads what it says aloud. The player and everyone else in the class writes down the vocabulary word on a dry erase board or piece of paper.
4. If the player's answer is correct their team gets one point. Then they crumble up the paper and get to throw it in the trash can for an extra point.
5. Play continues to the next team. At the end of the game, the team with the most points wins!

https://iheartteachingelementary.com/classroom-vocabulary-games/#:~:text=Trashketball%20Vocabulary&text=First%2C%20divide%20a%20piece%20of,I%20usually%20do%2C%20make%20duplicates.

Word Retrieval

Word retrieval is an expressive language disorder that impacts the retrieval of words in the present the main events of a play, of the words that they are unable to find. The words are store novel, movie, or similar work nnot be quickly retrieved. They appear not to know answers when in reality, they know but are unable to express their knowledge. These students may exhibit problems retrieving specific words in single word retrieval contexts and in discourse - Diane German, Ph.D. www.wordfinding.com

Students That May Have Word Retrieval Difficulties

- Students who have specific learning disabilities (LD)
- Students who have reading difficulties
- Students who have specific language difficulties (SLI)
- Students who have fluency difficulties
- Students who have known brain pathology
- Students who have attention difficulties and/or are hyperactive (ADHD)

(Diane German, Ph.D. 1994)

- Students with a diagnosis of childhood apraxia of speech

A Way to Determine if it is Storage or Retrieval

****Turn it into a receptive task. If the student can show you then you know it is retrieval and not storage.

Impact

Will appear to know information one minute or one day but then appears to forget the information the next.

Preschool

- Retrieving colors, shapes, familiar words

Learning to Read

- Retrieving alphabet letters
- Retrieving sounds of alphabet letters

- Retrieving high frequency words
- Retrieval of Spelling words during testing although was accurate during practice
- Retrieving math facts (orally and in writing)
- Slower reading fluency (can't quickly recall words when reading)
- Decreased accuracy when reading aloud (uses a familiar word that may begin with the same letter when cannot quickly retrieve the word presented)
- Will raise his/her hand to answer a question then will respond, "I don't remember," or "I was going to say what she said."

Reading to Learn

- Written language expression that is decreased in complexity and length
- Inaccuracy during Spelling tests continues
- Difficulty completing a test in the allotted time
- Better performance on matching, multiple choice, and true and false tests.
- Worse performance on tests that require retrieval such as fill in the blank without a word bank and essay questions.
- More accurate reader when reading silently
- Keeping up with note taking during lecture

Three Retrieval Error Patterns

Dr. German (2009) identifies three patterns of errors. These include:
- Error Pattern 1: "Slip of the Tongue" error. This type of error may indicate a failure to access the words semantic or syntactic features. (Examples: tire for wheel, chimney for fireplace, telescope for microscope, deck for pier)
- Error Pattern 2: "Tip of the Tongue" error. This type of error results in a failure to access any of the word's form information. (Longer than 4 seconds to retrieve)
- Error Pattern 3: "Twist of the Tongue" error: This type of error results in an incomplete access to the word's form, syllabic frame, or segmental sound content.
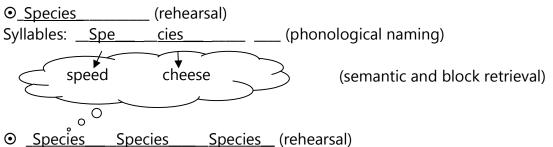
Therapy Strategies for the Error Patterns

It is important to identify the pattern of retrieval difficulty. Strategies are specific to each pattern.

Error Pattern I: Semantic Retrieval

- Dual Focus: Storage and Retrieval
- Reflect before speaking
- Visualizing strategies

- Add retrieval strategy to vocabulary analysis

⊙ _Species_____ (rehearsal)
Syllables: __Spe____cies_____ ___ (phonological naming)

speed   cheese   (semantic and block retrieval)

⊙ _Species___Species___Species_ (rehearsal)
Sentence: Lions are a species. (knowledge for retrieval: block)
(on Margo's website as 2x4 shipping labels top)

Describing the Word

o Category, function, and location will provide the greatest amount of information for the student to better visualize (imagery) the object in order to respond. It also provides the listener with cues to assist in the retrieval.
(On Margo's website Word Finding cards)

Strategies for Word Retrieval

① Category: classification
① Function: what it does or what is done with it
① Location/origin: where the item is found, stored or used
② Composition: what the item is made out of
② Components: attached parts
② Accessory/Necessity: associated objects or items that go with it
③ Size/shape: size, length, width, height, shape or analogies made to size/shape
③ Color   the basic colors that it has
③ Gestures: movement of hands or body to describe
(① provides the most information to assist a child with word finding)
Margo Kinzer Courter, MA, CCC-SLP
www.courtercommunications.com
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Strong Phonological Awareness (segmenting, blending, manipulating) and phonics skills to serve as a backup when difficulty retrieving the spelling of a known word

Error Pattern 2: Tip of My Tongue (block)

- Same sound cue (shown with Error Pattern I)
- Counting to at least 5 before offering a cue

- Familiar word/phrase cue (blue sky for blue, baa black sheep for black, cumulate junk for cumulus)

Error Pattern 3: Phonological Naming

- Rhythm and Visual Syllable Dividing
- Same sound cue
- Rehearsal
- Phonological Naming (Retrieval)

  - Labeling letters
  - Providing sounds to go with the letters (Visual phonics program)
  - Matching phonemes and graphemes (sound –symbol)
  - Phonological Awareness: Segmenting syllables and sounds.
  - Tactile and visual cues to assist with segmenting

Classroom Suggestions for Retrieval Based on the Pattern

Error Pattern 1: Semantic Error

- Ask students to: Reflect and Rehearse the answer before raising their hands.
- Have the student write down a word to help retrieve his/her response when called upon by the teacher.
- Ask the teacher to call upon the student as soon as he/she raises hand.
- Will require extended test taking time

Error Pattern 2: Form Related Block Error

- Provide the student with a phonemic cue.
- Use a multiple choice.
- Give the student extended time (to respond and on tests).
- Prime the student with a question.

Error Pattern 3: Form/Segment Phonological Error

- Give the student multiple choice.
- May need to change the prosody to stress the correct pattern.
- May need to offer a tactile or visual cue to assist with the phonological error.

Please remember that the ability to retrieve information accurately and quickly will have a significant impact in all areas of the curriculum and learning including studying and test taking.

Recommendations to Assist at School

Please see Margo's website

Resources

- Test of Word Finding 3
  https://www.proedinc.com/Products/13065/twf3-test-of-word-findingthird-edition.aspx
- *Word Finding Intervention Program*, Second Edition (WFIP-2) -Diane German, Ph.D., 2005 https://www.proedinc.com/Products/14486/wfip3-wordfinding-intervention-program-third-edition.aspx
- Conference proceedings form Dr. German
  file:///C:/Users/court/Downloads/1366_German_Diane_J.pdf
- Research from Dockrell and Messer (2006)
  https://pubs.asha.org/doi/10.1044/1092-4388(2006/025)

Maximizing the Effectiveness of Language Therapy

Phonology can easily be linked to activities involving collaboration, building background knowledge and narrative development.

Collaboration

The following ideas link through collaboration.

- ☐ Review classroom materials and choose words that are appropriate for vocabulary instruction. These words should mostly be Tier II and have high utility for the student.
- ☐ Preteach when appropriate such as vocabulary from upcoming chapters or units in a particular subject.
- ☐ Choose the collaboration model that best meets the needs of your students.

Ideas for Collaboration

How could you collaborate regarding vocabulary?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Vocabulary Goal

(Timeframe), _____ will use (Tier I low content/high frequency basic vocabulary including basic concepts (adjectives), nouns, verbs, Tier II high content/low frequency, Tier III curriculum based) in (phrase/sentence/conversation) that will be heard or seen in a variety of context in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

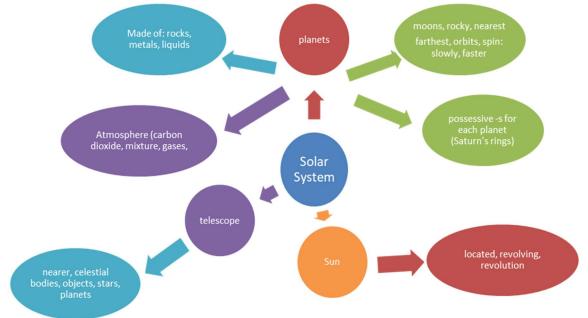# Explicit, Systematic, & Sequential
Lesson Plan

The following lesson plan format provides the means to provide explicit, systematic, and sequential intervention for phonology.

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine vocabulary that is mastered from previous session or words that need more practice.	
State Purpose or Goal (explicit instruction)	Today, we will talk about new words that we will see in the next chapter.	
Practice	Listen to the new word, and then I will use it in a sentence. Let's see if we can figure out the meaning.	
Introduce New Concept (I Do)	Explicit and direct teaching of new vocabulary. The first word is equal. If something is equal, it is the same in some way.	
Provide Guided Practice (We Do) *Link meaning to the words that are used	Therapist led practice to examples of the concept of equal. Are these equal? ½ cup and 6 ounces? Is math equal to language arts? Is one dollar equal to 4 quarters?	

Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed.	
Extended Practice (Include increasing or revising background knowledge)	Solve math problems that are equal (i.e.: 3 +2 and 4 +1) Measure items in the classroom to see if they are equal length	
Assess	Use informal assessment to ensure that enough exposures have occurred to truly learn the new vocabulary	

Building Background Knowledge

☐ Choose words that are used in the classroom or seen in print.
☐ Determine words with high utility.
☐ Use the knowledge rating scale to determine familiarity.
☐ Begin with words that are somewhat familiar indicating some background knowledge.

Link to Narrative Development

☐ Review fiction or nonfiction reading from the classroom.

☐ Choose high utility words as new vocabulary words.
☐ Preview and analyze the words before introducing in the reading.

The following example is from Real Friends (Hale, 2017)

Example: Narrative Development and Semantics Together

Margo will use the fictional book, Real Friends by Shannon Hale to target syntax while using this book. This book will be used throughout this presentation for each domain of language and supralinguistic skills. Appendix B in this manual provides a lesson plan using this book for all language areas. It is also available on Margo's website along with a blank format.

Tier II	plot	29
	decree	84
	banished	85
	complain	85
	equal	88
	popularity	88
	personality	89
	rate	89
	creative	92
	sulky	98
	apologize	103

Reflection

How will you decide which Tier you will target? Once you decide the Tier, how will you choose the vocabulary?

Conclusion

Both storage and retrieval are necessary to increase vocabulary as well as to permit the student to quickly and accurately recall the words that are well known.

Use: Pragmatics

Pragmatics is the most complex aspect of linguistic functioning, as it requires integration of information across **numerous cognitive systems**. Consequently, for intervention to yield effective long-term outcomes, clinicians need to approach pragmatics as an integrative

domain combining neurocognitive abilities (i.e**., language processing speed, supralinguistic skills (main idea, details, inferencing, predicting, reasoning, world/background knowledge, and executive functioning including planning, organizing, flexibility, attention and working memory**) and linguistic knowledge. (Martin & McDonald, 2003).

The speaker must continuously monitor:

• The setting	• The purpose	• Needs of the listener

Definition of Pragmatics

The use of language in social contexts and the ways in which people produce and comprehend meanings through language.

Definition of Executive Functions

A set of processes that all have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for the neurologically based skills involving mental control and self-regulation (Cooper-Kahn & Dietzel, 2008).

The following provides an updated categorization and hierarchy of executive function skills from Dr. Dawson (speechtherapypd.com course on 07/09/2023). These skills begin to develop at a very young age, but all executive function skills do not fully develop until around age 25.

Foundational skills begin very young (around 6 months of age).
Advanced skills begin to develop in middle school. Many students do not take ownership of what they need to do to help themselves with executive skills until around junior year.

Foundational Skills	Advanced Skills
Response Inhibition (begins developing around 6 months of age) Games: (anyone that develops wait and stop) Red Light Green Light, Mother May I	**Planning and Prioritizing** Strategy: Plan with students instead of for students.
Working Memory Strategy: Pair verbal with visual	**Organization** Strategy: Support students with creating and ***maintaining*** organization
Emotional Control Strategy: Acknowledge how the student feels	**Time Management** Strategy: Practice time estimation (How long do you think this will take you to complete?)
Flexibility Strategy: Help student find a plan B Resource: Decision Making Guide https://do2learn.com/organizationtools/SocialSkillsToolbox/DecisionMakingGuide.htm	**Goal Directed Persistence** Strategy: Support the student in setting small goals that are obtainable.
Sustained Attention Strategy: How long can you work before you need a break? (Increase the time in small increments)	**Metacognition** Use a situation that has occurred to self monitor and evaluate oneself. Strategy: Encourage self-reflection following success.
Task Initiation Strategy: Have student make a plan with a start time.	

The speaker must continuously monitor:

- The setting
- The purpose
- Needs of the listener

Pragmatic Functions That Can Hinder Speaking, Listening, Reading, and Writing

The following language and executive function areas that impact social pragmatic language will also impact learning in the classroom.

Pragmatic Skills

- Topic Initiation
    - o Could be hindered not only by topic preferences but by not understanding the main idea of the conversation
- Maintaining Topic (Details supporting main idea)
    - o Not understanding main idea
    - o Not understanding the details that are supporting the main idea, thus, these become the main idea
- Topic Shifting (How to transition to new topic -main idea)
    - o One must understand the main idea and supporting details to transition successfully and not abruptly to a new conversation.
- Ending Conversations
    - o Understanding when a conversation is over will impact understanding that the teacher is finished with a discussion,
    - o Concluding a paper
    - o Limiting how much information is stated in class discussions
- Taking listener perspective (
    - o Teachers' perspective when different than that of the students
    - o Point of View: Author and Character in fiction and nonfiction

Executive Functions

- Response Inhibition
    - o Ability to stop responses that may be inappropriate or insensitive to a friend
    - o Ability to not blurt out an answer in the classroom without raising one's hand and waiting for the teacher to call on the student.

- o Blurting out an inappropriate comment when a fellow student answers a question incorrectly.
- Working Memory
  - o Difficulty remembering what was said in a conversation due to difficulty with either lack of background knowledge or using background knowledge to hold onto information in a conversation
  - o Difficulty with following classroom discussions
  - o Difficulty remembering what he or she is reading
  - o Difficulty writing down thoughts or sentences after formulating verbally
- Flexibility
  - o Only wants to talk about topics of interest
  - o Does not understand that there is more than one way to complete a task in the classroom if they have previously learned another way
  - o Demonstrates difficulty with emotional control when a schedule changes
- Planning
  - o Knowing what to say next by monitoring the conversation
  - o Planning a project
  - o Planning a paper
  - o Planning a writing assignment

English Learners

The deep culture of the student must be considered when establishing pragmatic goals. One must understand if the student is from an individualistic or collectivistic culture which will determine the best way for the student to learn.

Ways of Knowing

- In some cultures, information is gathered through research in libraries and on the Internet. These cultures appreciate evidence that can be measured and documented. However, other cultures may acquire information through non-academic sources, such as information that is passed down by elders.
- Some students tend to learn best by observing and then doing, others by verbal instruction, and still others by using visual and written instructions.

Ways of Solving Problems

Cultures reason differently and arrive at solutions based on their distinctive values, philosophy, and beliefs.

Ways of Communicating Nonverbally

Nonverbal communication varies based on culture. For example: children who will not make direct eye contact when talking to a teacher, because to do so would show lack of respect in their culture.

Children who smile not because they are happy but because they are embarrassed or do not understand and are afraid to ask questions; others who rarely smile, such as students from Korea: "In Korean culture, smiling signals shallowness and thoughtlessness. (Dresser, 1996).

Ways of Learning

- Some students may learn through collaborative activities and working in groups. Other students based on cultural identity may work better independently.
- In some cultures, the teacher is always the center of class activities and the sole authority figure; students from this type of background may be reluctant to participate in class discussions and activities (Pratt- Johnson, 2006).

Social Pragmatic Activities for Younger Students

Share

Students share either information on a specified topic or on a topic of choice. We will often use, "What is the best thing that has happened to you since we saw you last?"

Pragmatic Goals

- Commenting appropriately on the topic (topic maintenance)
- Making a connection (using background knowledge)
- Requesting information
- Expressing feelings appropriately (either the student that is sharing or the students making comments)

Do a "share" at the beginning of your session where the student shares the best thing that happened to them since he/she saw you last. The other students are encouraged to ask a question, comment, or make a connection but must maintain the topic. (
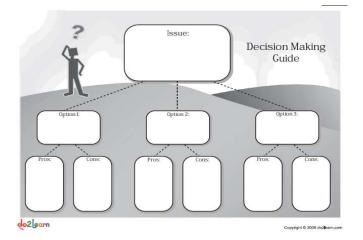
May add a talking stick or play microphone. Only the student with the stick or microphone is permitted to speak.

Decision Making Grid

This decision making grid for www.do2learn.com provides a great way for students to understand that there is more than one solution to a situation. This strategy provides a visual support to creating an executive function stop gap for students who are impulsive. It also provides options for students who lack flexibility in thinking to understand that there is more than one way to accomplish a task or to better understand that a teacher may teach something a different way than how the student learned it.

This visual strategy allows the student to look at an issue and make sound decision regarding what is the best option to solve the issue. The student writes down the issue then comes up with 2-3 possible options that may work to solve the issue. For each option, the student comes up with pros and cons of using this option. The option with the most pros is more than likely the best choice to make.

https://www.do2learn.com/organizationtools/SocialSkillsToolbox/DecisionMakingGuide.pdf

Topics: Link to Narrative

The first two examples are from Real Friends by Shannon Hale (2017).
- You want to hang out with other students besides the ones in the "Group," but the "Group" says that it is against the rules.
- You know that being bullying, being rude and making fun of others are very hurtful, l but this is what the "Group" does.
- Your friend invites you to his/her house, but you know the parents are not home.
- You want to play with your friends' IPAD, so you just take it.
- There are restrictions on the computers and IPADS, but you know how to get around them.

- You are talking about something you saw on the computer that was not appropriate. You are sharing this information with your friends. They tell you to stop but you keep talking about it.
- A classmate invites you to a party, but you do not really want to go.
- A friend gives you a present at your birthday party, but you already own it.
- A friend gives you a present at your birthday party, and you do not want it.

Maximizing the Effectiveness of Language Therapy

Pragmatic skills are dependent upon higher order thinking, executive function, linguistic skills, and background knowledge.

Collaboration

The following ideas link pragmatics through collaboration.
- ☐ Determine situations in the classroom or in narrative that require higher order thinking skills, executive function, background knowledge, and/or linguistic skills that supports pragmatics,
- ☐ Choose the collaboration model that best meets the needs of your students.

Ideas for Collaboration

How could you collaborate regarding vocabulary?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based On Standards

Look for standards that include:
- Engage effectively in a range of collaborative discussions
- Follow agreed upon rules for discussion
- Make comments that contribute to the discussion
- Adapt speech to a variety of contexts and tasks
- Determine author's point of view or purpose

Explicit, Systematic, & Sequential Lesson Plan

The following lesson plan format provides the means to provide explicit, systematic, and sequential intervention for phonology.

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice.	
State Purpose or Goal (explicit instruction)	Today, we will talk about taking someone's perspective. (the next skill for mastery)	
Practice Pragmatic Skills	Warm up exercises, if I say the sky is blue but you think it is gray, what questions could you ask me about what I am seeing?	
Introduce New Concept (I Do)	Explicit and direct teaching of new skill Taking someone else's perspective means seeing a different side then maybe your own.	
Provide Guided Practice (We Do) *Link meaning to the words that are used	Therapist led practice Let's look at some examples.	
Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed.	
Extended Practice (Enhance or revise background knowledge)	Set up activities or projects where the students practice the targeted skills	
Assess	Use informal assessment to ensure that new skills have generalized.	

Building Background Knowledge

☐ Choose a topic that is being discussed in the classroom.
☐ Use these topics to address skills needed for effective social communication (linguistic skills, higher order language, executive function, background knowledge)

Link to Narrative Development

☐ Review fiction or nonfiction reading from the classroom.
☐ Choose words that reflect the patterns you are targeting in therapy.

The following example is from Real Friends (Hale, 2017)

Example: Narrative Development and Pragmatics Together

Margo will use the fictional book, Real Friends by Shannon Hale to target syntax while using this book. This book will be used throughout this presentation for each domain of language and supralinguistic skills. It is also available on Margo's website along with a blank format.

Activities:
The following situations provided in the narrative can be used to discuss the social situation. The supralinguistic questions below are also based on social situations and can be used to target the neurocognitive skills needed to be a successful social communicator.

Taking a Listener's Perspective	Adrienne wanting boy to kiss her	23
	Fashion Show (Tammy)	30
	Private Detectives and Ballerinas	65
Understanding figurative language	Do you live in a hole?	43
	Carrottop	73
	Four eyes	73
Expressing feelings appropriately	Rating Shannon	91
	Shannon asks Jenny to be nicer	101
Dominating conversation	Dallas Cowboy Cheerleaders	8-12
	Shutting down the forcefield	14

Bullying	Boys holding Shannon to kiss Adrienne	18-22
	Michael Jackson (Do you live in a hole?)	43
Belonging	Welcome to the Group	45
	Rules for Games, Rules for the Group	51
		55-56
Anxiety	Counting bricks	51, 129
	Tummy ache	57
	Hiding in the bushes	101
	Flex legs	106
Personal space	Wanting to kiss Adriene	16

Reflection

How can you support students in generalizing social pragmatic skills by making sure that the neurocognitive aspects are included?

Conclusion

Social pragmatic skills are complex. It requires language knowledge of form and content as well as supralinguistic skills, background knowledge, and executive function. To support the student's ability to improve social pragmatic language, these all need to be included in the intervention.

Supralinguistic Skills

The following provides ways to support supralinguistic skills.

- **Relevance**: Make sure the information is relevant to the student's world. Help students problem solve to find the relevancy (Do not tell them! – You will not get buy in!)
    - o **Do the students know how the information being presented relates to their lives?**
- **Pique Curiosity and Creativity**
    - o What do you do to make the students curious about your topic?
    - o Are you creative in your teaching approach?

- **Multimodality learning** triggers both the left and right hemispheres of the brain
- **Consistency** across all grade levels and educators with teaching strategies (i.e.: vocabulary cards, following the same steps for solving math story problems, required method of note taking (i.e.: Cornell Notes), Venn diagrams for comparing/contrasting, webs for determining main idea and details as well as for organization of writing, etc.)
- Always base **new information** on what the student already knows (i.e.: Use a Place Value Chart when teaching ones, tens, hundreds, etc. Use the Place Value Chart when teaching decimals or information regarding the same subject learned the previous year.)
- Have the students **preread** and take notes (using the required note taking method) what will be presented in class the next day. Provide your Power Point or notes for the students to review before presenting the information.
- Provide **visual strategies** (webs, Venn Diagrams, pictures, etc.) whenever possible. Inspiration software (www.inspiration.com) is a resource that should be considered.

The Evidence

According to Kim, A., & Vaughn, S. (2004) in Graphic Organizers and Their Effects on the Reading Comprehension of Students with LD: A Synthesis of Research. *Journal of Learning Disabilities*, *37*(2), 105-118.
- "Students with learning disabilities who used semantic organizers demonstrated significantly higher scores on researcher-developed comprehension measures than students in comparison groups." (p. 112)
- "Students who used cognitive maps with mnemonics outperformed those using conventional reading techniques on a reading comprehension test." (p. 112)
- "Overall, the student-generated cognitive organizer [with a mnemonic] was more effective in improving students' reading comprehension than the expert-generated cognitive organizer and the comparison condition." (p. 112)
    - "The use of cognitive maps [without a mnemonic] was associated with higher comprehension scores than comparison conditions" (p. 113)
    - "Students using framed outlines significantly outperformed those in comparison conditions on a reading comprehension test. This finding was confirmed by a single group design study." (p. 113)

- Research by educational psychologist Richard Mayer found that using images to convey information improves a person's ability to recall facts or key steps by an average of 23%. When text and graphics are combined, retention increases to 42% (Mayer, R.E., 2009).
- By using visual aids in teaching, it enhances lesson plans and gives students additional ways to process subject information (Kunari, 2006).

Targeting Figurative Language

Figurative language, whether it be idioms/expressions or similes/metaphors, students with language disorders can be confused by these when friends or adults use them.

Term	Definition	Example
Cliché	A word or phrase that has become overly familiar or commonplace	No pain, no gain
Idiom	The language peculiar to a group of people	She sings at the top of her lungs

Ways to Target

Make cards out of the different types of figurative language
- Have the students take turns pulling out a card.
- Describe the saying.
- Use the saying in a sentence.

Games
- Charades: The students act out the saying
- Jeopardy Game with the different types of figurative language being the categories
- Figurative Language Bingo: Develop Bingo boards that concentrate on the domain of language you are targeting. On the board, have the figurative language. You provide the literal meaning and see if the student can match it to the nonliteral meaning. The board could also have the literal meaning, and you provide the nonliteral meaning.
- Trashketball (https://www.ereadingworksheets.com/figurative-language/figurative-language-activities/figurative-language-trashketball-game/)
  - Always stay in your seats.
  - You will have 30-60 seconds to discuss the answer to a question AND
  - Write ONE response to the question on your paddle.
  - All teams will hold up their answers.
  - If you are correct, your team will get the opportunity to shoot the correct response into the trashcan from a 1, 2, or 3 point line.

Reading Comprehension

As we discussed under syntax, reading comprehension is first and foremost based on understanding complex syntactical structures. The following highlighting strategy assists the student with locating high content words. This, in turn, decreases the sentence structure.

Underlining and Highlighting

Following Written Directions or Reading Paragraphs:
Step 1: Read the direction.
Read each sentence below.
Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.
Step 2: Reread and underline or highlight key words.

Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

Highlighting for Main Idea and Supporting Details

The second highlighting strategy assists the student with finding the main idea and supporting details of information presented. This may be the main idea and supporting details for a short story or literature chapter, or it may be the main idea and supporting details for each paragraph for informational text. The student should highlight the main idea in one color and the supporting details in another color.

John Robert Lewis (February 21, 1940 – July 17, 2020) was an American politician and civil-rights leader who served in the United States House of Representatives for Georgia's 5th congressional district from 1987 until his death in 2020 from pancreatic cancer. Lewis served as the chairman of the Student Nonviolent Coordinating Committee (SNCC) from 1963 to 1966.
Lewis was one of the "Big Six" leaders of groups who organized the 1963 March on Washington and the last surviving one at the time of his death. He fulfilled many key roles in the civil rights movement and its actions to end legalized racial segregation in the United States. In 1965, Lewis led the Selma to Montgomery marches across the Edmund Pettus Bridge. In an incident which became known as Bloody Sunday, armed Alabama police attacked unarmed civil rights demonstrators, including Lewis, Hosea Williams, and Amelia Boynton.
A member of the Democratic Party, Lewis was first elected to Congress in 1986 and served for 17 terms in the U.S. House of Representatives. Due to his length of service, he became

the dean of the Georgia congressional delegation. The district he represented includes the northern three-quarters of Atlanta.

He was a leader of the Democratic Party in the U.S. House of Representatives, serving from 1991 as a Chief Deputy Whip and from 2003 as Senior Chief Deputy Whip. Lewis received many honorary degrees and awards, including the Presidential Medal of Freedom.

https://en.wikipedia.org/wiki/John_Lewis_(civil_rights_leader)

Comparing and Contrast

http://www.readwritethink.org/classroom-resources/printouts/compare-contrast-chart-30198.html

2/3 1/3 Notetaking

Name:

Class:

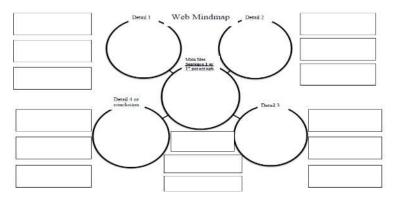| II. Main Idea
  A. Detail
  B. Detail
  C. Detail

III. Main Idea
  A. Detail
  B. Detail
  C. Detail

IV. Main Idea
  A. Detail
  B. Detail
  C. Detail

⟷
2/3 | Comments
Questions
Link to what you know
Vocabulary
What you would like to learn more about

⟷
1/3 |

Written Language Expression

Research also reveals that children with language impairment (LI) produce written texts that have fewer words, syntax errors, and poorer organization, similar to their oral language (Bishop & Clarkson, 2003; Dockrell, Lindsay, Connelly, & Mackie, 2007; Singer & Bashir, 2004; Scott and Windsor, 2000).

According to the National Assessment of Educational Progress (NAEP), in 2002, only 28% of 4th graders, 31% of 8th graders, and 24% of 12th graders performed at or above the Proficient level of writing as defined as solid academic performance for grade level (Lutkus, Daane, Weiner, Jin, 2003).
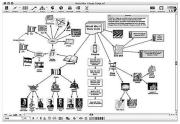*Updated research in 2007 for 8th and 12th: no significant change*

Using Visual Graphic Strategies to Organize for Writing

Resources for Organization for Writing

Maximizing the Effectiveness of Language Therapy

Phonology can easily be linked to activities involving collaboration, building background knowledge and narrative development.

Collaboration

The following ideas through collaboration.
- ☐ Review classroom materials
    - o Determine topics that require higher order language skills.
    - o Choose visual graphic strategies to support.
- ☐ Preteach
- ☐ Choose the collaboration model that best meets the needs of your students.

Goals Based On Standards

Look for standards that include:
- Compare and contrast
- Analyze
- Determine
    - o Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
- Delineate and evaluate
    - o Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Integrate
    - o Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Explicit, Systematic, & Sequential
Lesson Plan

The following lesson plan format provides the means to provide explicit, systematic, and sequential intervention for phonology.

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice.	

State Purpose or Goal (explicit instruction)	Today, we will talk about _____ (the next skill for mastery) IE: Analyze the structure the author used in the text.	
Practice Supralinguistic Skill	Warm up exercises,	
Introduce New Concept (I Do)	Explicit and direct teaching of new	
Provide Guided Practice (We Do) *Link meaning to the words that are used	Therapist led practice	
Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed.	
Extended Practice		
Assess	Use informal assessment to ensure that new skills have generalized.	

Building Background Knowledge

☐ Choose a topic that is being discussed in the classroom.
☐ Determine higher order language needs.

Link to Narrative Development

☐ Review fiction or nonfiction reading from the classroom.
☐ Choose situations presented that require higher order language skills.

Example: Narrative Development and Supralinguistic Together

On page 94, Shannon and her friends act out a mystery that Shannon is creating. At times, throughout the story, it appears that Shannon's friends get tired of her always coming up with silly scenarios to play out, but this time, they all went along with her and stated that

she always comes up with the best games. What was different this time? (They weren't at school and didn't need to look cool in front of others.)

On page 98, why did Jenny then say at recess that Shannon's tetherball sewer game was her game and Shannon was lying when she said she made it up? (Jenny was popular and didn't want everyone to start liking Shannon more.) Why did Jenny call her a sulky baby? Shannon thinks, on page 100, that Jenny wanted Shannon out of the group. Do you agree or disagree and why? Real Friends (Hale, 2017)

Reflection

How do you directly and systematically target supralinguistic skills?

Conclusion

For students to fully participate in the classroom, the ability to think beyond the words is necessary. Supralinguistic skills play a key role in auditory and reading comprehension.

Final Thoughts

For those we serve through special education services as well as those in the RTI process, we play a vital role in the academic success of the students that we are so privileged to serve. Regardless of the age of students we serve, we can provide a strong foundation for students with language/learning differences to improve their academic success, thus the ultimate goal: readiness for life after high school.

Thank you for spending your day with me!