



## LITERACY AND DYSLEXIA: BUILDING SKILLS FOR READING SUCCESS

Margo Kinzer Courter, MBA, MA, CCC-SLP, BCS-CL

courtercx@gmail.com

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## Literacy and Dyslexia

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## **Literacy and Dyslexia: Building Skills for Reading Success**

With the implementation of Every Student Succeeds Act and new state legislation to screen all students in kindergarten through 2<sup>nd</sup> grade as well as any other student a teacher has concerns about for dyslexia, literacy and dyslexia have come to the forefront for our students.

### **Every Student Succeeds Act (ESSA)**

#### **Background**

In December 2015, President Barack Obama signed Every Student Succeeds Act (ESSA) into law. This new major federal K–12 law replaces the No Child Left Behind Act (NCLB).

#### **Key Issues in ESSA:**

**The following key issues are highlighted in ESSA.**

##### **Literacy Education for All**

1. High-quality early literacy initiatives for children from birth through kindergarten
2. Literacy initiatives for children in kindergarten through grade 5 as well as for children in grades 6 through 12.
3. Programs to support school libraries, early literacy services (including pediatric literacy programs), and programs that regularly provide high-quality books to children.

##### **Early Intervening Services**

1. ESSA permits states and LEAs the flexibility to use both Title I and IDEA funding streams to develop innovative, evidence-based approaches to assist struggling learners in general education with the use of SISPs. (Specialized Instruction Support Personnel) (the category of school based professionals that includes both audiologists and SLPs).
2. Identify or develop evidence-based assessment tools for identifying students who area risk of not attaining full literacy skills due to a disability, including:
  - (a) Dyslexia impacting reading or writing
    - a. Requires states to develop legislation or plans. This must include screening all students in K-2 and any student 3<sup>rd</sup> grade and forward for dyslexia. Refer to the following website or your state website for specific information

<https://www.dyslegia.com/state-dyslexia-laws/>

<https://www.dyslegia.com/resource-links/state-resources/> (Links to states)

- (b) Developmental delay impacting reading, writing, language processing, comprehension, or executive functioning.

**Identify evidence-based literacy instruction, strategies, and accommodations**

This includes assistive technology, designed to meet the specific needs of such students.

**Implement *evidence-based instruction* designed to meet the specific needs of such students.**

## Building Blocks of Literacy

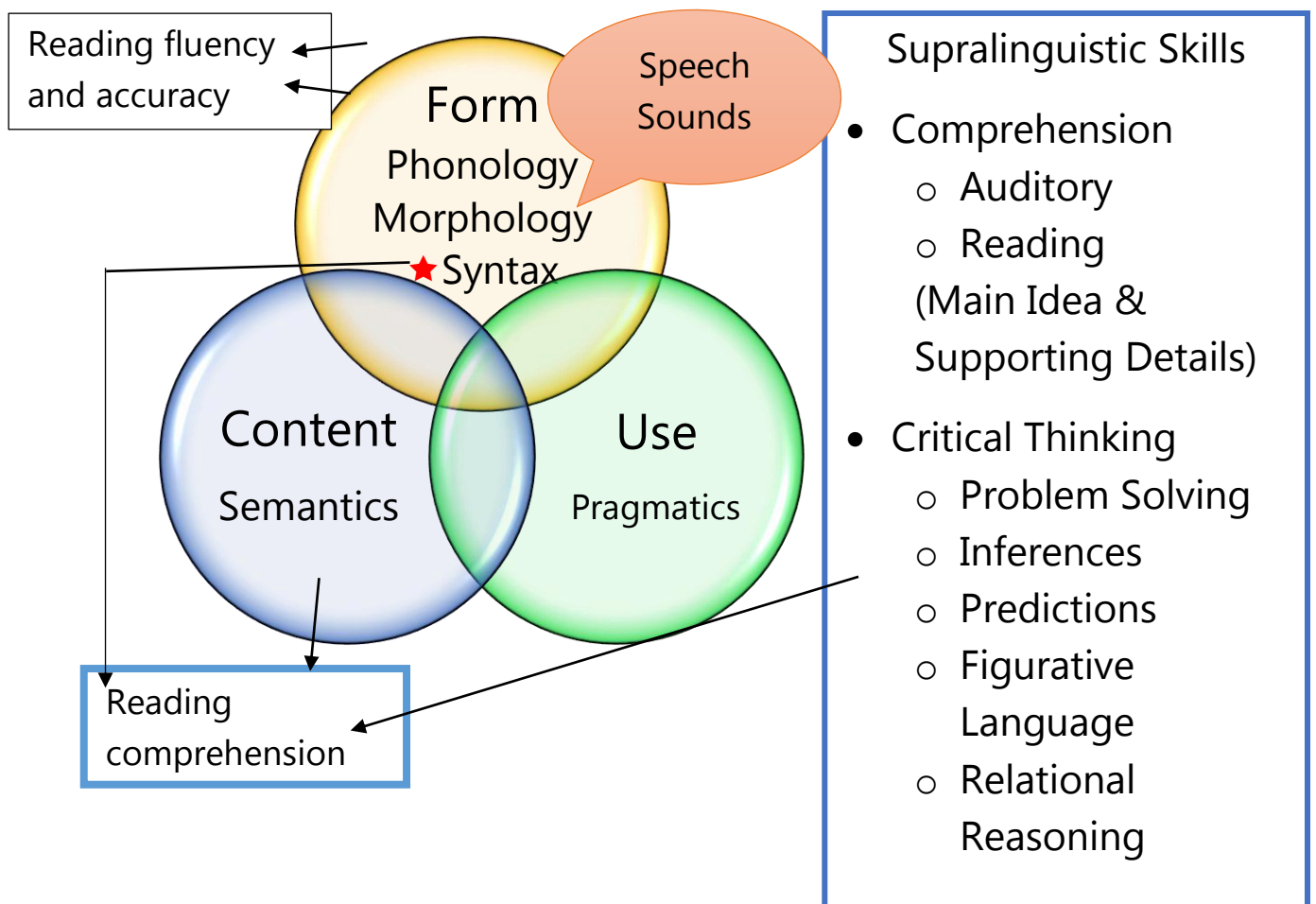
The Research Building Blocks for Teaching Children to Read: Put Reading First from the National Institute for Literacy identify the building blocks of literacy (Armbruster, Lehr, Osborn, and Adler 2006). These include:

- **Oral Language** – spoken words to express one’s knowledge and ideas.
- **Phonemic/Phonological Awareness** - ability to perceive and discriminate individual sounds, rhyming, blending, segmenting, and manipulating speech sounds
- **Phonics** – rules between phonemes and graphemes (letters)
- **Reading Fluency** - ability to read with speed, accuracy, and proper expression
- **Vocabulary** – the words in a language
- **Text Comprehension** - ability to process text, understand its meaning, and to analyze using the reader’s background knowledge relies on syntax, semantics, and supralinguistic skills including relational reasoning.
- **Plus 1: Morphology** – supports reading fluency, phonological awareness, syntax, and vocabulary acquisition
- **Plus 2 – Speech Sound Acquisition** – students with speech sound disorders often show difficulties in phonology and morphology

### Reflection

1. What do you feel your role is in the Building Blocks of Literacy?
2. Where have you been successful and where have you hit roadblocks?
3. Are there any areas in the Building Blocks of Literacy that you wish you could be a bigger part of?

## Speaking, Listening, Reading, 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)

The following chart offers a crosswalk from the skills needed for speaking and listening to what this means for reading and writing.

Spoken Language			Written Language	
5 Language Domains	Listening	Speaking	Reading	Writing
<b>Phonology</b> (rhyming, blending, segmenting, manipulating sounds)	ability to identify and distinguish specific phonemes in words while listening	appropriate use of phonological patterns while speaking (using the correct speech sounds based on perception)	understanding of letter-sound associations while reading, ability to sound out a novel word	accurate spelling of words while writing
<b>Morphology</b> (smallest unit of meaning)	understanding inflectional and derivational morphemes when listening	using inflectional and derivational morphemes correctly when speaking	understanding grammar while reading, determining meaning of words based on known morphemes	appropriate use of grammar when writing; the ability to segment a word with affixes and roots for spelling
<b>Syntax</b>	understanding sentence structure elements when listening	using correct sentence structure elements when speaking	understanding sentence structure while reading	using correct sentence structure when writing
<b>Semantics</b>	listening vocabulary from basic concepts to curriculum based vocabulary	speaking vocabulary including mastery of words as well as retrieval	reading vocabulary and retrieval while reading silently and aloud	writing vocabulary and ability to accurately retrieve words
<b>Pragmatics</b> (includes neurocognitive skills)	understanding of the social aspects of spoken language	social use of spoken language	understanding point-of-view, needs of the audience, etc.	conveying point-of-view, needs of the audience, etc.

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

## Speech to Print

Students first learn how to attend to the sound structure of spoken English words and then how to connect and combine sounds, letter patterns, and meanings to read and spell words (Moats, 2000 and Moats, 2005).

It begins with hearing the word, isolating the sounds within the word (*phonemic awareness*), learning the relationship between the sounds and letters (*sound-symbol association*), and manipulating the sounds and letters sequentially to read and spell new words

. A "speech to print" approach puts spoken language first to leverage the brain's innate, biological wiring and organization for oral language. Programs specific to speech to print include: Spell-Links (Wasowicz, Apel, Masterson, & Whitney), Lexercise ([www.lexercise.com](http://www.lexercise.com)).

## Structured Literacy

Structured Literacy is an approach where reading instruction is carefully structured with important literacy skills, concepts, and the sequence of instruction. This approach to reading instruction can be beneficial not only for students with reading disabilities, but also for other at-risk students including English learners and struggling adolescents (Baker et al., 2014; Gersten et al., 2008; Kamil et al., 2008; Vaughn et al., 2006).

Structured Literacy™ is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.

Structured Literacy is not a specific program but programs such as the Wilson Reading System (Wilson, 1988), the Orton-Gillingham method (Gillingham & Stillman, 2014), the Lindamood Phoneme Sequencing Program (LiPS; Lindamood & Lindamood, 1998), and Direct Instruction (e.g., Carnine, Silbert, Kame'enui, & Tarver, 2009), as well as several other approaches (e.g., Birsh & Carreker, 2019) are programs that use Structured Literacy.



## Components of Structured Literacy

- Phonological Awareness (including phoneme discrimination)
- Sound/Symbol
- Syllable (6 syllable patterns for writing)
  - Closed syllables (consonant on the end of the syllable which makes the vowel sound short)
  - Consonant -le
  - Open syllables (no consonant on the end of the syllable which makes the long vowel sound)
  - Vowel teams
  - Long e patterns
  - /r/ controlled vowels
- Morphology (inflectional and derivational)
- Syntax
- Semantics

<https://www.readingrockets.org/article/six-syllable-types>

## Three Principles of Structured Literacy

- Explicit/Multisensory
- Systematic and Cumulative
- Diagnostic

## Simple View of Reading

Gough and Tunmer (1986) proposed the Simple View of Reading to clarify the role of decoding in reading. Many research studies have provided support for this theory by demonstrating that an elementary-age child's reading comprehension ability can be predicted by his ability to read words fluently and accurately, together with his language comprehension ability. Studies have shown that both fluent word reading and language comprehension each have a substantial impact on reading comprehension in young children; as children get older the relative importance of language contribution increases (Lonigan, Burgess, & Schatschneider, 2018).

The Simple View formula presented by Gough and Tunmer in 1986 is:

**Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)**

## Definitions

### Literacy

Literacy encompasses the knowledge and skills students need to access, understand, analyze, and evaluate information, make meaning, express thoughts and emotions, present ideas, and opinions, interact with others and participate in activities at school and in their lives beyond school (Ewing, 2016).

### Dyslexia

#### **International Dyslexia Association (2002)**

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

### Specific Learning Impairment

The term ‘specific learning impairment’ means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written that may manifest itself in the imperfect ability to listen, think, speak, read, spell, or do mathematical calculations. (IDEA 2004, §602.30, Definition)

“The purpose of this letter is to clarify that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents. ... However, regardless of whether a child has dyslexia or any other condition explicitly included in this definition of “specific learning disability,” or has a condition such as dyscalculia or dysgraphia not listed expressly in the definition, the LEA must conduct an evaluation in accordance with 34 CFR §§300.304-300.311 to determine whether that child meets the criteria for specific learning disability or any of the other disabilities listed in 34 CFR §300.8, which implements IDEA’s definition of “child with a disability” (Yukin, 2015. United States Department of Education).

## **Phonological Awareness**

The understanding that the sounds of spoken language work together to make words. The focus of phonological awareness is much broader. It includes identifying and manipulating larger parts of spoken language, such as words, syllables, and onsets and rimes—as well as phonemes. It also encompasses awareness of other aspects of sound, such as rhyming, alliteration, and intonation.

## **Phonemic Awareness**

The ability to perceive and discriminate individual sounds (phonemes). The focus of phonemic awareness is narrow identifying and manipulating the individual sounds in words. Phonemic processing occurs at the level of Heschl's Gyrus and includes:

### **Auditory discrimination**

Distinguishing sounds as the same or different

### **Auditory analysis**

Segmenting a word into its sounds (phonemes)

### **Auditory synthesis**

Blending sounds together

### **Auditory sequencing**

Auditory memory for auditory information in a specific order

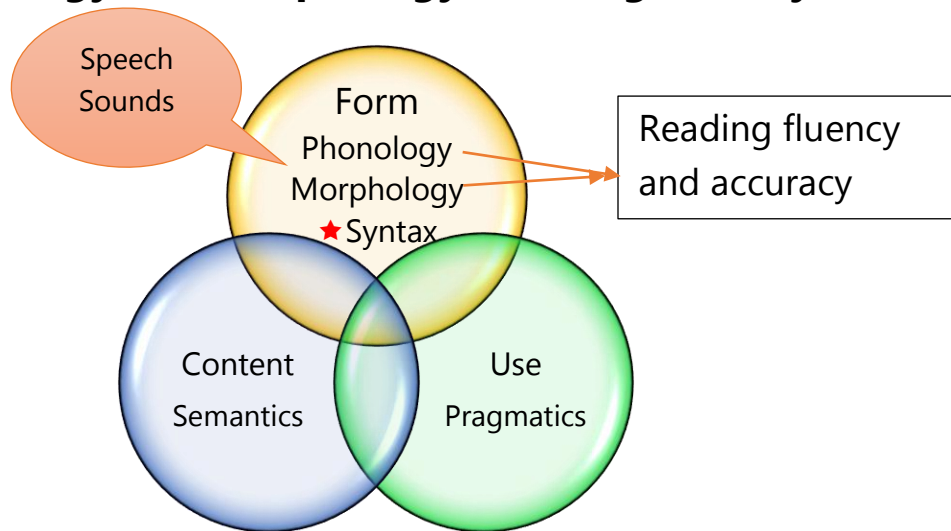
## **Phonics**

The understanding that there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in written language.

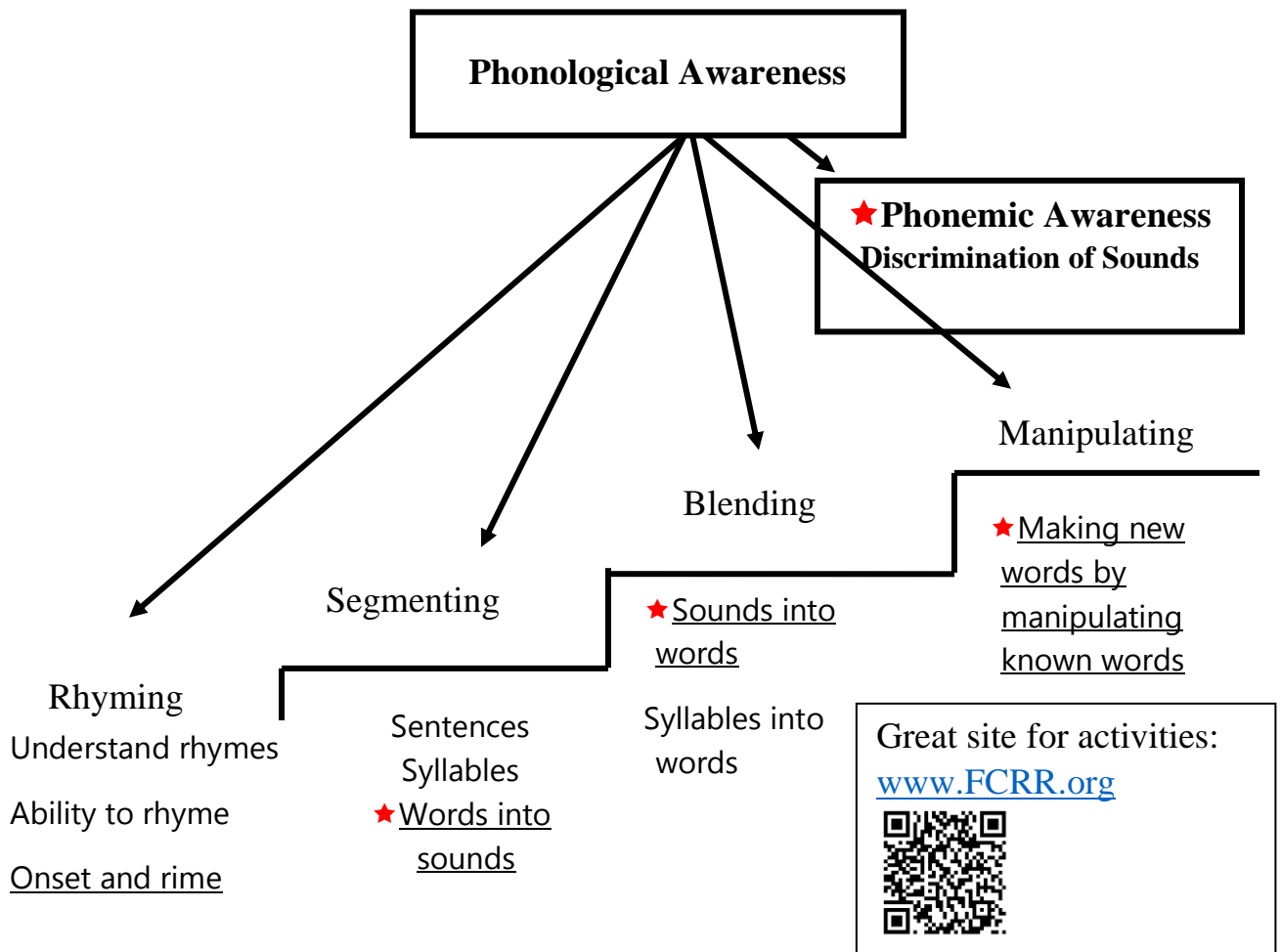
## **Reading Fluency and Accuracy**

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text (Armbruster, Lehr, Osborn, and Adler 2006). Phonology and morphology are keys to reading fluency and accuracy. The following sections will provide background and strategies to move from speaking and listening to reading and writing.

## Phonology and Morphology: Reading Fluency and Accuracy



### Phonological Awareness Skills



★ **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 in order to distinguish changes in a word)
- Auditory sequencing (auditory memory in specific order)

## Definitions

### Phonological Working 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)

### 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)

## Research

### Phonological Awareness Skills

1. *One of the strongest indicators of phonological weakness is **poor phonemic awareness*** (Farquharson, Centanni, Franzluebbbers, & 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); (Lieberman, 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).

### 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. Like children with dyslexia, a core deficit in the **phonological system has been implicated in children with speech sound disorder** (Anthony et al., 2011; Pennington & Bishop, 2009; Sutherland & Gillon, 2007).

5. In addition to their overt errors in speech production, children with **speech sound disorder have shown deficits for a variety of other phonological tasks**, including phonological awareness (Bird, Bishop, & Freeman, 1995; Carroll & Snowling, 2004; Preston, Hull, & Edwards, 2013; Rvachew & Grawburg, 2006), phonological memory (Couture & McCauley, 2000; Farquharson, Hogan, & Bernthal, 2017; Munson, Edwards, & Beckman, 2005), spelling (Bird et al., 1995; Carroll & Snowling, 2004; Clarke-Klein & Hodson, 1995), and word reading itself (Apel & Lawrence, 2011; Overby, Trainin, Smit, Bernthal, & Nelson, 2012).
6. *Kirk and Gillon (2007) 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.*
7. Speech production is, after all, heavily reliant on an intact phonological system. (Cabbage, Farquharson, Iuzzini-Seigel, Zuk, and Hogan, 2018)

## 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 3<sup>rd</sup> 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/>

## Literacy and Dyslexia

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

### Dyslexia Screener

- Free dyslexia screener (<https://www.lexercise.com/tests/dyslexia-test>)
- Dyslexia Question App for IPAD

The games are designed to assess working memory, phonological awareness, processing speed, visual memory, auditory memory, and sequencing skills.

### Supplemental Assessments

- Rapid Automatized Naming (RAN)  
Performance on a RAN test is based on how fast a child can name in order *all* the items (letters, colors, numbers, or simple objects) presented on the page, compared to other kids her age. Kids with reading issues are frequently slower on RAN tests.
- Working memory (word and sentence repetition)

## 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
4 years	Rote imitation of rhymes and alliteration
5 years	Rhyme recognition (which word doesn't belong)
	Recognize phonemic change in a word (Brown Pear, Brown Pear, What do you see? )
	Clap out syllables (Target 2 and 3 syllables then move to 1)
5 ½ years	Can separate a word into its phonemes (segmenting sounds in a word)
	Blend onset and rhyme (c at = cat)
	Produce a rhyming word
	Tell the first sound in a word
6 years	Can delete (manipulate) part of a compound word or a syllable from a two syllable word
	Blends 2 or 3 phonemes
	Segment two or three phonemes in a word



6 ½ years	Segment three or four phonemes in a word
	Manipulate (substitute) a sound in a simple word to form a new word (Change the l in lip to /s/)
7 years	Delete sounds in the initial and final position (not including blends)
8 years	Delete initial sounds including blends
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 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 for Phonemic Awareness & Sound/Symbol

The following section will provide strategies that we will discuss in this seminar and additional strategies for you as you work with your students.

Kirk and Gillon (2007) 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.

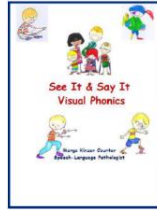
### Visual Phonics program

- 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 of 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).

## **Specific Therapy Strategies**

The following strategies will support SSD and literacy development from speech to print.

### **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 Perler 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.
- 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		
jacket	yesterday		

### Resources

<https://www.readingresource.net/support-files/cvcwordslistbymediasound.pdf>

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

### Target Minimal Pairs

- 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 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

<p><b>Back sounds to front sounds (/k, g/ and /t, d/)</b></p> <ul style="list-style-type: none"> <li>• car/tar</li> <li>• Kim/Tim</li> <li>• key/tea</li> <li>• come/tum</li> <li>• cap/tab</li> </ul>	<p><b>/s, z, f/ and /t, d, p/ (Stopping)</b></p> <ul style="list-style-type: none"> <li>• four/paw</li> <li>• fan/pan</li> <li>• cuff/cup</li> <li>• half/harp</li> <li>• sea/tea</li> <li>• sail/tail</li> </ul>
--	---

<ul style="list-style-type: none"> <li>• coffee/toffee</li> </ul>	
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<p><b>f, s, sh' and 'b, d,' (Stopping and voicing fricatives)</b></p> <ul style="list-style-type: none"> <li>• fatman/batman</li> <li>• phone/bone</li> <li>• fox/box</li> <li>• funny/bunny</li> </ul>	<p><b>Final sounds</b></p> <ul style="list-style-type: none"> <li>• car/cart</li> <li>• tar/tart</li> <li>• bee/bean</li> <li>• no/nose</li> <li>• moo/move/moon/moose</li> </ul>
<p><b>Simplifying blends</b></p> <ul style="list-style-type: none"> <li>• pay/play</li> <li>• goo/glue</li> <li>• fat/flat</li> <li>• go/grow</li> <li>• door/drawer</li> </ul>	<p><b>Context sensitive voicing</b></p> <ul style="list-style-type: none"> <li>• pea/bee</li> <li>• pear/bear</li> <li>• tear/deer</li> <li>• curl/girl</li> <li>• fan/van</li> </ul>
<p><b>/w, r/ and /l, y/</b></p> <ul style="list-style-type: none"> <li>• rich/witch</li> <li>• ring/wing</li> <li>• yapping/lapping</li> <li>• fight/white</li> <li>• tire/wire</li> </ul>	<p><b>/t/ final versus vowel</b></p> <ul style="list-style-type: none"> <li>• cart/car</li> <li>• note/no</li> <li>• fort/four</li> <li>• shoot/shoe</li> <li>• start/star</li> </ul>

**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.

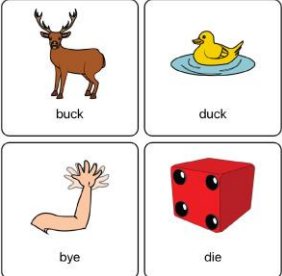
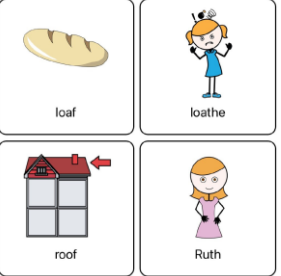
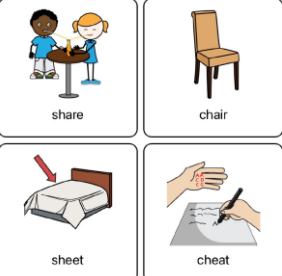
<u>eel</u>	<u>il</u>	<u>el</u>	<u>al</u> <u>(short)</u>	<u>al</u>	<u>ail</u>	<u>ile</u>	<u>uel</u>	<u>oil</u>	<u>owl</u>
	bill	bell		ball	bail	bile		boil	
	built	belt							
deal	dill	dealt		dull		dial			
feel	fill	fell		fall	fail	file	fuel	foil	fowl
heal	hill	hell	Hal	hall	hail				howl
	kiln	kelp							

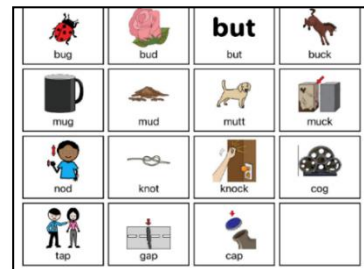
Literacy and Dyslexia

<u>eel</u>	<u>il</u>	<u>el</u>	<u>al</u> <u>(short)</u>	<u>al</u>	<u>ail</u>	<u>ile</u>	<u>uel</u>	<u>oil</u>	<u>owl</u>
kneel				null	nail				
peal	pill		pal		pail	pile			
real					rail	rile		roil	
seal	sill	sell		Sal	sail			soil	
<u>eel</u>	<u>il</u>	<u>el</u>	<u>al</u> <u>(short)</u>	<u>al</u>	<u>ail</u>	<u>ile</u>	<u>uel</u>	<u>oil</u>	<u>owl</u>
steel	still			stall	stale				
	spill	spell						spoil	
	till	tell		tall	tail	tile		toil	towel
		yell			Yale		yule		
<u>ene</u>	<u>in</u>	<u>en</u>	<u>ain/ane</u>	<u>an</u>	<u>un</u>	<u>oon</u>	<u>one</u>	<u>ine</u>	<u>oin</u>
	bin	bend	bane	ban	bun		bone		
			cane	can			cone		coin
Dean	din	den	Dane	Dan	done			dine	
	fin			fan	fun		phone	fine	
		lend	lane	land			loaned	lined	
mean		men	mane	man		moon	moan		
		mend					moaned	mind	
	pin	pen	pain	pan	pun			pine	
			rain	ran	run				
	sinned	send		sand				signed	
			stain	Stan	stun		stone		
	spin		Spain	span	spun	spoon		spine	
teen	tin	ten		tan	ton	tune	tone		
<u>eme</u>	<u>im</u>	<u>em</u>	<u>aim</u> <u>/ame</u>	<u>am</u>	<u>um</u>	<u>oom</u>	<u>ome</u>	<u>ime</u>	<u>oim</u>
beam				bam		boom			
	brim					broom			
			blame			bloom			
			came		come		comb		
deem	dim						dome	dime	
	him	hem		ham	hum				
				lamb		loom		lime	
ream	rim			ram		room	roam	rhyme	
seam			same	Sam	some				

	slim			slam				slime	
team	Tim		tame					time	

★ Examples of Boards on <https://courtercommunications.com/therapy-materials>

<p><b>/b/ /d/ boards</b></p> 	<p><b>/f/ /th/ boards</b></p> 	<p><b>/sh/ /ch/ boards</b></p> 
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## Bingo Boards

Free download from Ms. Jocelyn TeachersPayTeachers

<https://www.teacherspayteachers.com/Product/Minimal-Pairs-BINGO-FREEBIE-440150>

## Word Lists

[https://www.speech-language-therapy.com/index.php?option=com\\_content&view=article&id=134:mp2&catid=9:resources&Itemid=108](https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=134:mp2&catid=9:resources&Itemid=108)

## Perceiving Phonemes

Students perceive phonemes in the following order:

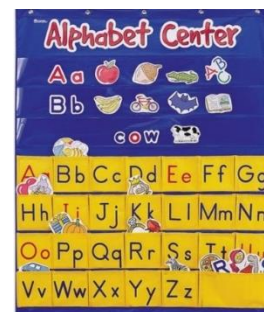
**First:** initial sound (5 ½ years)

**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

m

2

a

3

n

<https://www.amazon.com/Learning-Resources-Alphabet-Center-Pocket/dp/B00009YOMM>



1

p

p

p

2

l

l

l

3

a

a

ai

4

n

ne

n

### Phoneme Isolation Pictures

[https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF\\_PA\\_Isolation.pdf](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 begin around 4 years of age with rote imitation. By 5 years of age, children are able to 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.

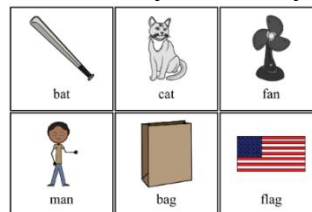
### ★Which One Does Not Belong?

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.



### Onset and rime (word families)

By 5 ½, children are supposed to be able to blend an onset and rime. For kindergarten and first grade, please, use spelling words that can be used to produce rhymes. Concentrate on the onset and rhyme pattern. If the teacher is not using onset and rime, use the spelling list and attempt to find any rimes that you can build on.

#### Directions:

1. The educator writes down /at/ or has the student write down /at/.
2. The educator states, "If that says "at," show me "bat."
3. Then the first sound can be manipulated. "If that says 'bat,' show me 'sat.'"

___at	___at	___at
___at	___at	___at
___at	___at	___at
___at	___at	___at
___at	___at	___at

#### Rime Units (example)

<b>at</b> (bat, cat, hat, fat, mat, pat, rat, sat, vat, gnat, splat, spat, flat)	<b>ot</b> (cot, dot, got, hot, lot, not, pot, rot, tot)
<b>in</b> (bin, fin, pin, sin, win)	<b>est</b> (best, nest, pest, rest, test, vest, west)
<b>an</b> (can, Dan, fan, man, pan, ran, tan, van)	<b>ind</b> (bind, find, hind, mind, rind, wind)
<b>it</b> (bit, fit, hit, pit, sit, wit)	<b>ild</b> (child, wild, mild,)
<b>et</b> (bet, let, met, net, pet, set, vet, wet)	<b>and</b> (band, hand, land, sand)

### ★ 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 /s/ and rhymes with tea Starts with /s/ and rhymes with pay Starts with /s / and rhymes with my	Starts with /fl/ and rhymes with tag Starts with /br/ and rhymes with bag Starts with /cr/ and rhymes with cab 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/s/ and rhymes with mitt Starts with /h/ and rhymes with nose Starts with /b/ and rhymes with toys	Starts with /sl/ and rhymes with gab Starts with /sl/ or can use /br/ and rhymes with sled Starts with /bl/ and rhymes with back 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](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*.

Use **Direct Mapping** to move from speech to print.

## Direct Mapping

Once the student is able to discriminate sounds in words in all positions, direct mapping should be targeted in order for the student to begin to lock words into memory.

Remember, speech to print! Direct mapping relies on phonemic awareness as well as sound/symbol representation.

1. Start with the oral word and map to the letters.
  - a. Before presenting the word in its written form, discuss the sounds that make up the word including single sounds, consonant blends, and rime units.
  - b. Requires the student to isolate phonemes (do not present in order so the student has to rely on the isolation)
2. Introduce the written word

**Example: flat**

Educator: Say all of the sounds you hear in the word “flat”

Student: /f/, /l/, /a/, /t/

Educator: Shows the word “flat”

Educator: Which part of the word says /at/?

Educator: Which part of the word says /fl/

**Backward Chaining**

The student sounds out the word from back to front. The student then activates onset and rime for word study.

**Example: One Syllable Word**

Student sees the word *flat*.

Educator covers up the /fl/ and asks the student what they see.

Student states /at/.

**Example: Multisyllable Word**

Word: basketball

Student identifies final rime unit /all/

Student adds the onset to the final rime unit /ball/

Student identifies second to last rime unit /et/

Student adds onset /ket/

Puts with final onset and rime /ketball/

Student identifies initial onset and rime /bas/

Student puts the word together *basketball*

**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

## Literacy and Dyslexia

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.



### 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 object's name broken down into its sounds. The children will then identify what object you named by blending the sounds into the word.

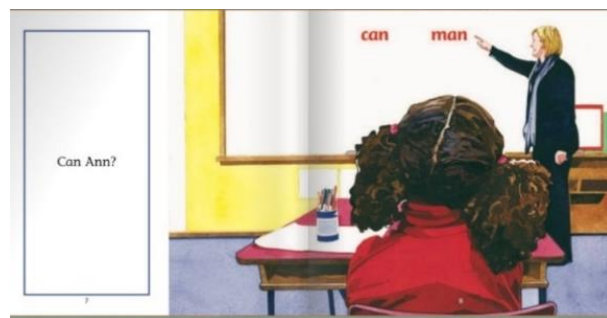
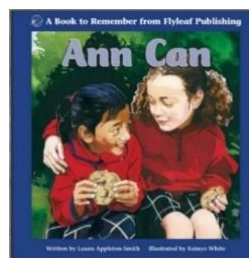
### I S-P-Y

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

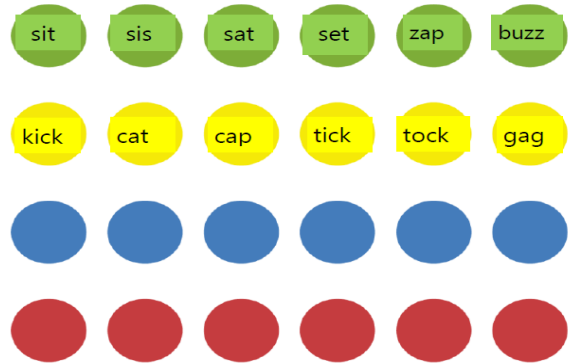
By 6 years, a student should be able to blend two and three sound words.

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](http://www.FlyleafPublishing.com). Flyleaf Publishing has graciously made these digital books available free for the 2020-2021 school year at [portal.flyleafpublishing.com](http://portal.flyleafpublishing.com). This first example is from *Ann Can* by Laura Appleton-Smith.



## Twister

1. Use a Twister game board.
2. Place words you are targeting on each circle.
3. Spin the spinner.
4. The student must segment and blend the word before he/she places hand or foot on the circle.



## Letter Vests

Letter vests are a fun way to target discrimination, segmenting, blending and manipulation. (Available @

[https://www.amazon.com/gp/product/B000GKW5L6/ref=as\\_li\\_qf\\_asin\\_il\\_tl?ie=UTF8&tag=mywebsit08ef9-20&creative=9325&linkCode=as2&creativeASIN=B000GKW5L6&linkId=85a3a8d80b5f18cc386d7e16a816325d](https://www.amazon.com/gp/product/B000GKW5L6/ref=as_li_qf_asin_il_tl?ie=UTF8&tag=mywebsit08ef9-20&creative=9325&linkCode=as2&creativeASIN=B000GKW5L6&linkId=85a3a8d80b5f18cc386d7e16a816325d)

1. Place vests (can also make out of cardstock and yarn) around the room.
2. Give a picture or a word to the student.
3. One student takes a turn finding the vests while the other students line up to be given a vest to put on to spell the word.
4. The student whose turn it is, when they have all the sound in order, moves from student to student (left to right) and says each sound. Then blends the word together.



### Other Activities for Letter Vests

#### Make a Word

The SLP provides a word or a picture. The student has to segment the sounds. They give the letter vest to the other students to put on to form the word and then repeats the sounds and blends it together.

### Substituting Sounds

Assign each child to represent a letter; it may be helpful to provide them with a piece of paper with their letter. Choose the children to stand in front of the group to spell out a word (e.g., cat). After the group has identified the word, have the child representing the letter "s" replace the child representing the letter "c." The new word would then be "sat."

### Beach Balls

Place words that include the pattern that is being targeted. Toss the ball. The word that the student's thumb lands on is the word to sound out. May have to choose a specific thumb as the student may look between the two words and choose the one they know.

## 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	raccoon	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 unfold, unkind driver	bicycle tricycle
----------	--	---------------------

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/>

## Substitute Syllables in Words

### Snack Talk

At snack time, choose a special syllable to use. All the snacks (and conversations about them) must contain that syllable at the beginning of each word. For example, if the snack were apple juice and graham crackers, they could be zoo-ple juice and graham zoo-kers. Encourage the children to talk in this new “language” during the entire snack time. Initiate several questions and conversations about the snacks to give them numerous opportunities.

## Delete Sounds from Words

By age 7, a student should be able to delete initial and final position including blends. Begin with 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.

### Cotton Cups

Provide each child with 10 cotton balls and a plastic cup. While reading a book to the group, occasionally leave off the first sound of some of the words. When the children notice this, they are to quietly place a cotton ball into their cup. Take a break to discuss what sound was left off, and then continue the story. When all the cotton balls are gone, make sure every child filled their cup.

## Resource

[https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF\\_PA\\_Substitution.pdf](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)

## Overall Resources for Activities

### 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](https://www.readingrockets.org/strategies/blending_games)

- Online Games

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

APPS:

abc PocketPhonics

L'Escapadou Montessori Crosswords

## Phonics Rules

Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words (Armbruster, Lehr, Osborn, and Adler 2006).

### Vowels

Every word must contain a vowel.

*Old McDonald had a vowel*

*A, e, I, o, u and sometimes y*



### Teach Vowels through Visual Cues

Use visual cues to support discrimination between the vowels. For diphthongs, use arm like one sound is at the top of the slide and the other is at the bottom of the slide. Have students turn your visual cues into their own tactile/kinesthetic cue by cueing themselves.

### Vowels at the End of an Unaccented Syllable

This vowel may be produced as a schwa (away, afraid)

*Many of the rules below are adapted from Osewalt (2019).*

## Letter “y”

The letter y has three sounds. It says “y” in words like yellow. At other times the letter y, as mentioned earlier, makes the same sound as a vowel. It can make an eee sound as at the end of a 2 syllable word like “silly”. At other times it can make an i sound as at the end of a one syllable word like “cry”. It can also make the short /i/ sound as in “gym”.

## The “y” Rule

Change the “y” to “i” when the suffix that is being added begins with a vowel except when the suffix begins with “i:” (carry/carrying)

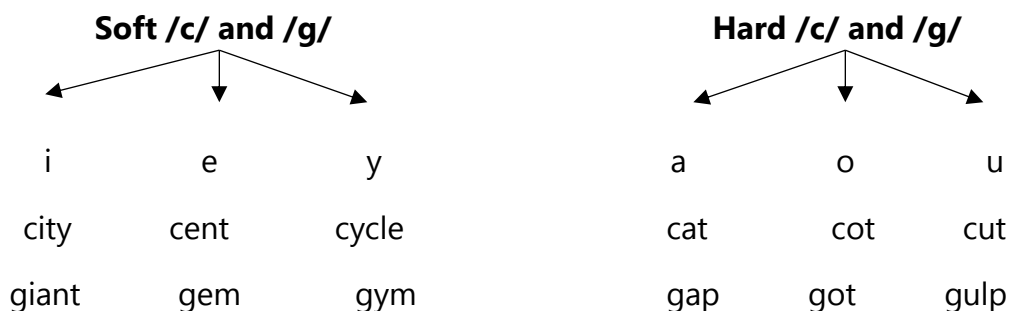
### “y” to “i” and add “es”

cherry/cherries, pony/ponies, story/stories, baby/babies, lady/ladies, sky, skies

### “y” to “I” and add “ed”

bury/buried, fry/fried, copy/copied, empty/emptied

## Soft c and hard c, and soft g and hard g



## Ending in /c/ or /ck/

When a one-syllable word ends with the /k/ sound immediately following a short vowel, it is usually spelled with ck, as in duck. When the /k/ sound follows a consonant, consonant blend, long vowel sound, or diphthong, it is usually spelled with k, as in task, cake, soak, and hawk.

## The /j/ sound

In a one-syllable word, when a /j/ sound immediately follows a short vowel, it is spelled --dge as in badge, hedge, bridge, dodge, and smudge. (The d “protects” the vowel from the “magic e” rule.)

## **The /ch/ sound**

In a one-syllable word, when a /ch/ sound immediately follows a short vowel, it is usually spelled tch as in catch, fetch, stitch, blotch, and clutch. The exceptions to this rule are such, much, rich, and which.

## **Drop the e with -ing**

Drop the /e/ and add /ing/. Examples: bike/biking

## **Doubling**

For short vowel words, double the consonant at the end (run, running, runner)

## **Double Letters at the End of One Syllable Words**

One syllable short vowel words that end in "s", "l", "f", "z" are doubled. (Sam likes fried zebras.)

## **Plurals**

For most words, add s to make them plural, as in cat/cats. But when a singular word ends with s, sh, ch, x, or z, add es to make it plural, as in classes, brushes, and foxes

## **Types of Syllables**

The following syllable types increases proficiency for reading and writing. It is often referred to as CLOVER with each letter representing the syllable pattern.

### **Closed Syllable**

A closed syllable ends in a consonant. The vowel has a short vowel sound, as in the word bat.

### **Open Syllable**

An open syllable ends in a vowel. The vowel has a long vowel sound, as in the first syllable of apron. This applies to one and two syllable words (me, go, repeat)

### **Consonant -le**

A consonant+le syllable is found in words like handle, puzzle, and middle.

### **Vowel Team**

A vowel team syllable has two vowels next to each other that together say a new sound, as in the word south.

When 2 vowels go walking, the first one does the talking

  
wait

### **Long E**

- A vowel-consonant-e syllable is typically found at the end of a word. The final e is silent and makes the next vowel before it long, as in the word name.
- Magic “e” does not get to talk. He just makes the other one says its name.

  
bake

### **R Controlled**

An r-controlled syllable contains a vowel followed by the letter r. The r controls the vowel and changes the way it is pronounced, as in the word car.

### **Reflection**

What is your role in phonology for the students you serve? How can you collaborate with other educators regarding areas such as phonological memory and retrieval?

### **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.

## **Morphology**

Using word parts and knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meanings of many new words. For example, if students learn just the four most common prefixes in English (un-, re-, in-, dis-), they will have important clues about the meaning of about two thirds of all English words that have prefixes.

Latin and Greek word roots are found commonly in content-area school subjects, especially in the subjects of science and social studies. As a result, Latin and Greek word parts form a large proportion of the new vocabulary that students encounter in their content area textbooks

About 60 % of the new words a reader will encounter are morphologically complex (Angelelli, Marinelli, & Burani, 2014).

### **Compound Words, Inflectional and Derivational Morphology**

Morphological awareness can be divided into **compound words** (2 free morphemes), inflectional and derivational morphology. Young children begin to understand compound words at a very young age. They also begin to use **inflections**, it is the first glimpse that we have that children are understanding the smallest unit of meaning. While developing compound and inflectional morphology, **derivational** (affixes/roots) also begin to develop.

## **Evidence**

### **Morphology**

1. **Morphological awareness** skills of typically developing elementary school children **contribute in unique ways to their reading and spelling abilities** (Apel, Wilson-Fowler, Brimo, & Perrin, in press; Carlisle, 2000; Nagy, Berninger, Abbott, Vaughan, & Vermeulen, 2003; Roman, Kirby, Parrila, Wade-Woolley, & Deacon, 2009).
2. Siegel (2008) found that the students with dyslexia performed significantly lower than their peers on the morphological awareness tasks.
3. Through collaboration with second grade classroom teachers and speech-language pathologist, 2 general education teachers implemented morphological awareness lessons in their classrooms over an 8-week period. Both inflectional and derivational morphology were targeted. The students' morphological awareness skills increased significantly following receipt of the morphological awareness lessons. The effects of these gains were moderate to large (Henbesta, Apel, Mitchellb, 2019)  
[https://pubs.asha.org/doi/pdf/10.1044/2019\\_PERS-SIG1-2019-0003](https://pubs.asha.org/doi/pdf/10.1044/2019_PERS-SIG1-2019-0003)
4. The importance of morphological awareness in the development of literacy skills as well as for academic performance has been well researched. (e.g., Apel, Wilson-Fowler, Brimo, & Perrin, 2012; Carlisle, 1995, 2000).

- a. Siegel (2008) found that the students with dyslexia performed significantly lower than their peers on the morphological awareness tasks.
- b. 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).

## **Morphology and Speech Production**

1. Preschool children who demonstrate deficits in morphology and speech demonstrated better **morphosyntactic competence when it was targeted before speech sound errors** (Tyler, Lewis, Haskill, 2002).
2. Children with SSD scored significantly lower than did their counterparts on the morphological awareness measures as well as on phonemic awareness, word-level reading, and spelling tasks (Apel and Lawrence, 2011).
3. Morphological awareness was a unique predictor of spelling abilities of children with speech sound disorders (Apel and Lawrence, 2011).
4. While children are developing lexical, phonemic, and morphologic representations, motor control for speech production is developing (Tyler, 2016).

## **Steps in Morphology Instruction**

### **Step 1 Introduce the Concept of Morphology and Provide Many Relevant Examples**

- a. **Discuss** importance of morphology (understanding the smallest unit of meaning)
- b. **Explain** of target patterns and examples.
  - Compound words – 2 whole words (free morphemes) that are joined together to make a new word.
  - Inflectional - number, tense, person, case, gender, and others, all of which usually produce different forms of the same word rather than different words (leaf/leaves, write/writes).
    - Plural -s, possessive -s, third-person singular verb (plays present tense, past tense -ed, present participle -ing, comparative degree -er, and superlative degree -est
  - Derivational- base (root) words to which affixes or word beginnings or endings, can be added to change meaning (leaflet, writer, rerun) and

- There are base words to which affixes can be added to which change the meaning.

## **Step 2 Intervention Focuses on Identifying the Regularities or Patterns of Morphology**

Therapy strategies are then used to focus on the inflections or derivations that are developmentally appropriate. Remember, that in English, young children develop inflectional morphology first.

### **Compound Morphology**

When two words are used together to yield a new meaning, a compound is formed. 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).

### **Inflectional Morphology**

Children develop inflectional morphology before they develop derivational morphology. There are eight inflectional morphological endings that include the following:

## **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 for listening and speaking. Academic standards for reading and writing for Grade 1.

<b>Inflectional Morpheme</b>	<b>Age of Acquisition</b>	<b>Example</b>	<b>CCSS</b>
Present progressive (-ing)	27-30 months	Baby crying.	1 <sup>st</sup> grade
Plural regular (-s)	27-30 months	I want cars.	Kindergarten
Possessive ('s)	31-34 months	Sam's ball.	1 <sup>st</sup> grade
Past regular (-ed)	35-40 months	She walked home.	Kindergarten-1 <sup>st</sup>
Third person regular (-s)	35-40months	Malcolm plays.	1 <sup>st</sup> grade

Past participle (-en) (uncontractible and contractible aux. verbs)	41-46 months	She has spoken. It is written.	2 <sup>nd</sup> grade (irregular past tense)
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Brown (1973) does not include comparative and superlative. The Common Core State Standards (2019) lists these inflectional morphemes in the following standards.

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

## Derivational Morphology

Derivational morphology involves the addition of a prefix, suffix, or both to a root word (Greek and Latin). Meyerson (1978) found that children as young as 8 years could apply suffix addition rules to aid in the oral generation and recall of nonsense words containing complex morphemes. [Derwing \(1976\)](#), relying on a strategy designed by [Berko \(1958\)](#), documented a developmental trend in morpheme acquisition in subjects between the ages of 8 and 21.

## Strategies for Morphology Intervention

The following section will provide therapy strategies for compound words, inflectional and derivational morphology.

### Strategies for Compound Words

The first is *compounding*, which involves combining two or more root (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).

### Compound Creation

Instructions: Use the parts of the following compound words to create your own unique words (e.g., a “cowsuit” would allow you to dress up like a cow). Each word in the compound word can be written on cards. The student would draw two cards and either figure out the real word or make up a word using the two cards.



side

mower

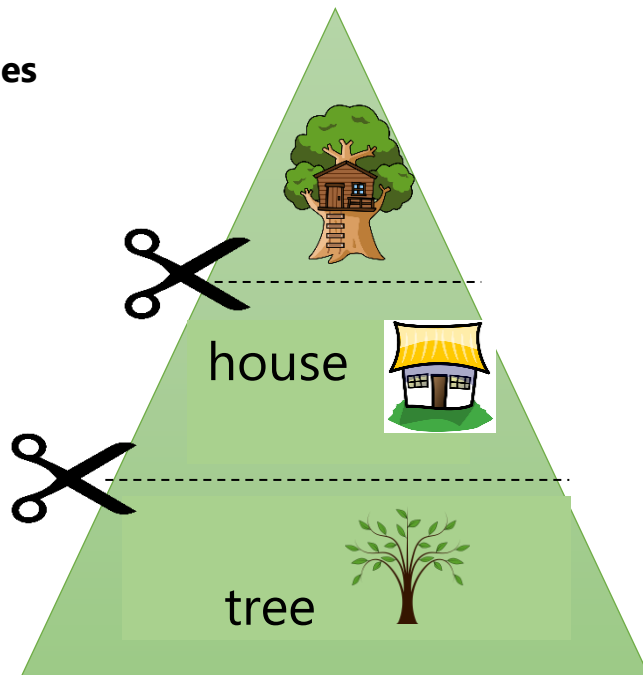
lawn

walk

### Meet a Friend

Each student gets a word. They walk around the room trying to find someone with another word that would make a true compound word. This could be a lot of fun with discussing the meaning of the word when 2 novel words are put together (i.e.: hotbow, raindog)

### Compound Word Puzzles





## 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>

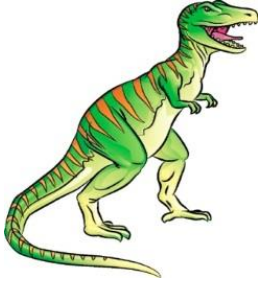
## Strategies for Inflectional Morphology

### General Ideas

- Have the students perform movements as the educator gives a word. For example, the teacher says, "Jump!" While the students are jumping, the teacher says, "We are jumping!" Teacher then says, "Stop!" Then she states, "You jumped!"
- Play with objects to demonstrate singular and plural nouns (e.g., car/cars, box/boxes, block/blocks).
- Read books loaded with inflectional morphemes.

### Use Common Objects or Pictures of High Interest

Use objects from the classroom or make cards to demonstrate subject, verb, and direct object to elicit early developing morphology.



Right now:

The dinosaur

cooks

the vegetables.

What is the dinosaur doing?

The dinosaur

is cooking

the vegetables.

What did the dinosaur do yesterday?

The dinosaur

cooked

the vegetables.

Whose vegetables are they?

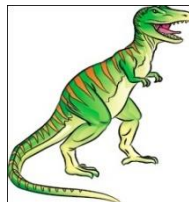
They are the dinosaur's vegetables.

### Comparative and Superlative

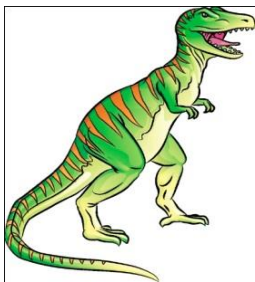
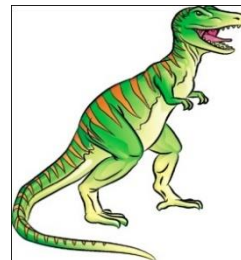
-er and -est



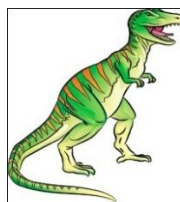
big



bigger



biggest



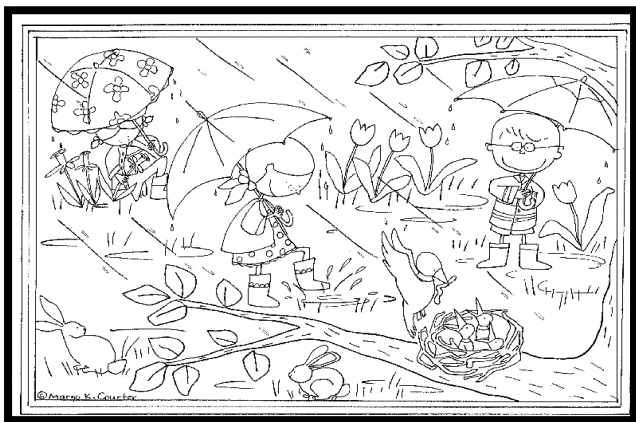
smaller



smallest

## Scene It

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 ELL 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.



**Today (Present Progressive):** She is splashing in the puddle.

**3<sup>rd</sup> Person Singular:** She splashes in the puddle.

**Yesterday (Past Tense):** She splashed in the puddle.

**Possessive:** It is the girl's umbrella.

-er and -est: The mommy bird is bigger than the baby birds.

(Discuss plants). The grass is bigger than the flowers. The tree is the biggest plant in the picture.

Many of the strategies on the following pages are presented in a research project by Wolter, J. A., & Green, L. (2013). Morphological awareness intervention in school-age children with language and literacy deficits. *Topics in Language Disorders, 33* (1), 27-41. doi: 10.1097/tld.0b013e318280f5aa

## Say & Write Sentences with Inflectional Endings

- Provide a word with a specific inflectional ending (-ing, plural -s, possessive -s, third person singular, past tense -ed, -er, -est).
- Ask the student to use it in a sentence, either verbally or written.

-ing	Plural -s		
	-s	-z	-ez
playing	fruits	girls	buses
running	cats	boys	houses
walking	ducks	friends	kisses
seeing	trucks	teachers	watches
eating			

drinking jumping smiling crying	books cliffs chefs	balls crayons cars airplanes	noses dresses bridges
<b>Possessive -s</b>		<b>-ed</b>	
<b>-s</b> girl's boy's teacher's mother's mom's father's dad's dog's	<b>-z</b> cat's duck's truck's chef's elephant's rocket's	<b>-d</b> played smiled cried brushed combed allowed answered	<b>-t</b> jumped walked practiced baked blinked bounced
<b>3<sup>rd</sup> Person Singular Verbs</b>		<b>-er, -est</b>	
<b>-s</b> walks eats drinks jumps hikes kicks	<b>-z</b> plays runs sees smiles cries	bigger biggest larger largest smaller smallest little littlest happier happiest crazier craziest	
<b>Past Participle -en</b>			
broken hidden ridden spoken written		forgotten chosen frozen awoken	

### Sort by Sound for Past Tense -ed

Instructions: All the words below are in the past tense. How do you know? Say each word and sort the words into 3 columns based on how the "ed" is pronounced. Even though it can sound different, how is the "ed" always spelled?

#### Rules:

- If the last sound in the infinitive verb is unvoiced, the past tense is unvoiced (i.e.: to kick, kicked)
- If the last sound in the infinitive verb is voiced, the past tense is voiced (i.e.: to tag, tagged)
- If the word ends in /t/ or /d/ it is spelled with -ed and produces an extra syllable.

## Literacy and Dyslexia

acted      tagged      lasted      played      walked      crawled  
 jumped      called      fixed      brushed      combed      washed  
 passed      landed      canned      surprised      sifted      bolted

/t/	/d/	/ed/

### Example /s/, /z/

fruits      cats      teachers      balls      ducks      books  
 trucks      cars      kisses      cliffs      chiefs      boys  
 girls      friends      houses      crayons      buses      airplanes

### Sort by Sound for Plural –s

Instructions: All the words below are in the plural. How do you know? Say each word and sort the words into 3 columns based on how the “s” is pronounced.

#### Rules:

- If the last sound in the singular form of the word is unvoiced, the /s/ is unvoiced.
- If the last sound in the singular form of the word is voiced, the /s/ is pronounced /z/.
- If the word ends in /ch/, /sh/, /s/, /ss/, /x/, or /z/, it is spelled with –es and pronounced -ez

fruits      cats      teachers      balls      ducks      books  
 trucks      cars      kisses      cliffs      chiefs      boys  
 girls      friends      houses      crayons      buses      airplanes

/s/	/z/	/ez/

### Sort It Out

Instructions: Sort the following pairs of words into two groups:

Tape/taping      Hop/hopping      Tap/tapping      rid/ridding  
 Hope/hoping      Slop/sloping      Slope/sloping      ride/riding

#### Rules:

- If the word is a short vowel one syllable word, double the last letter before adding –ing to make a closed syllable.
- If the word is a long vowel word, drop the –e and add –ing to make an open syllable.

Group 1	Group 2

\* What is the spelling rule for Group 1? What is the rule for Group 2?

## Strategies for Derivational Morphology

Once compound words and inflectional morphology are developing, our job is not done! We must move into derivational morphology to continue to support phonology, semantics, and syntax.

### Teach Most Common Prefixes and Suffixes First

Targeting the most common affixes can support the student in segmenting multisyllable words. It will also support a greater understanding of the meaning of the words by understanding the meaning of the affix or affixes.

Apply to a familiar word: refold, unfold, folder, replay, player, playful

### Directions:

1. Teach the meaning of the most common prefixes and/or suffixes first
2. Once the student understands the meaning, apply to a known word (i.e.: fold, play, make)
3. Clap out syllables for the word to support phonology.
4. Discuss the meaning of the novel word.
5. Next, apply to other common base words
6. Discuss the meaning of the word.

Note: Once the student knows the meaning of each prefix and suffix, the student can make up nonsense words and state what the meaning would be if it were a real word.

Most Common Prefixes	Definition	Examples
re	again	redo, remake, refold, return, replay,
un	not	undo, unfold, unclear, unfinished, undecided
dis	not, opposite of	dislike, disobey, dishonest, disguise, disqualify
in, im, il, ir	not	impolite, immature, • illegal • impractical • inactive • irrelevant • inefficient •

de	down, away	decode, defrost, decrease, default, dehumidify
ante	before	anteroom, antechamber, antecedent
anti	against	antiseptic, antibodies, antidote, antipasto
co	with	cowritten, coauthor,

<b>Most Common Suffixes</b>	<b>Definition</b>	<b>Examples</b>
-er	one who does	teacher, driver, runner
-ful	full of	playful, helpful, thankful, cupful, wishful
-ly	characteristic of	happily, slowly, finally, boldly, clearly,
-y	characterized by	rainy, shiny, wavy, curly, cloudy, windy
-less	without	friendless, helpless, careless, fearless
-tion/-sion	expressing action or a state of	addition, subtraction, fiction, association, tension, impression, vision
-ive	tends toward an action	active, attentive, relative
-ish	having the quality of	selfish, foolish, yellowish, longish, shortish
-ment	condition of	contentment, achievement, excitement
-ness	state of being	happiness, silliness, haziness

## Resource

<https://www.readingrockets.org/article/root-words-roots-and-affixes>

## Be a Word Detective

Instructions: You are a word detective. See if you can figure out the following words' meanings by using the clues of the base words. Find the base word, prefix, and suffix in the following words. Arrange the words with a base (in black), prefix (in green) and/or suffix (in red). Then, read the word aloud and talk about what each part means and how you know. For example, the base word sing refers to the act of singing a song. It is combined with the word ending or suffix -er which means a person who does the base word. When put together, we get the word sing-er or someone who sings

Prefixes (in green), suffixes (in red), and roots (in black) can be printed on card stock on separate cards. These can then be combined for either nonsense or real words. The



student would use the color coded cards to fabricate words. The student would then tell the meaning of the word whether a real or nonsense word.

pre	vent	able
con	cern	ing
de	test	ly
trans	flect	ion

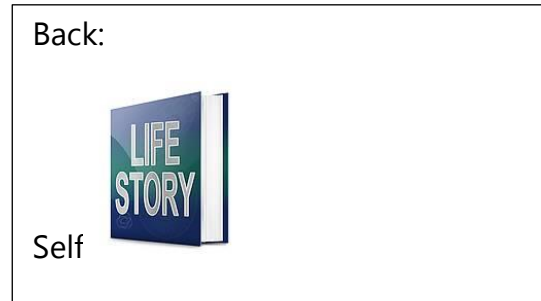
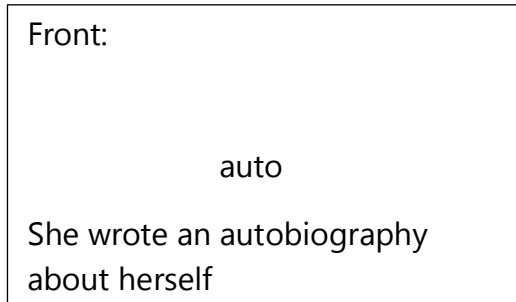
### Apply the Affixes to a Familiar Word

A great way to drive the meaning of affixes home is to apply them to a familiar word and then discuss the meaning of the words as they are applied to this familiar word. The following strategy demonstrates how to ass the affixes to familiar words such as play, fold, use, or fill.



## Greek and Latin Roots

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. Target the most common Greek and Latin Roots first.



## Read and Apply

Instructions: Find the morphed words in the paragraph. Talk about what they mean and how you figured that out using morphemes and other information in the passage.

### Dinosaurs

The name dinosaur means “very terrible lizard.” Even though no human being has ever seen a real live dinosaur, we know a lot about them. Many dinosaur bones, teeth or fossils have been found all over the world. Fossils are impressions or marks made in rocks by bodies of animals or plants that died long ago. From the evidence of these fossils, scientists have figured out how dinosaurs looked, how they moved and what they ate. There were many kinds of dinosaurs. Some were enormous. Some were very small. Some ate plants so they were herbivorous. Others were ferocious meat eaters that were carnivorous.

Example: What helps you understand the meaning of “herbivorous?”

1. The –ous ending makes in an adjective.
2. The base word “herb” may mean a plant or something you eat, like herbs from a garden.
3. The sentence says th  
at they ate plants SO they were herbivorous, so it must have to do with eating plants.

## Inflectional and Derivational: Highlighting

### Highlighting Morphemes

Progression:

#### Step 1:

1. Therapist highlights the inflectional or derivational endings.
2. The therapist places his/her finger over each word while the student places his/her finger under each word.
3. The student reads.
4. The therapist keeps his/her finger above any highlighted words if the student does not include the inflection.

#### Step 2:

1. The therapist writes on the top of the paper what inflectional endings he/she wants the student to highlight.
2. The student highlights.
3. Repeat steps 2-4 above.

#### Step 3:

1. When the student is successful at highlighting and including the inflectional endings while reading, the student then reads without the highlighting.
2. If the student is not successful at including the inflections without highlighting, go back to Step 2.

### Fix It and Fill It In

Instructions: Change the word to fill in the blank and make grammatically correct sentences.

The \_\_\_\_\_ was very talented. (paint)

He is \_\_\_\_\_ (paint)

That is the \_\_\_\_\_ orange. (juicy)

He has a college \_\_\_\_\_ (educate)

The \_\_\_\_\_ sketched a picture. (art)

The teacher will give an \_\_\_\_\_ on Friday. (assess)

The \_\_\_\_\_ was stored in the garage. (equip)

It was a \_\_\_\_\_ day. (snow)

The girl had long \_\_\_\_\_ hair. (curl)

## Morph It

Instructions: Given a base word, “morph” the word into as many word forms as possible using previously taught prefixes and suffixes. Label each word according to its part of speech.

Heat	Heater	Preheat	Reheat	Heated	Heatedly	Heating
Learn	Relearn	Learner	Unlearn	Learning	Learned	
Play	Played	Player	Playing	Replayed		
Fold	Folding	Refold	Unfold	Folded	Folder	

Noun	Verb	Adjective	Adverb
------	------	-----------	--------

## Apps

Mobile Education: Tense Builder

Greek and Latin Roots

My Playhome apps (home, school, hospital, and store)

## Reflection

We know that ½ of English words are morphologically complex. How do you or how will you develop a systematic approach to targeting morphology?

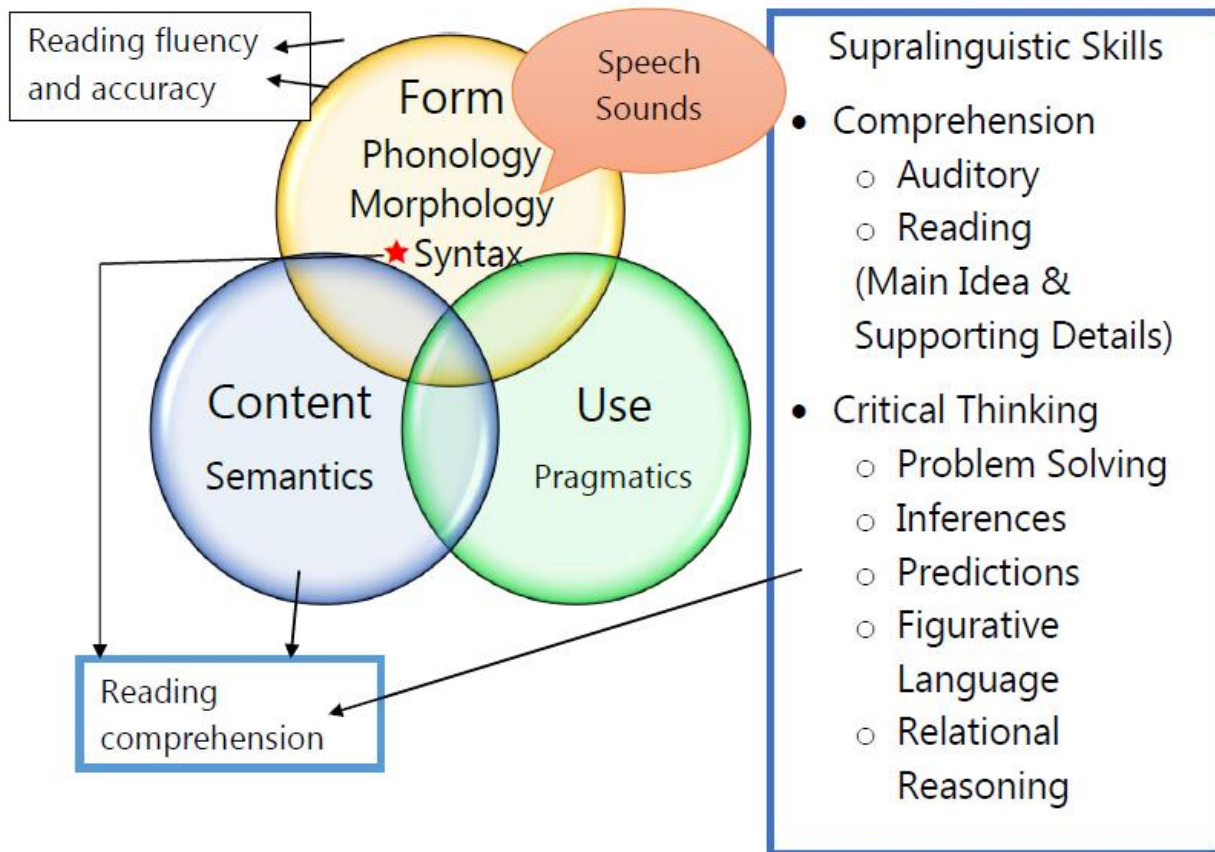
Do you directly treat morphology? If yes, how can you use the Steps in Morphology Intervention to provide a more systematic approach? If you are not targeting morphology, what goals or strategies might you add to begin treating morphology?

How can you incorporate morphology strategies into literacy development?

## Conclusion

By targeting morphology, we can aid in reading fluency and accuracy for our students. We should target inflectional morphology before we set specific goals for derivational morphology. There will be some overall (i.e.: replay, playful) of words that the students hear in their everyday environment.

## Auditory & Reading Comprehension: Syntax, Semantics, Supralinguistic Skills, & Semantics



### 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, Craghead 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”) (Craghead and Donnelly 1982).
3. 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

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

### **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. Continuous Past
  - e. Simple Future
  - f. Continuous Future
  - g. Simple Past Irregular
  - h. Continuous Past Irregular
2. Once the student understands the verb voice, apply it to several sentences and discuss the meaning within the sentence.

## Literacy and Dyslexia

- 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://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.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.perfect-english-grammar.com/support-files/could%20have%20should%20have%20would%20have%20exercise%201.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 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.**

### **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

## Literacy and Dyslexia

- 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).

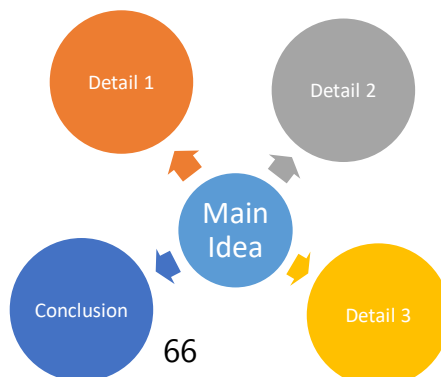
Use Step 1 and 2 for Verb Voice and Claus Structure while discussing the picture.



### Write a Story about a Picture

- Use a web to assist students in writing grammatically correct sentences.
- Build on the sentence structure by adding adjectives, adverbs, phrases.

### Use a Mind Map to Support Main Idea and Details



### 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)

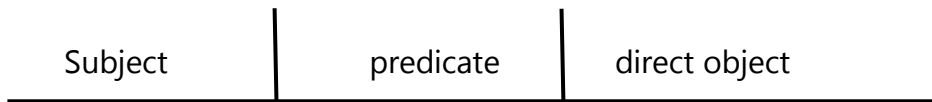
<https://www.teacherspayteachers.com/Product/WH-Questions-Speech-Therapy-Print-or-Digital-Photo-Scenes-FREE-4470712?fbclid=IwAR0hkiKv5Ln2dc494SJWY8EYPjBX59O46vxMbN8UntZyJXWfy5RTUcpxjYk>

## Diagramming Sentences (Kelog and Reed System)

Diagramming 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.)



### Great Resources:

[Microsoft Sentence Diagrammer \(11.99 a year\)](#)

SenGram IPAD app

### Jumbled Sentences

Write words on cards and have the students arrange them to form complete sentences. Instruct the student to identify the subject and predicate first. As with the modeling exercise, read the sentence and ask whether it makes sense. Students sometimes hear a syntax error that they do not see.

1. Tomorrow shopping. go I will
2. The sky. brightly sun the in shines
3. come to Do party? you want to my

<https://www.k5learning.com/free-grammar-worksheets/first-grade-1/sentences/jumbled>

<https://worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=3&id=468&link1=43&link2=466&link3=468>

### 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://englishlinx.com/sentences/compound_sentences/)
- [http://www.softschools.com/language\\_arts/worksheets/combining\\_sentences\\_worksheets/](http://www.softschools.com/language_arts/worksheets/combining_sentences_worksheets/)

### Elementary Examples from softschools.com:

#### Compound Subjects

1. Jessica rode the train. Mark rode the train.
2. Elizabeth likes to eat vegetables. Kevin likes to eat vegetables.
3. Mom wrapped the presents. Ian helped mom wrap the presents.

### Middle School Examples from softschools.com

1. We are not allowed to play the game if it is lightning. We have seen three lightning strikes. We must call off the game.
2. Dolphins live in groups called pods. Dolphins are dedicated to the members of their pod. Dolphins will help each other if the pod is attacked or if one member is hurt.

## Breaking Down Syntax

Activity: How would you breakdown the paragraph for comprehension based on understanding complex syntactical structure?

### Example: 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

## 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](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](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](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

## 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.

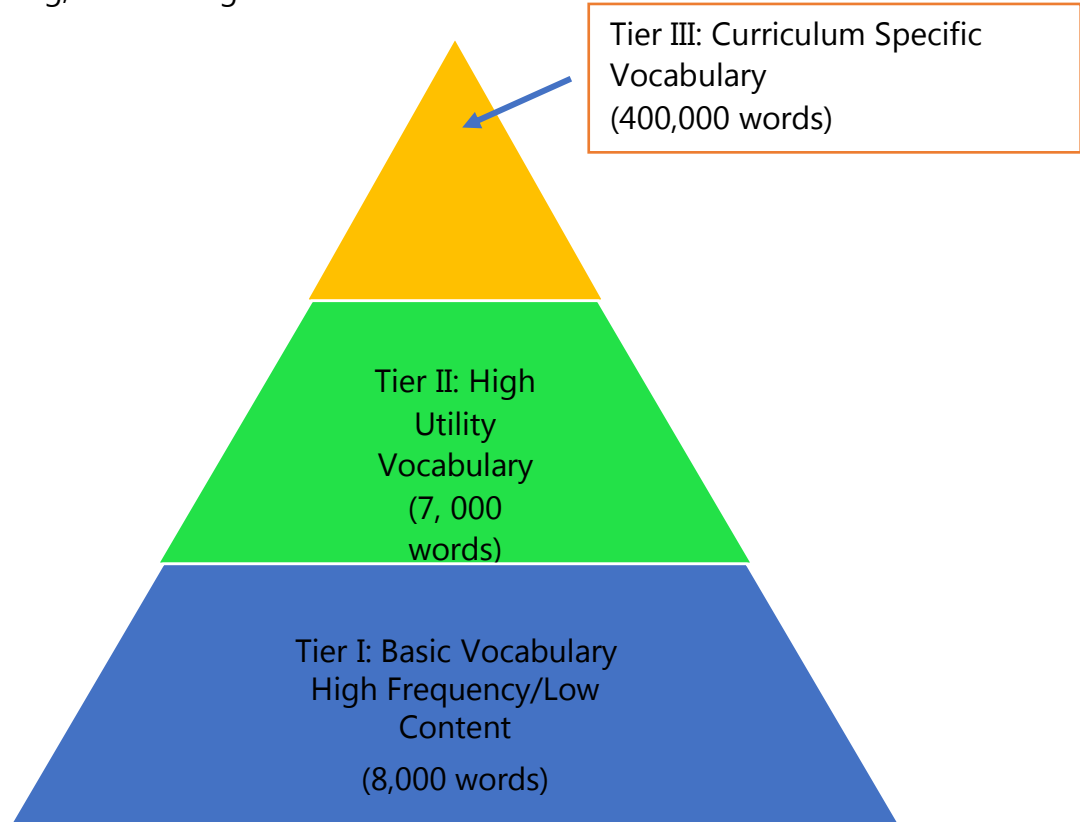
Vocabulary includes structure (morphology), use (grammar), meanings (semantics), and links to other words such as word/semantic relationships. Semantic relationships include categories, emotions, antonyms, synonyms, connotations (i.e.: unique/different), homophones (i.e.: suite/sweet), homographs (i.e.: 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) provides 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) provides us 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.



### Vocabulary is a Building Block for Literacy

The building blocks for literacy include oral language, phonemic awareness, and phonics skills, reading fluency, VOCABULARY, and comprehension.

Nagy & Anderson (1984) state that by 4th grade, the struggling reader is faced with increasing reading comprehension demands that includes exposure to thousands of unfamiliar words. For students with language disorders, vocabulary must be explicitly targeted in order to apply it to literacy development.

### The Evidence

1. 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**.

2. According to Beck and McKeown (1991/2001), 5- to 6-year-old have a working vocabulary of 2,500 to 5,000 words.
3. 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 (8-10 words a week) of those words directly taught per year. They gain approximately 36,000 more by 12th grade. (Chall, 1987, Baumann & Kameenui, 1991; Beck & McKeown, 1991; Graves, 1986 Gunning, 2004/2013; Stahl & Stahl, 1999)
4. 80% of everyday speech consists of only 5,000- 7,000 words which are mostly Tier I words (Nagy & Anderson, 1984)

List of Words:

<https://gonaturalenglish.com/1000-most-common-words-in-the-english-language/>

[http://infoenglish.info/3000\\_most\\_common\\_words.pdf](http://infoenglish.info/3000_most_common_words.pdf)

5. First grade vocabulary predicted students' reading achievement their junior year of high school (Cunningham & Stanovich, 1997).
6. Because children with weaker vocabularies are less likely to learn novel words from incidental exposure, students need more explicit vocabulary instruction. (Nicholson and Wyte, 1992; Robbins and Ehrin, 1994; Senechal, Thomas, and Monker, 1995).
7. Teaching vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000).
8. Students with learning disabilities should be provided with (1) explicit vocabulary instruction, (2) repeated exposures to novel words, (3) sufficient opportunities to use words in activities, and (4) strategies to help determine word meanings independently (Farstrup & Samuels, 2008; O'Conner, 2007).

## **Great Resources for Lists of Words**

★ All word lists and the TextTalk Lessons are hyperlinked on [www.courtercommunications.com/therapy](http://www.courtercommunications.com/therapy)

### **Great Schools Vocabulary Words 1<sup>st</sup>-12<sup>th</sup> Grade**

This resource provides Tier II words to support academic content.

<https://www.greatschools.org/gk/articles/vocabulary-words-for-1st-through-12th-graders/>

### **Marzano's (2013) Tier I Vocabulary**

Marzano provides categories of Tier I words and then superclusters that these words could be targeted through.

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-1-Basic-Terms.pdf>

[This resource groups Tier I words into groups and then provides a super cluster to target each group.](#)

### **Marzano's Tier II Verbs**

This resource provides the verbs that are used in the Common Core State Standards.

<https://soltreemrls3.s3-us-west-2.amazonaws.com/marzanoresources.com/media/documents/reproducibles/vocab-common-core/numberofcognitiveverbsineachtier2category-MR.pdf>

### **Marzano's Tier II Vocabulary by Subject Area**

This resource targets all Tier II words by subject area from the Common Core State Standards.

<https://www.sealyisd.com/common/pages/DisplayFile.aspx?itemId=2339209>

### **Wagner (no date)**

This resource provides an anchor word and then synonyms to that word throughout the Common Core State Standards.

[https://www.wagnerhigh.net/pdf/Tier\\_2%20AND%20Tier%203\\_Common%20Core\\_Vocabulary\\_Terms.pdf](https://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf)

### **Utah's Reading First Text Talk Lessons (Tier II Vocabulary for 101 books) (2007)**

This resource provides 101 read alouds to focus on vocabulary acquisition. Each read aloud provides possible Tier II vocabulary words to be targeted and then activities and assessments for each group of targeted words.

<http://vocabularyinstruction.weebly.com/uploads/3/1/3/2/31326431/texttalklessons.pdf>

## **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

- We also know that students with language impairment require more exposures to learn a novel word than their typically developing peers (Gray, 2003).
- During interactive book reading, researchers found that children with language impairment required 36 exposures of a word to demonstrate robust word learning (Storkel Voelmlle, Fierro, Flake, Fleming, Swinburne Romine, 2017).
- Even after extensive slow mapping (semantic representation of a novel word), verbal children with language impairment have poorer semantic representations that contribute to an increase in naming errors (e.g., McGregor, Newman, Reilly, & Capone, 2002).

### **Tier I Vocabulary**

Because students entering first grade should have about 6,000 spoken words (Chall, 1987, Gunning, 2004; Stahl & Stahl, 1999), it is imperative to make sure that the youngest of students are developing the vocabulary they need for learning to read. The gap for our students will continue to widen without direct and systematic intervention.

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.

## Tier I Vocabulary Basic Concepts

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.



<b>Adjectives:</b>						
<b>Colors</b> (in order)	<b>Spatial Concepts</b> (in order)	<b>Quantity</b> (in order)	<b>Quality</b>	<b>Shape</b>	<b>Weight/ volume</b>	<b>Location</b>
orange	on	one		square	big/little	top/bottom
green	in	two	open/closed	round	empty/full	outside/inside
yellow	on top	three	dirty/clean	oval	tall/short	in front/behind
blue	up	four	hard/soft	rectangle	fat/thin	heavy/light
black	off	five	old/new	octagon	large/small	up/down
white	front	zero/ nothing	wet/dry	hexagon	wide/ narrow	there/here
orange	back		used/new	heptagon	thick/thin	
pink	behind		rough/smooth		heavy/light	under/over
purple	beside		messy/neat			first/last
red	next to		noisy/quiet			above/below
	middle	all/none	weak/strong			through/around
	under	one/1 more	dark/light			left/right
brown	over	full/empty	straight/crooked			
grey	above	half/whole				
	below	less/more				
	around					
	through					

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
mad	girl	kiss	you	first	
ugly/pretty	house	go	he	second	
love/hate	car	open	she	fast/slow	
weak/strong	mother	fall	his	young/old	
	father	hug	hers	near/far	
		stop	it	early/late	
		come	they		
		run	hers		
		walk	his		
		jump	theirs		
		play	my		
		stroll	mine		
		slide			

List of Dolch words: <http://www.dolchword.net/dolch-word-list-frequency-grade.html>

List of Fry words: <https://sightwords.com/sight-words/fry/>

## Resources

### Concept Development Milestones by Age

<https://www.naschools.net/site/handlers/filedownload.ashx?moduleinstanceid=393&dataid=2414&FileName=Concept-Development-Milestones.pdf>

### Colors

Pitchford, N., & Mullen, K. (2002). Is the Basic Colour Terms in Young Children Constrained? *Perception, 31*, 1349–1370. <https://doi.org/10.1068/p3405>

<http://mvr.mcgill.ca/Kathy/PDF-00-04/Pitchford-Mullen-2002.pdf>

### Parts of Speech

Owens, R., & Pavelko, S. (n.d.). *Sugar language interventions*. SUGAR Language. Retrieved March 24, 2022, from <https://www.sugarlanguage.org/>

<https://www.sugarlanguage.org/downloads>

## **Prepositions**

Spatial prepositions refer an object that is related to something else in terms of space or location/position. Temporal prepositions refer to how an object is related to something else in terms of time.

- Examples of spatial prepositions: above, across, against, along, among, around, at between, behind, below, beneath, beside, by, in, inside, into, near, next to, off, on onto, over, opposite, under, underneath, etc.
- Examples of temporal prepositions: after, around, as, before, between, by, during, for, past, since, until, with, etc.
- By 24-months, children can respond appropriately to a variety of vertical spatial terms (e.g., in, on, on top, up).
- By age 36-months, children can respond to horizontal spatial terms (e.g., front, back, behind).
- By 42 months, most can respond to horizontal, side-to-side spatial terms (e.g., beside, next to, middle) prior to utilizing these terms expressively (Chappell & Bronk, 2016; Owens, 2014).

## **Adjectives**

1. According to Dr. Robert Owens (2010), adjectives develop in children's verbal language in the following order:  
Size, color, shape, length, temperature, height, width, age, taste, odor, attractiveness, time, speed, texture, affect, and distance.
2. According to Ricks and Alt (2015), children first begin to use adjectives at about 2 years 4 months of age. This information tells us that adjectives can be taught and understood, preceding this point in a child's language development (Ricks & Alt, 2015).

## **Examples of Adjectives and How to Use Them**

<https://examples.yourdictionary.com/examples-of-adjectives.html>

## **Pronouns**

1. "I and me," should be targeted first followed by "you." These pronouns should be taught separately, to (a) avoid confusion, and (b) prevent frustration that may occur if the activity involves taking turns or sharing items (Owens, 2010)

## **Resource**

Salttillo Chat Corner "All About Me and You" <https://salttillo.com/chatcorner>

2. One pronoun should be targeted at a time until the child demonstrates understanding and use of all three forms (Owens, 2010)

## Numbers

Pixner, S., Dresen, V., & Moeller, K. (1AD, January 1). *Differential development of children's understanding of the cardinality of small numbers and Zero*. *Frontiers*. Retrieved March 24, 2022, from

<https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01636/full>

<https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01636/full>

- Children acquire the cardinal meaning of *one* while all other numbers are simply considered larger than *one* (e.g., [Sarnecka and Carey, 2008](#))
- After the *five*-knower level has been reached, most children show a change in their further development of understanding the cardinal meaning of number words. Suddenly, they seem to be able to generate the right cardinality for *five* and larger numbers. At this level, children are identified as “cardinality-knowers” ([Sarnecka and Carey, 2008](#)).
- At the age of around three-and-a-half years, children usually master the significance of cardinality by realizing that a set of five objects, labeled with the number word *five*, can also be counted *one, two, three, four, and five* ([Mix, 2009](#)).
- At the age of 5 to 6 years, at the end of preschool, however, most children understand that *zero* is a numerical concept and do correctly identify it as the smallest natural number ([Wellman and Miller, 1986](#)).

## Emotions

<https://link.springer.com/article/10.1007/s42761-021-00040-2>

Grosse, G., Streubel, B., Gunzenhauser, C., & Saalbach, H. (2021). Let’s Talk About Emotions: The Development of Children’s Emotion Vocabulary from 4 to 11 Years of Age. *Affective Science*, *2*, 150–162.

Empirical studies show that children use emotional terms from the age of two (Izard & Harris, [1995](#); Michalson & Lewis, [1985](#); Ridgeway, Waters, & Kuczaj., [1985](#)). Between 3 and 5 years, children start to name basic emotions (Denham, [1998](#); Harris, [1989](#)). Between 4 and 11 years, emotion vocabulary seems to double every second year, reaching a plateau between 12 and 16 years (Baron-Cohen et al., [2010](#); Nook et al., [2020](#)). Additionally, in a recent study, Nook, Sasse, Lambert, McLaughlin, & Sommerville. ([2020](#)) showed that the level of “abstractness” of definitions of emotion words continues to mature up until age 18.

## Verbs

1. Most toddlers have 28 common verbs by 27 months (Hadley, Rispoli, & Hsu, 2016).

2. The most common verbs reported include eat, go, bite, kiss, open, hug, fall, walk, help, and sleep” Hadley, Rispoli, & Hsu, 2016 ).
3. Verbs and verb voice are necessary for producing clause constructions (Hadley, Rispoli, & Hsu, 2016; Savaldi, Harussi, Lustigman, & Soto, 2017).
4. In typically developing verbal toddlers, “children’s spontaneous production of lexical verbs at 24 months was the best lexical predictor of grammatical complexity 6 months later” (Hadley, Rispoli, M., & Hsu, 2016, p., 54).
5. Lexical verb diversity, measured during spontaneous language sampling, was a better predictor of later grammatical outcomes than noun diversity (Hadley et al., 2016).

## 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).

Biemiller and Boote (2006) also found that repeated reading of a storybook resulted in greater average gains in word knowledge by young children. The researchers found that students made an average gain of 12% compared with the control group (children who only heard the story once). An additional 10% gain occurred when word explanations were taught directly during the reading of the storybook.

Research has shown that children who read at least 20 minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading (Anderson & Nagy, 1992).

The following section provides some ideas on how to select vocabulary from the context of a story and strategies to target the vocabulary chosen.

### 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 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)

### **Look For Words from Each Tier**

Choose words from each Tier of vocabulary. Examples will be given for *Frog and Toad All Year* by Lobel, (1976/1996/2008/2019).

#### **Tier I**

Target words that children will hear in everyday speech. These would be common nouns, verbs, adjectives, prepositions, or concepts.

Possible Targets: knock(ed), cry (cried), I, will, not, come, out, warm

#### **Tier II**

Choose words that children will overhear in a variety of environments.

Possible Targets: frog, toad, beautiful, snow pants, sled, hill, trees, rocks, awful

Other words that could be added: gorgeous (beautiful), disgusting/horrible (awful)

#### **Tier III**

Tier III words will be limited in young children's fiction but there may be words that could be targeted to build background knowledge such as season words.

Possible Targets: winter, spring, world

### Possible New Tier II Words Based on Tier I Words in the Story

Knock – bang, rap

Cry - weep, whimper, sob

Warm – summery

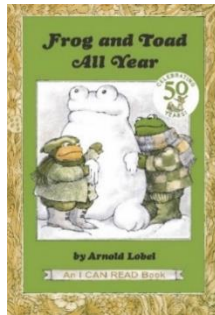
### Choose The First 3-5 Words to Be Targeted

Begin with words that may be repetitive throughout the story. This will provide the multiple exposures to these words that a child needs to truly learn the words.

### 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.

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



### Resources

Custom boards by SmartyEars app

### Core First Books and Lessons

<https://www.tobiidynavox.com/products/core-first-lessons?tab=0>

### Saltillo Chat Corner/Word Power Supports (53 books and stories)

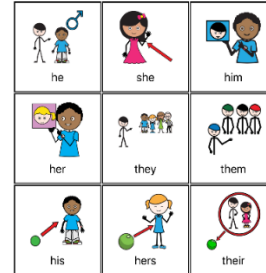
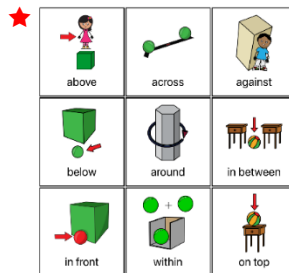
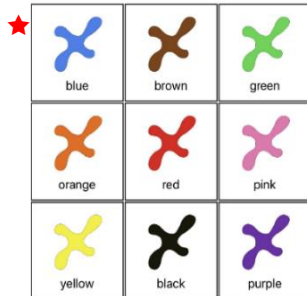
<https://saltillo.com/chatcorner>

### Write a Story/Draw a Picture

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

## Target Dolch and Fry Words

There are categories of words scattered throughout the Dolch and Fry lists. Put together boards of Dolch or Fry words that are in the same category (i.e.: colors, prepositions, pronouns, verbs)



### Resources

Custom boards by SmartyEars app

<https://sightwords.com/sight-words/dolch/>

<https://sightwords.com/sight-words/fry/>

## Build High Frequency/Low Content Words around the High Content Words for Reading

I am crying because she will not knock.  
I knocked on the green door, so she would let me in.

### Tier I Summary

For students without language disorders, Tier I words are typically learned incidentally and do not need direct instruction. For students who require additional support, these words may need to be directly targeted to build world knowledge to then add to background knowledge. Since students with speech sound disorders are often in PreK-2<sup>nd</sup> grade, use Tier I words to target the speech sound errors and build vocabulary at the same time as remediating speech sounds.

### Bridge Tier I to Tier II and III

#### Multiple Meaning Word Lists in Developmental Order

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

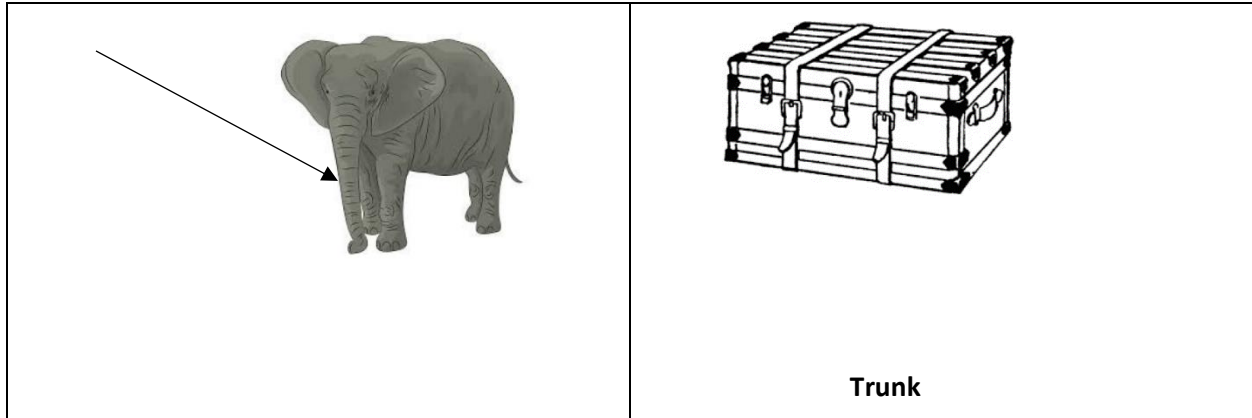
**Late Elementary** – act, angle, atmosphere, bitter, cast, charge, country, court, credit, current, depression, draft, due, edge, film, flood, friction, front, fuse, gum, interest, judge, negative, lean, matter, motion, organ, party, plane, plot, produce, product, raise, rate, reason, report, school, 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

## Strategies for Multiple Meaning Words

### Pair Word with Pictures to Represent all Meanings

 <p>bat</p>	 <p>bat</p>
  <p>trunk</p>	 <p>trunk</p>



### Multiple Meaning Words Word Search

**Directions:** Find the words for each description below. Each word will occur twice.

<p>Something you do with a car when you are done driving it.</p> <p>A place where people play.</p> <p>A part of a branch or tree.</p> <p>What you do with glue and tape.</p> <p>A visit or a vacation.</p> <p>Another word for fall over something.</p> <p>The front of your head.</p> <p>When you turn to look at something</p>	<p>A dish that holds cereal.</p> <p>What is done with a ball down a lane toward pins.</p> <p>A metal container that holds food.</p> <p>Being able to do something.</p> <p>Another word for trip over something.</p> <p>The season that comes after summer.</p> <p>A rodent chased by cats.</p> <p>A computer part that controls the cursor.</p>
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### Free Word Search Makers

<https://worksheets.theteacherscorner.net/make-your-own/word-search/>

<https://puzzlemaker.discoveryeducation.com/word-search>

[https://www.freeeducationalresources.com/word-search-puzzles/word\\_search\\_maker.htm](https://www.freeeducationalresources.com/word-search-puzzles/word_search_maker.htm)

c a n p a r k b m z  
q m f a c e h o o s  
o a r j z s w u t  
p u l k b r t l s i  
t s l b t r i p e c  
r e i o z a c a n k  
i g u w w v k x w m  
p f a l l z f a c e

### Look, Match, and Say

This strategy is adapted from the Down's Education Curriculum See and Learn Language and Reading ([https://www.seeandlearn.org/en-us/language-and-reading?\\_ga=2.206481370.894025080.1648732024-187900243.1648732024](https://www.seeandlearn.org/en-us/language-and-reading?_ga=2.206481370.894025080.1648732024-187900243.1648732024))

Words that are of high interest to the student are targeted. Then, Dolch and Fry words are paired with these high content words in phrases and sentences to give the high frequency/low content words meaning.

#### Goals

- Provide a visual representation to aid in retrieval
- Concentrate on high content words
- Build low content, high frequency words (Dolch and Fry words) that students have difficulty retrieving around the high content words

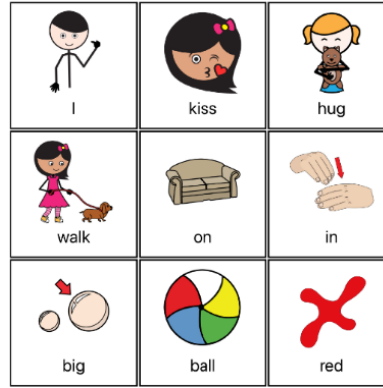
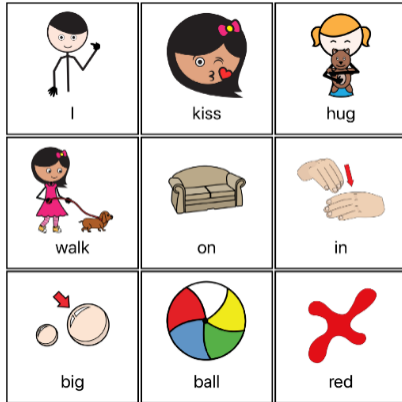
### Step 1: Match Picture to Picture

1. Create a board of a category that includes high content words for the student. The example below is from a neighborhood walk.
2. Print two copies
3. Use one copy as a board
4. Take the second copy and cut out the pictures

# Literacy and Dyslexia

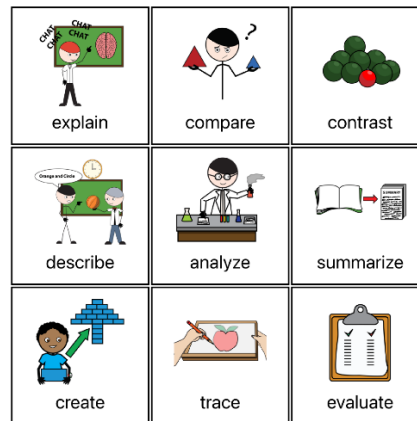
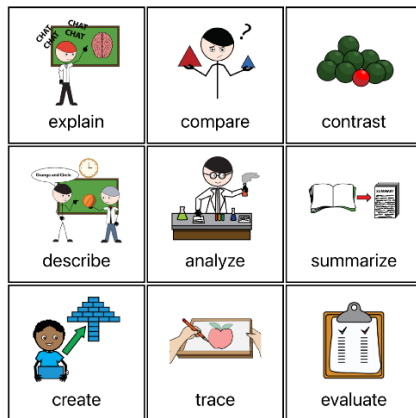
5. Have the student match picture to picture while saying the word
  - a. **Look** at the picture
  - b. **Match** the picture to the board
  - c. **Say** the word

## Tier I Example

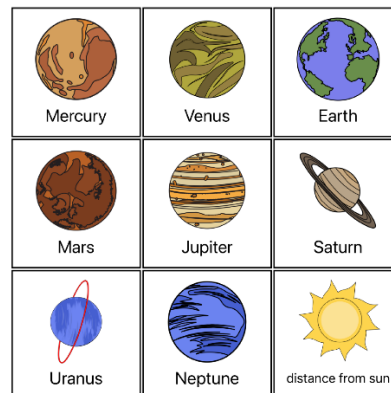
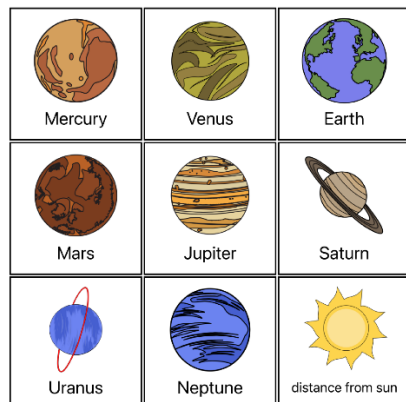


Custom boards by SmartyEars app

## Tier II Example

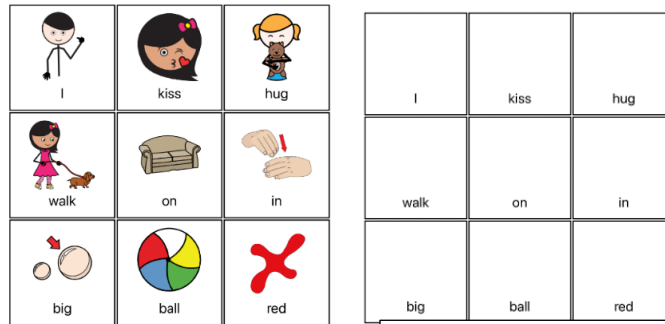


## Tier III Example



## Step 2: Match Word to Picture

1. Keep the picture board together
2. Make a second board which only includes the words.
3. Cut out the words and have the student match the word with the picture (Look and Match)
4. Keep the picture hidden and ask the student what the word is (Say)
5. If the student has difficulty, reveal the picture
6. Repeat going through the words (and showing picture if needed) until the student can quickly recall each word
7. Don't move onto Step 3 until the student can recall the word without looking at the picture.

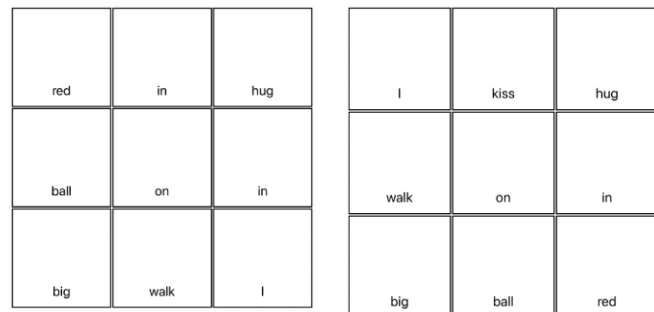


Custom boards by SmartyEars app

## Step 3: Match Word to Word

1. Keep 1 word board together. Notice that the words are now in different locations on the board.
2. Cut out the words from the other board and have the student match the word with the word.
3. If the student has difficulty retrieving the word, show them the picture from a previous board.
4. Repeat going through the words (and showing picture if needed) until the student can quickly recall each word.

Step 3 Example



## Step 4: Use the Word Cards as Flashcards.

Custom boards by SmartyEars app

1. Show the student the card.
2. The student should say the word.
  - a. If the student cannot retrieve the word, go back to Step 3



## Step 5: Build High Frequency/Low Content Words around the High Content Words

1. Use the words from Step 1-4 to put into sentences.
2. Add Dolch or Fry words.

### Examples

The dog is by the mailbox.

The dog is in the wagon.

## Bridging Tier I to Tier II Summary

Students without language/learning differences often develop Tier I vocabulary through incidental exposure. The students with language/learning differences often need these words explicitly taught. Students are being exposed to Tier II and possible Tier III words while they are still learning Tier I, so always bridge the gap and introduce Tier II as well. For speech sound skills, use multimeaning words that contain the speech sounds targeted to boost vocabulary at the same time as speech sound acquisition.

## 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.

<b>Tier II High Frequency Words</b>	<b>Tier III Low Frequency Content Specific</b>
<ul style="list-style-type: none"><li>• Approximately 7,000 words that occur in mature language situations and literature</li><li>• High utility words (practical in use)</li><li>• Important for auditory and reading comprehension</li><li>• Used across a variety of environments</li><li>• Characteristics of mature language users</li><li>• Descriptive words</li><li>• Most important to teach because they are assumed that the students know them</li><li>• Affixes and root words should be taught for Tier II as well</li></ul>	<ul style="list-style-type: none"><li>• Approximately 400,000 words</li><li>• Academic subjects</li><li>• Hobbies</li><li>• Occupations</li><li>• Geographic regions</li><li>• Technology</li><li>• Weather</li></ul>

## 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. This would be words with multiple meanings. For example: Draft
  - a. A noun refers to a current of air into 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.

## Tier II and Tier III Vocabulary Instruction

In the review of literature by Marzano, Pickering, and Pollack (2001), the following summary is provided.

1. Students must encounter words in multiple contexts to truly learn and apply a novel word.

2. Direct and explicit instruction in novel words enhances learning those words in context.
3. Dictionary definition does not typically support learning novel words for students with language impairments. They will often copy words that they do not know within the definition. There are dictionaries that provide user friendly definitions including [www.onelook.com](http://www.onelook.com) and <https://www.collinsdictionary.com/us/>
4. One of the best ways to learn a novel word is to associate an image with it (nonlinguistic representation).
5. Direct instruction on words that are critical to new content produces the most powerful learning.

## Strategies

Beck, McKeown, & Kucan (1987/2002/2013) state that words that students overhear and see in a variety of contexts should be words that are targeted for vocabulary development. Therefore, this would mostly be Tier II words or Tier III words that would have utility both as a Tier II and a Tier III word (example: factor). As stated previously, Tier III may need to be discussed so that the student understood the concept or examples representing the topic but would not require explicit robust vocabulary instruction.

## Explicit Instruction

Explicit instruction is important to make sure that students receive enough exposures to a word to truly make it their own. The following section will outline that explicit instruction.

### Reminder: Morphology and Vocabulary

If a student knows the meanings of affixes and roots, they can figure out novel words that includes these affixes and/or roots.

#### Evidence

1. Morphology is powerful, for those who know morphemes, understand that the meanings of words are predictable from the meanings of their parts (Nagy & Anderson, 1984).
2. Kirby and Bowers (2012) emphasize that “morphology works” as it helps increase vocabulary knowledge and understanding and it predicts reading development and achievement.

*Please refer to the section on morphology in this module. As you target morphology, also apply the meaning of the words to increase vocabulary acquisition.*

### **Steps to Teaching Vocabulary through Morphology**

1. Teach most common prefixes and suffixes first.
2. Check curriculum material for any affixes or Greek/Latin roots being targeted either directly or through materials used in the class.
3. Teach the meaning of the affix first
4. Apply it to a familiar word.
5. Apply to novel words/roots
6. Provide enough exposures to cement the meaning

### **Six Step Explicit Approach to Teach New Vocabulary**

Marzano (2004) provides a six-step approach to teaching new vocabulary (The first three steps introduce and develop initial understanding, while the last three steps shape and sharpen understanding.) The ultimate goal is to make students' curious about words and recognizing when a novel word is encountered and be intrigued by figuring out the meaning. This is the hallmark of to develop a large vocabulary (Beck, McKeown, and Kucan, 2013).

\*\*\*\*\*Students keep a vocabulary notebook

#### **Step 1**

Provide a description, explanation, or example of the new term.

#### **Example**

Loneliness - unhappiness that is felt by someone because they do not have any friends or do not have anyone to talk to (Collins COBUILD Dictionary online)

#### **Resources**

The following online vocabulary sites provide a user friendly definition.

#### **One Look Dictionary**

[www.onelook.com](http://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/>

## **Step 2**

Ask students to restate the description, explanation, or example in their own words (linguistic).

### **Example**

My loneliness is due to moving to a new school and not knowing anyone.

## **Step 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.

### **Example**



## **Step 4**

Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.

### **Example/Nonexample (Beck, McKeown, and Kucan, 2013)**

Ask the student if an example illustrates the targeted word. Then ask why or why not.

Directions:

If I say something that shows loneliness, say loneliness. If it does not, do not say anything. Then answer why it is an example.

Loneliness

She does not have many friends (not having friends would make you unhappy).

The man lived by himself.

The group invited me to go to the ballgame with them.

## Step 5

Periodically ask students to discuss the terms with one another.

### Inside/Outside Circle

To learn new vocabulary, students are given a word that they must describe to their circle partners. Using the descriptions, the partner must guess the word that is being described.

## Step 6

Involve students periodically in games that allow them to play with terms. (Marzano & Pickering 2005, pp. 14-15)

### 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 of 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.>

## How to Choose Tier II Words

The following criteria presented by Beck, McKeown, and Kucan (2013) is provided to identify Tier II Words

- *Importance and utility:* Words that are characteristic of mature language users, appear frequently across a variety of domains, and have a practical use for the student.

- *Instructional potential:* Words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts.
- *Conceptual understanding:* Words for which students understand the general concept but provide precision and specificity in describing the concept.

## How to Choose Tier III Words

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.

## Specific Strategies

The following strategies provide an explicit way to target vocabulary.

### Larry Bell's 12 Powerful Words

Larry Bell (2005) in his book, *12 Powerful Words that Increase Test Scores and Help Close the Achievement Gap* provides 12 Tier II 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 Power Words Flash Mob

<https://youtu.be/4-yERHSS2t4>

### 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

**★ 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.

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

**Vocabulary Analysis:**

**★ Frayer Model**

The Frayer Model (Frayer, Frederick, & Klausmeier, 1969) includes the linguistic and nonlinguistic representation required for students to make words their own.

**Vocabulary Worksheet**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Score: \_\_\_\_ / \_\_\_\_

Definition Facts/Characteristics	Picture
Synonym	Antonym

Use in a Sentence:



### **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.

## **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\\_Vocabulary\\_Terms.pdf](https://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf)

## **Applying the Frayer Model to the Curriculum**


The following example from the Kentucky State Standards demonstrates how targeting specific vocabulary will support the students learning when a specific word or a targeted synonym is used for an assignment. The following example takes the word "create" from Wagner's list and demonstrates the synonyms that are in the Academic Standards.

## Using the Frayer Model to Target an Anchor Word and Synonyms

The following demonstrates how to apply the Frayer Model to build synonyms for Tier II vocabulary. This example is for the word link as the anchor word. Then this word is applied to compare which can then be applied to contrast.

<b>Definition</b> Facts/Characteristics	<b>Picture</b>
something that goes together	
<b>link</b>	
<b>Synonym</b>	<b>Antonym</b>
compare, connect, match, similar, associate, classify	different, go against

**Sentence:** \_\_\_\_\_  
An apple and a banana are linked together because they are both fruits. \_\_\_\_\_

<p><b>Definition</b> Facts/Characteristics</p> <p>How something is the same or almost the same</p>	<p style="text-align: right;"><b>Picture</b></p> <div style="text-align: center;">  </div>
<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p>compare</p> </div>	
<p><b>Synonym</b></p> <p>connect, link, match, similar, associate, classify</p>	<p style="text-align: right;"><b>Antonym</b></p> <p>differ, go against</p>


**Sentence:**  
 I compared a green apple to a red apple. They are the same because they are both fruits and apples.

### Using Sentence Frames for Vocabulary

Sentence frames are invaluable to build both Tier II vocabulary as well as background knowledge.

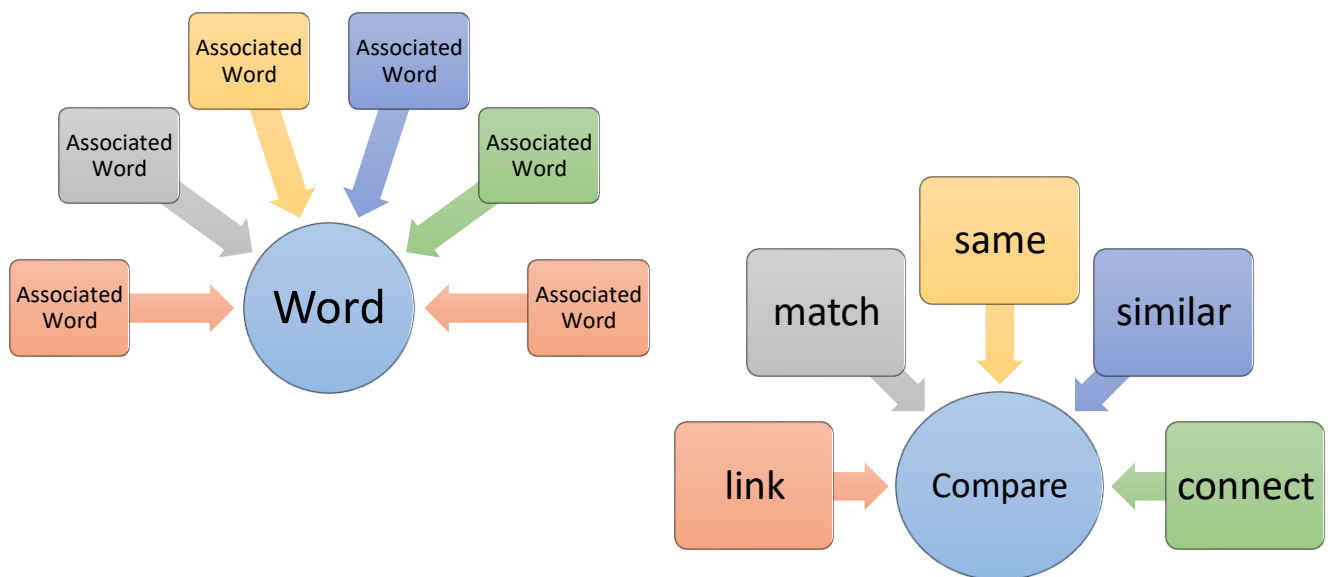
Word	Meaning	Examples
	Definition: Related Facts More in-depth information	
<p><b>Question: A question for deeper thinking.</b></p> <p><b>Sentence Frame:</b>                      They are the same because _____.</p>		
<p><b>Picture</b></p>		

**Example**

Word	Meaning	Examples (provides different contexts)
Compare	A verb that means that something is similar or the same.  Connect, link, match, similar	I compared Shannon and Adrienne in Real Friends.
<p><b>Question: How would you create a colonial village in Minecraft</b></p> <p><b>Sentence Frame:</b></p> <p>They are the same because they are both in the 3<sup>rd</sup> grade. They like to play make believe.</p> <p>They are different because Adrienne is easy going, very smart and popular.</p>		
<p><b>Picture</b></p> 		

**Related Words - Making Connections within the Content**

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



## Use Word Clouds

<https://wordart.com/create> provides a way to make a word cloud as a fun way to view synonyms of words. Once you create your word list, click on “visualize.” From there, you can print to a pdf.



## Tier II to Tier III Connection: Curriculum Based Meaning - Common Language Usage

The following visual graphic strategy is beneficial as a student is determining a multimeaning of a word that is used at a Tier II and Tier III word.

Term/Phrase/Word

Common Use of the Word	Curriculum Based Usage
Sentence Using Terms	
General Use:	Curriculum Use:
Meaning	
<input type="checkbox"/> Same <input type="checkbox"/> Different	
Picture	Picture

## Identifying Unknown Vocabulary from Listening and Reading

Research has shown that children who read at least 20 minutes a day outside of school or a specific time at school that the students can read whatever they choose (sustained silent reading) experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading (Anderson & Nagy, 1992).

- It calls on students to make choices, according to their own interests, which will have them reading, writing, drawing, reflecting, and discussing what they have learned with other students. In this twice-a-week or more 20- to 30-minute session, students read books of appropriate difficulty, write about their thoughts, and participate in structured dialogue with classmates.
- Students who participate 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).

### Conditions for Students to Learn Through Context

Beck, McKeown, & Kucan (2013) identify two conditions that must be met for students to learn through context.

1. Student must read widely enough to encounter a substantial number of unfamiliar words.
2. Students must have the skills to infer word meaning information from the text they read.
3. They also identify other issues of learning vocabulary from context. These include:
  - Many contexts are not informative for deriving words from the context due to the author's purpose of telling a story not to convey meaning of new words.
  - Text can be separated into four categories
    - a. Misdirective Context – may direct student to the incorrect meaning of the word.
    - b. Nondirective Contexts – offers no assistance in directing the reader toward a meaning.
    - c. General Contexts – provides enough information to place a word in a general category.
    - d. Directive Contexts – leads the student to the correct meaning of a novel word.

For students with more limited vocabulary, direct instruction for new vocabulary that cannot easily be determined through independent reading will still need to be discussed and possibly targeted for acquisition.

## **Strategies for Vocabulary Instruction in Context**

The following strategies provide ways to support students in learning how to identify unknown words in context and then to try to obtain meaning.

### **Understand the part of speech of the unknown word**

Support the student in understand basic parts of speech and how to identify which part of speech the word is in the sentence.

### **Identify its relationship with other words in a sentence**

A basic sentence in English is subject, predicate, and direct object. If it is a verb, support the student in figuring out if it is the main verb in the sentence (predicate) and who does the action (subject)? Is there a direct object? For adjectives that describe a noun, who are they describing and what does the student know about this person or character?

### **Find morphemes**

Support the student through understanding inflectional and derivational morphemes. About 60 % of the novel words a reader will encounter are morphologically complex (Angelelli, Marinelli, & Burani, 2014). By targeting morphology directly, the student will have strategies to attempt to figure out the meaning of words. Begin with the most common prefixes and suffixes as these will be the most prevalent in words the student hears and reads.

#### **Directions**

1. Find the morphed words in the paragraph.
2. Talk about what they mean and how the student figured that out using morphemes and other information in the passage.

The following passage was presented in Supplemental Digital Content from Wolter & Green (2013).

## Dinosaurs

The name dinosaur means “very terrible lizard.” Even though no human being has ever seen a real live dinosaur, we know a lot about them. Many dinosaur bones, teeth or fossils have been found all over the world. Fossils are impressions or marks made in rocks by bodies of animals or plants that died long ago. From the evidence of these fossils, scientists have figured out how dinosaurs looked, how they moved and what they ate. There were many different kinds of dinosaurs. Some were enormous. Some were very small. Some ate plants so they were herbivorous. Others were ferocious meat eaters that were carnivorous.

Example: What helps you understand the meaning of “herbivorous?”

1. The –ous ending makes in an adjective.
2. The base word “herb” may mean a plant or something you eat, like herbs from a garden.
3. The sentence says that they ate plants SO they were herbivorous, so it must have to do with eating plants.

### Resources

Scholastic

[http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes\\_suffixes.pdf](http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf)

Using English for Academic Performance (divides affixes into nouns, verbs, and adjectives)

<http://www.uefap.com/vocab/build/building.htm>

Reading Rockets

<https://www.readingrockets.org/article/root-words-roots-and-affixes>

### How Would You Choose the Words to Target?

Excerpt from Pope Osborne, Homer, & Howell (2002) One Eyed Giant (Book One of Tales from the Odyssey). From Chapter Five: “The One-Eyed Giant”

### Activity

Choose 3 words from the paragraph below that you believe should be targeted for vocabulary instruction. Justify why you choose those words.

Considerations:



1. Does the student have any familiarity with the concept or the word?
2. Does the word need to be targeted as vocabulary or just for comprehension of the paragraph?
3. Is it high utility?

*The One Eyed Giant* (Pope Osborne, Homer, & Howell, 2002)

A hideous giant lumbered into the clearing. He carried nearly half a forest's worth of wood on his back. His monstrous head jutted from his body like a shaggy mountain peak. A single eye bulged in the center of his forehead. The monster was Polyphemus. He was the most savage of all the Cyclopes, a race of fierce one-eyed giants who lived without laws or leader. The Cyclopes were ruthless creatures who were known to capture and devour any sailors who happened near their shores.

## **Target and Provide Enough Exposures**

In Marzano's 6 Step Approach to Vocabulary Acquisition, steps 1-3 provide the linguistic and nonlinguistic representation for the word. Steps 4 -6 are to provide enough exposure to the targeted words that that the student truly learns the word in a variety of contexts. The following activities can provide the exposures that a student needs to truly learn a novel word. Many of these activities are suggested by Beck, McKeown, & Kucan (2013).

### **Step 1**

Provide a description, explanation, or example of the new term.

#### **Example from [www.onelook.com](http://www.onelook.com)**

Hideous - really ugly might make you feel afraid

Lumbered - walked slowly because he was big and heavy

Monstrous - very large and often ugly or frightening

### **Step 2**

Ask students to restate the description, explanation, or example in their own words (linguistic).

### **Example**

The hideous monster with one eye, long ratty fur, and long claws roamed the streets of the town.

### **Step 3**

Ask students to construct a picture, symbol, or graphic representing the term (nonlinguistic).

- b) Nonlinguistic representations include graphic organizers, physical models, mental images, pictures and pictographs, and kinesthetic activity.

### **Example**



### **Step 4**

Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.

### **Example/Nonexample (Beck, McKeown, and Kucan, 2013)**

Ask the student if an example illustrates the targeted word. Then ask why or why not.

Directions:

The pretty picture is hideous.

The hideous monster rose from the lake.

Her sister wore a beautiful satin suit which was hideous.

### **Step 5**

Periodically ask students to discuss the terms with one another.

### **Inside/Outside Circle**

To learn new vocabulary, students are given a word that they must describe to their circle partners. Using the descriptions, the partner must guess the word that is being described.

### **Word Associations**

Students are asked to associate a novel word with a familiar word.

### Word List

<b>Novel Words</b>	<b>Meaning</b>	<b>Synonyms</b>
Hideous Lumbered Monstrous	really ugly might make you feel afraid walked slowly because he was big and heavy very large and often ugly or frightening	Unsightly, gruesome, monstrous Shuffle, waddle, plod, thump Grotesque, hideous, ghastly

Which word goes with afraid (hideous)

Which word goes with walking slowly (lumber)

Which word goes with very large or frightening? (monstrous)

### Step 6

Involve students periodically in games that allow them to play with terms. (Marzano & Pickering 2005, pp. 14-15)

#### Have You Ever...

Have you ever seen anything that is hideous?

Have you ever seen someone lumber?

#### Which Would You Rather...

Would you rather see something hideous or someone lumber?

### 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 used the words correctly.

### Word List

Early Elementary	Elementary Students	Middle/High Students
clearing	lumber	hideous
carried	worth	savage
forest	monstrous	ruthless
monster	jutted	devour
forehead	bulged	
capture	fierce	

### Activity: Produce a Tier II/III sentence for each Tier I sentence.

Everyone in town was sick. (include the word: sickness)

The man was lonely. (include the word: loneliness)

The red hat fits on her head.

The boy is silly.

### Overall Resources

The following resources are provided for targeting vocabulary.

#### Utah's Reading First: Text Talk Lessons

Provides Tier II words from 101 stories and potential Tier II words from each story.

Activities to target these words are provided.

<http://vocabularyinstruction.weebly.com/uploads/3/1/3/2/31326431/texttalklessons.pdf>

#### Bringing Words to Life

This second edition from Beck, McKeown, and Kucan provides an explicit manner to target the tiers of vocabulary

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life, second edition: Robust Vocabulary Instruction*. Guilford Publications, Incorporated.

#### Choosing Words to Teach

This resource from Beck, McKeown, and Kucan provides an excerpt from *Bringing Words to Life*

<https://www.readingrockets.org/article/choosing-words-teach>

#### One Look Dictionary

[www.onelook.com](http://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/>

## Text Comprehension: Supralinguistic Skills

Skillful readers pay no conscious attention to the way words are written - they do not sound out each word or dissect the composition of a paragraph. (Wallach, 2008) Rather, they are interested only in gaining an understanding of the writer's message.

### Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to fix up problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

### Supralinguistic Skills

The ability to reason through and understand complex language in which meaning is not directly available from lexical or grammatical information.

### Metacognition

“thinking about thinking” that enables one to reflect on and consciously ponder information both oral and written language. Good readers use metacognitive strategies to think about and have control over their reading.

- **Before reading**, they might clarify their purpose for reading and preview the text.
- **During reading**, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text, and “fixing up” any comprehension problems they have.
- **After reading**, they check their understanding of what they read.

Comprehension monitoring, a critical part of metacognition, has received a great deal of attention in the reading research.

For students who struggle, explicit instruction is needed. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to

apply them. The steps of explicit instruction typically include direct explanation, teacher modeling (“thinking aloud”), guided practice, and application. This begins by building background knowledge.

## **Building Background Knowledge**

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. We know from the research on syntax as well that students demonstrate improved reading comprehension when they are familiar with the topic.

- Always base new information on what the student should already know.
- Preteach/prelearn information. This will increase overall comprehension when the information is presented in class.

### **Direct Approaches to Enhancing Academic Background Knowledge**

1. Provide academically enriching out of class experiences, particularly for students whose home environments do not do so naturally.
  - a. Field trips to museums, art galleries, outdoor labs, etc.
  - b. Petting zoo into the school
  - c. Plays/performances
  - d. Establish mentoring relationships with members of the community. A mentoring relationship is a one-to one relationship between a caring adult and a youth who can benefit from support. A student is matched with a mentor in a structured format (Brewster & Fager, 1998).

### **Indirect Approaches Enhancing Academic Background Knowledge**

1. Design field trip/outdoor activities within the school
  - a. Turn the gym into a camping experience.
  - b. Turn the hall into an ice skating/winter experience.
  - c. Farm: plant “crops”, take care of “animals”, milk a cow
2. 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.
3. Implement elementary, middle, and high school Sustained Silent Reading that focuses 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).

## Relational Reasoning

As students are building background knowledge, they must be able to revise their knowledge and misconceptions as new information is presented. In other words, use new information in working memory to revise what has been stored in long term memory. Relational reasoning is the ability to perceive similarities and dissimilarities in information encountered and to extract meaningful patterns consequently (Alexander, 2016). It is a metalinguistic skill that is necessary for processing auditory and reading comprehension, thus, learning.

### Four Relational Reasoning Constructs in Knowledge Revision

Dumas, Alexander, and Grossnickle (2013) and Kendeou, Butterfuss, Boekel, and O'Briend, (2016) identify four constructs necessary for relational reasoning. They include **analogical reasoning** (similarities), **antithetical reasoning** (differences), **anomalous reasoning** (unexpected or abnormal), and **antinomous reasoning** (what it is not).

#### Analogical Reasoning

Students must identify similarities in information, ideas, concepts, or events.

##### Examples:

There are many connections between checkers and chess (take one's knowledge of checkers to learn to play chess)

Playing American football is like playing soccer.

#### Therapy Strategies

- Target similes and metaphors
  - Find similes and/or metaphors that compare something the student knows to something the student may not know,
  - Use literature, song lyrics, and slogans
    - Chevrolet: Built Like A Rock

## Literacy and Dyslexia

- Doritos: Tastes Like Awesome Feels
- State Farm: Like A Good Neighbor
- Honda: The Honda's ride is as smooth as a gazelle in the Sahara. Its comfort is like a hug from Nana.
- Use familiar topics to build new information.
  - Student use Mine Craft to learn about sustainable energy.
  - Student uses Mine Craft to build a colonial village.

<https://education.minecraft.net/class-resources/lessons>

## Antithetical Reasoning

In antithetical reasoning, the student must identify and analyze contrasting positions. "Myside" bias often comes into play during this type of reasoning task (Stanovich & West, 2007, and Wolfe and Britt, 2008).

### Therapy Strategies

- Justifying A Position  
This also corresponds to Bloom's Taxonomy Evaluation which is the highest level of critical thinking. From a language processing perspective, this would require a significant ability to think through information both supporting and denying a position, process it, and be able to formulate a response. Topics that are designed to persuade another person are ideal.
  - <https://www.myspeechclass.com/persuasivetopics2.html>
  - <https://www.thoughtco.com/list-of-persuasive-speech-topics-for-students-1857600>

## Therapy strategies for analogical and antithetical reasoning

- Target analogies that compare and contrast like items
  - [http://www.teach-nology.com/worksheets/language\\_arts/analogies/](http://www.teach-nology.com/worksheets/language_arts/analogies/)
  - <https://www.teacherspayteachers.com/Browse/Search:analogies%20free>

### Compare and Contrast

The strategy presented here from ReadWriteThink provides an alternative for a Venn Diagram. It also provides more useable space for students with fine motor difficulties. This can be used to compare two items, two ideas, or comparing and contrasting two works of literature.



Compare and Contrast Chart

readwritethink  
www.ReadWriteThink.org

Item #1

Item #2

How are they alike?

How are they different?

www.ReadWriteThink.org  
© 2011 IAA/NCTE. All rights reserved. ReadWriteThink.org materials may be reproduced for educational purposes.



- Print Out  
<http://www.readwritethink.org/classroom-resources/printouts/compare-contrast-chart-30198.html>
- Online Interactive  
<http://www.readwritethink.org/classroom-resources/student-interactives/comparison-contrast-guide-30033.html>

## Anomalous Reasoning

Anomalous reasoning requires the student to identify an unexpected or abnormal occurrence that departs from an established pattern (Schulz, Goodman, Tenenbaum, and Jenkins, 2008). In other words, the student must take what he/she knows and figure out how the new information deviates from this. With the internet, one may want to take information at face value. "It was on the internet, so it must be true."

Research shows that middle school, high school, and college students' have difficulty judging the credibility of online information (Wineburg, McGrew, Breakstone, & Ortega, 2016). For example, more than 80% of middle school students believed an advertisement denoted by the label of "sponsored content," but posing as news, was a real article. Only 9% of high school students taking AP History were able to tell that [minimumwage.com](http://minimumwage.com) was a front for a Washington lobbyist. Nearly 40% of high school students said an image on photo-sharing site Imgur provided compelling evidence although the image contained no information about the person who posted it nor provided any proof that the photo was taken where it claimed to be taken.

## Strategies

The following strategies support students in using problem solving skills to determine the truthfulness in what they hear and read.

## **Identifying information meant to mislead**

Subcategories of False Information Include (Iowa Reading Research Center)

### **Fake news:**

False information that is presented as newscast or an article based on journalistic reporting of facts or as news commentary.

### **Paid/sponsored content:**

False information that appears as though it were an objective news article or headline but is actually a form of paid advertising. The content usually contains a disclosure that the content is paid for, but the disclosure may not be readily apparent.

### **Parody/satire:**

False information that is presented as fact with the intent to entertain. Sometimes the author intends for the reader to be in on the joke, but other times, the entertainment is provided for those aware that some readers are being misled.

## **Identifying False Information**

Activities can be set up to assist students in how to identify false information. The following suggestions are based on a blog by Amy Johnson n.d.

<https://www.lifehack.org/articles/productivity/5-tips-identify-false-information-and-websites-online.html>

Check if the person or article is biased

The best way you can work out if a person or the article is biased is to look at the author or company promoting the information; are they linked to the issue?

Check the author of the page

If the information is via the internet, there should be a link to the author who wrote the piece. If there is not a link, this normally means that the information on the website could be inaccurate. If this information is presented verbally and credited to a specific person, is that person a credible resource?

## **Applying the CRAAP test**

The CRAAP was developed by Blakeslee (n.d.) and is an acronym that stands for Currency, Relevance, Authority, Accuracy, Purpose.

### **Currency**

The timeliness of the information. • When was the information published or posted? • Has the information been revised or updated? • Does your topic require current information, or will older sources work as well? Are the links functional?

### **Relevance:**

The importance of the information for your needs. • Does the information relate to your topic or answer your question? • Who is the intended audience? • Have you looked at a variety of sources before determining this is one you will use? • Would you be comfortable citing this source in your research paper?

### **Authority**

The source of the information. • Who is the author/publisher/source/sponsor? • What are the author's credentials or organizational affiliations? • Is the author qualified to write on the topic? • Is there contact information, such as a publisher or email address? Does the URL reveal anything about the author or source? examples: .com .edu .gov .org .net

### **Accuracy**

The reliability, truthfulness, and correctness of the content. • Where does the information come from? • Is the information supported by evidence? • Has the information been reviewed or refereed? • Can you verify any of the information in another source or from personal knowledge? • Does the language or tone seem unbiased and free of emotion? • Are there spelling, grammar, or typographical errors?

### **Purpose**

The reason the information exists. • What is the purpose of the information? Is it to inform, teach, sell, entertain, or persuade? • Do the authors/sponsors make their intentions or purpose clear? • Is the information fact, opinion, or propaganda? • Does the point of view appear objective and impartial? • Are there political, ideological, cultural, religious, institutional, or personal biases?

(Attribution 4.0 International CC BY 4.0 permission granted to share)

<https://library.csuchico.edu/sites/default/files/craap-test.pdf>

CRAAP Evaluation Sheet

<file:///C:/Users/court/OneDrive/Language%20Processing/CRAAP%20Test%20for%20Relational%20Reasoning.pdf>

## **Antinomous Reasoning**

Antinomous reasoning requires the student to identify what something is by identifying what it is not. It relies on identify something that is seemingly absurd necessitating acceptance of two or more ideas that appear contradictory or incompatible. A student must identify a situation in which two conditions cannot both be true

### **Therapy Strategies**

Antinomous reasoning plays into opposite concepts and may be a beneficial way to target this area of relational reasoning.

Topics could include:

- Basic concepts (hot/cold, wet/dry, old/new, tall/short- for younger students)
- Living vs nonliving
- Animal or plant
- Herbivores vs carnivores
- Wild vs domestic animals
- Humid vs dry climates

## **Knowledge Revision During Reading**

There are three conditions necessary for knowledge revision: coactivation, integration, and coherence (Dumas, Alexander, and Grossnickle, 2013).

### **Coactivation**

Enables the reader to detect the difference between what they know (background knowledge) and the new information coming in.

### **Integration**

Integration of information requires the student to determine what the relational relationship is. These include analogous (similarities), antithetical (opposition to what the student knows), anomalous (departs from a specific pattern), or antinomous (specific distinctions). At this condition, the student processes similarities, differences, and/or compares/contrasts the new information to what the student knows (van den Broek and Kendeou, 2008).

## Coherence

The ability to find similarities, differences or to compare and contrast information is the process of coherence, which is a clear, logical connection.

## Overall Strategies for Activating Relational Reasoning

### Making Inferences

The student must be able to read between the lines to determine implied information. This requires the student to have background knowledge and either add to it or change it based on the new information that he is inferring.

#### How to Teach Inferencing

<https://the-teacher-next-door.com/8-activities-to-build-inference-skills/>

#### Inferencing Activities

- <https://www.education.com/download/worksheet/170472/reading-between-the-lines.pdf>
- [https://www.google.com/search?q=new+york+times+what%27s+going+on+in+this+picture&rlz=1C1ASVC\\_enUS917US917&source=Inms&tbn=isch&sa=X&ved=2ahUKewjF0uK96uvtAhVBrIkKHbE\\_CjEQ\\_AUoAnoECBMQBA&biw=1630&bih=905](https://www.google.com/search?q=new+york+times+what%27s+going+on+in+this+picture&rlz=1C1ASVC_enUS917US917&source=Inms&tbn=isch&sa=X&ved=2ahUKewjF0uK96uvtAhVBrIkKHbE_CjEQ_AUoAnoECBMQBA&biw=1630&bih=905) (New York Times Images: What's Going on in This Picture)

### Making Predictions

The student must be able to formulate thoughts regarding the information presented to predict what might happen next based on what they know about the topic. This would include from a social/pragmatic perspective in predicting one's response to a conversation.

<https://www.k5learning.com/reading-comprehension-worksheets/topics/prediction>

<https://www.easyteacherworksheets.com/langarts/1/makingpredictions.html>

### Games for Reasoning Skills

Online


- <https://www.emergingedtech.com/2016/06/10-technology-tools-resources-teach-critical-thinking-skills/>

Board Games

- <https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/6-great-board-games-to-boost-critical-thinking-in-teens-and-tweens>

## Solving Math Story Problems

Students must determine the relationship between the words in the math problem to then determine what they are solving for. There may also be additional information that the student does not need to solve. The student must figure out the relationship between the sentences/details and determine what information is needed to solve the problem.

  
Solving Math Story Problems

Read and highlight the most important words in each sentence  
 Link words with numbers

_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____

What are you solving for? \_\_\_\_\_

---

Strategies for Solving

<input type="checkbox"/> Act it out	<input type="checkbox"/> Logical reasoning
<input type="checkbox"/> Find a pattern	<input type="checkbox"/> Choose the correct operation
<input type="checkbox"/> Draw a picture/diagram	<input type="checkbox"/> Guess and check
<input type="checkbox"/> Work backward	<input type="checkbox"/> Write an equation using variables
<input type="checkbox"/> Make a list, table, or chart	<input type="checkbox"/> Solve a simpler problem

Solve

Check your answer

## Text Comprehension Strategies: Explicit Instruction

The following strategies will support students with difficulty with reading comprehension.

### Underlining and Highlighting

Following Written Directions or Reading Paragraphs:

Step 1: Read the direction

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 assist 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.

↗ Yellow for main idea  
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.

## Using Graphic Organizers

Graphic organizers illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices.

### Graphic organizers can:

- Help students focus on text structure as they read.
- Provide students with tools they can use to examine and visually represent relationships in a text; and
- Help students write well-organized summaries of a text.

## The Evidence

1. Decades of research with various age groups and in different content areas has shown that in general, when graphic organizers are incorporated into instruction, student learning improves (Hall & Strangman, 2002).
2. Presenting information in both text and graphic formats is one of the most basic ways to make a lesson accessible to more students. Graphic organizers positively impact the learning of students with learning disabilities and special needs (Dexter, Park, & Hughes, 2011; Douglas, Ayres, Langone, & Bramlett, 2011).

## Difficulty Understanding Nonfiction

Students with language-based learning difficulties may also have difficulty understanding nonfiction. The student may try to pull in background knowledge about the topic and try to use that as facts in the story.

### Assisting Students with Nonfiction

**Step 1:** Read a passage appropriate for the student’s reading level ([www.newsela.com](http://www.newsela.com))

**Step 2:** Use Main Idea and Supporting Details highlighting strategy (main idea in yellow and supporting details in color of student’s choice)

**Step 3:** Provide a Mind Map with important areas outlined.

**Step 4:** Discuss text features.

Title Page	Keywords	Diagrams
Table of Contents	Guide Words	Labels
Index	Text Box	Map
Glossary	Timeline	Charts and Graphs
Subtitle	Illustrations and	Icon
Heading	Photographs	Bullets
Subheading	Captions	



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Types of Text Structures in Informational Texts

Text Structure	Definitions	Critical Words	Graphic Organizer	High School Examples of Texts
Description	Descriptive details about characteristics, actions, etc.	Descriptive adjective and words like: on, over, beyond, within		Representative democracy involves leaders receiving votes from the populace after a period of campaigning for that office. Competition between candidates, coupled with free and open speech, is necessary for this system of government to be successful.
Problem/Solution	Sets up a problem and its solution	Propose, conclude, a solution, the reason for, the problem or question		The type of government created after the American Revolution included the ideals of protecting individual liberties while at the same time preserving the collective order of society. To that end, a government based on combining popular consent, separation of powers, and federalism was created.
Time/Order Chronological	Gives information in order of occurrence	First, second, before, after, finally, then, next, earlier		A proposed bill first goes to a committee to be reviewed. The second step in the process is for the House or Senate to debate the bill, making necessary revisions. The last step in the process of a bill becoming law is after both houses of Congress pass the bill, it goes to the President to be signed into law.
Comparison/ Contrast	Looking at two or more items to establish similarities/differences	While, yet, but, rather, most, same, either, as well as, like, and unlike, as opposed to		Some customers like the conveniences offered by big banks including, computerized banking, multiple branches, and a large network of ATM machines. Other customers prefer small banks that often times offer more personalized service and are better connected to their communities.
Cause/Effect	Give reason/explanation for happening	Because, since, if/then, due to, as a result, for this reason, on account of, consequently		As a result of the Great Depression, almost half of all the elderly in the United States lost their savings and thus their ability to support themselves when they were ready to retire. As a result, Congress passed the Social Security Act of 1935 to help mitigate the disastrous impact of the Great Depression on the elderly.

[http://www.esc4.net/users/0223/docs/highschool2\\_typesoftextstructuresininformationaltexts.pdf](http://www.esc4.net/users/0223/docs/highschool2_typesoftextstructuresininformationaltexts.pdf)

## Difficulty Understanding Fiction

Fiction is literature that is based on imaginary events. Many students with language-based learning disabilities have difficulty with reading comprehension for fiction. Students who specifically have difficulty with pragmatic skills of taking a listener’s perspective in a conversation will demonstrate difficulty with an author or character’s perspective when reading, thus, demonstrating difficulty understanding a theme of a story. The ability to take a listener’s perspective in a social conversation is evident when a student can only see a situation through her own lenses. This transcends to understanding a character perspective in a story.

### Assisting Students with Fiction

**Step 1:** Choose a passage or chapter book appropriate for the student’s current ability (high/low readers)

**Step 2:** Preview any vocabulary from the reading that may be unfamiliar to the student.

**Step 3:** Preview the story/chapter.

**Step 4:** Use Main Idea and Supporting Details highlighting strategy. The educator should choose a specific color (e.g., yellow) for the main idea that is used every time so that the educator can quickly look at what is highlighted to determine if the student is understanding the main idea. Supporting details can be in a color of student's choice.

- The student highlights the main idea in educator chosen color (consistency in one color allows us to quickly scan to make sure the student can identify the main idea).
- The student highlights the supporting details in another color.

**Step 5:** Use a Plot Diagram to break down the story elements (characters, the setting, the plot, the conflict, the resolution, and the theme)

Story structure refers to the way the content and events of a story are organized into a plot.

Students who can recognize story structure have greater appreciation, understanding, and memory for stories. In story structure instruction, students learn to identify the categories of content (setting, initiating events, internal reactions, goals, attempts, and outcomes) and how this content is organized into a plot. Often, students learn to recognize story structure using story maps. Story maps, a type of graphic organizer, show the sequence of events in simple stories. Instruction in the content and organization of stories improves students' comprehension and memory of stories.

## **Book Summary Notes**

### **Strategies for Use**

The following strategies will support the students who are having difficulty understanding fiction. This systematic approach provides an avenue to break down the story into its parts to better understand the story.

#### **1. Read the Inside Dust Jacket or Back Cover Summary First**

If the physical book does not contain a story summary, attempt to find a summary online.

#### **2. Add What You Learned from Reading the Summary to The Book Report Format**

This could include the main characters, the plot, the setting, and the conflict.

#### **3. Write the Main Idea And At Least Three Supporting Details About the Chapter Just Completed Before Reading the Next Chapter**

If the student is unable to recall details, he or she should skim or reread the chapter before reading further.

**4. Include Additional Characters/Characteristics as Well As Additional Information Learned About the Characters As the Information Is Presented**

The student should add information as soon as it is encountered in the text. This way the student adds information while it is fresh in his mind.

**5. Stop and Complete the Section of The Report When The Story Reaches Its Climax (How the Conflict Is Resolved)**

Understanding how the conflict resolves brings an understanding that the story is nearing the end.

**6. Complete the Section Regarding How the Story Ended as Soon as The Student Finishes the Book**

Understanding the ending of the book brings closure to the story elements presented throughout the narrative.

**7. Reflect on The Story with The Student and Have the Student Complete the Section Regarding Whether He or She Liked the Book Or Not**

This step requires the students to utilize critical thinking to provide details of why he or she did or did not like the story or book. This process is crucial to build a desire to read more books of a particular genre or to try other books of a different genre if the student did not like the book.

**How to Use**

Before the student begins to read the book, the student should read the summary on the back cover or on the inside book dust cover. Use this information to begin filling in this template. From that summary, the student should learn information about the plot, setting, main characters, and the conflict. The student will then add extra information as he or she reads and learns more.

## Book Report Format

<b>Name:</b>	
<b>Book Title:</b>	
<b>Illustrator:</b>	

<b>Date:</b>	
<b>Author:</b>	
<b>Publisher:</b>	

**Vocabulary Words I 'Don't Know** (Students should look up the word as it is encountered if the meaning is not clear through the context of the sentence or the sentences surrounding the word.)


### Plot

The plot is the central theme of the story that describes the events and their significance as the story unfolds. This includes the rising action, climax, falling action, and resolution.


### Setting

The setting describes the time and location of the story. It provides the backdrop for the climate/situation (what situation does the character find himself in at the beginning of the story) and mood of the story.


### Main Characters

Who are they and what are they like?

**Characters**


**Conflict or Central Problem**

Describe the main problem or conflict the characters must solve.

**Describe the Type of Conflict in the Story**


**Chapter Summaries**

The student should determine the main idea of each chapter. Then, the student provides at least 3 details to support the main idea. The educator needs to make sure that the student can gain the main idea and supporting details before he provides a picture representation. The picture should provide an accurate pictorial of what is occurring in the chapter. The picture provides a nonlinguistic representation for visual memory of the chapter.

**Chapter:** \_\_\_\_\_

**Chapter Title:** \_\_\_\_\_

**Main Idea:** \_\_\_\_\_

\_\_\_\_\_



**Conclusion: At the End of the Book...**

How did the story end?


**Your Thoughts on this Book**

Explain whether you liked or did not like the book. Give three reasons for your opinion.

**Annotating**

Students can make notes in the text or use sticky notes to recall specific details or to provide deeper thought into the text. These can be based on questions from the teacher/SLP or student driven.

**Answering Questions**

Questions appear to be effective for improving learning from reading because they:

- Give students a purpose for reading.
- Focus students' attention on what they are to learn.
- Help students to think actively as they read.
- Encourage students to monitor their comprehension; and
- Help students to review content and relate what they have learned to what they already know.

**Generating Questions**

Teaching students to ask their own questions improves their active processing of text and their comprehension. By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to integrate information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

**Summarizing**

A summary is a synthesis of the important ideas in a text. Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words. Instruction in summarizing helps students:





## Writing Analysis:

A Process Oriented Written Language Assessment (Sandie Barrie-Blakely, Lexercise, 2010) was utilized to evaluate the writing sample. I have the student handwrite a paper. This can be fiction or nonfiction. The student can write about any topic they choose. It needs to be given to you nonedited except by the students.

General Description: (what did the student write about)

- A. Letter Formation Analysis
  - a. Reversals
  - b. Spacing between letters and words
  - c. Written with a straight baseline
- B. Words/Sounds Level
  - a. Accuracy of spelling
  - b. Spelling conventions (i.e.: capitalization, contractions, quotations, etc.)
  - c. Analysis of spelling error patterns (six syllable patterns)
    - Closed syllables
    - Open syllables
    - Vowel teams
    - Final -e
    - R controlled vowels
    - Consonant le
- C. Sentence Level Analysis
  - a. Percentage of grammatical sentences
  - b. Most frequent grammatical error pattern
  - c. Accuracy of punctuation
  - d. Complexity of sentence structure
    - i. Verb voice used
    - ii. Clause structure (compound, complex, compound/complex)
      - 1. Did the student use coordinating conjunctions?
      - 2. Did the student use subordinate conjunctions?
      - 3. Where are dependent clauses used (beginning, middle, end)?
      - 4. Type of clauses (preposition phrases, adverb phrases, etc.)
- D. Discourse Analysis
  - a. Correct elements of discourse
  - b. Discourse elements

### Fiction

- Characters

## Literacy and Dyslexia

- Plot
- Sensory detail
- Logical sequence
- Context

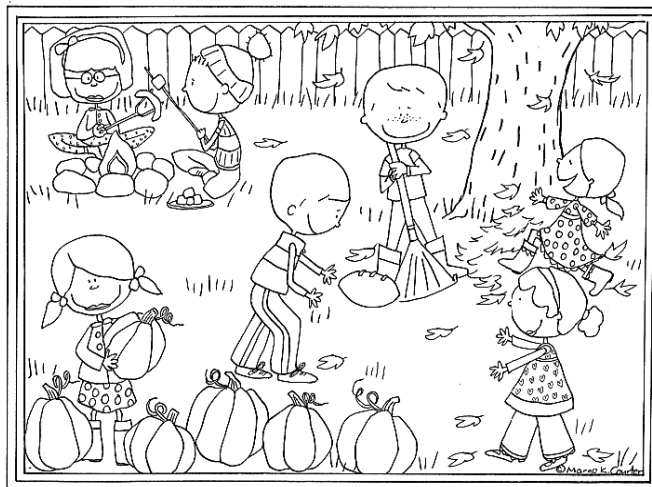
### Nonfiction

- Purpose of the writing
  - Persuade
  - Convince
  - Inform
  
- Logical sequence
- Introduction
- Body
- Conclusion

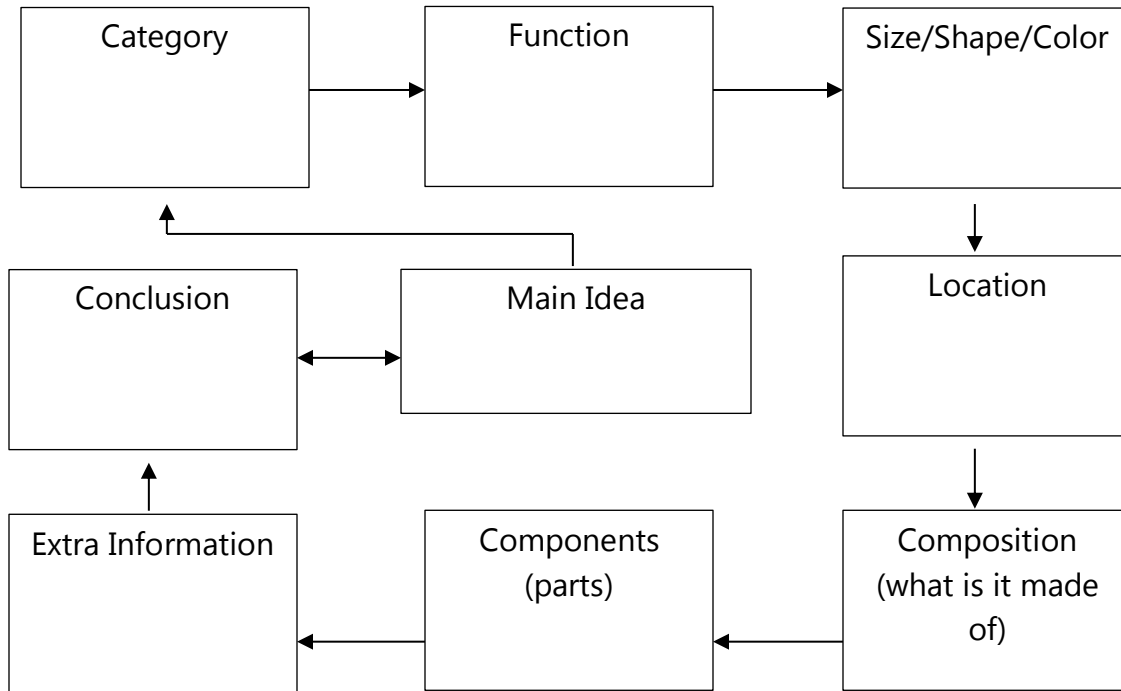
## Components of the Writing process

- Planning
- Drafting
- Sharing Ideas
- Evaluating
- Revising
- Editing
- Publishing (this can be in writing, orally, or both)

### Write a Story About a Picture

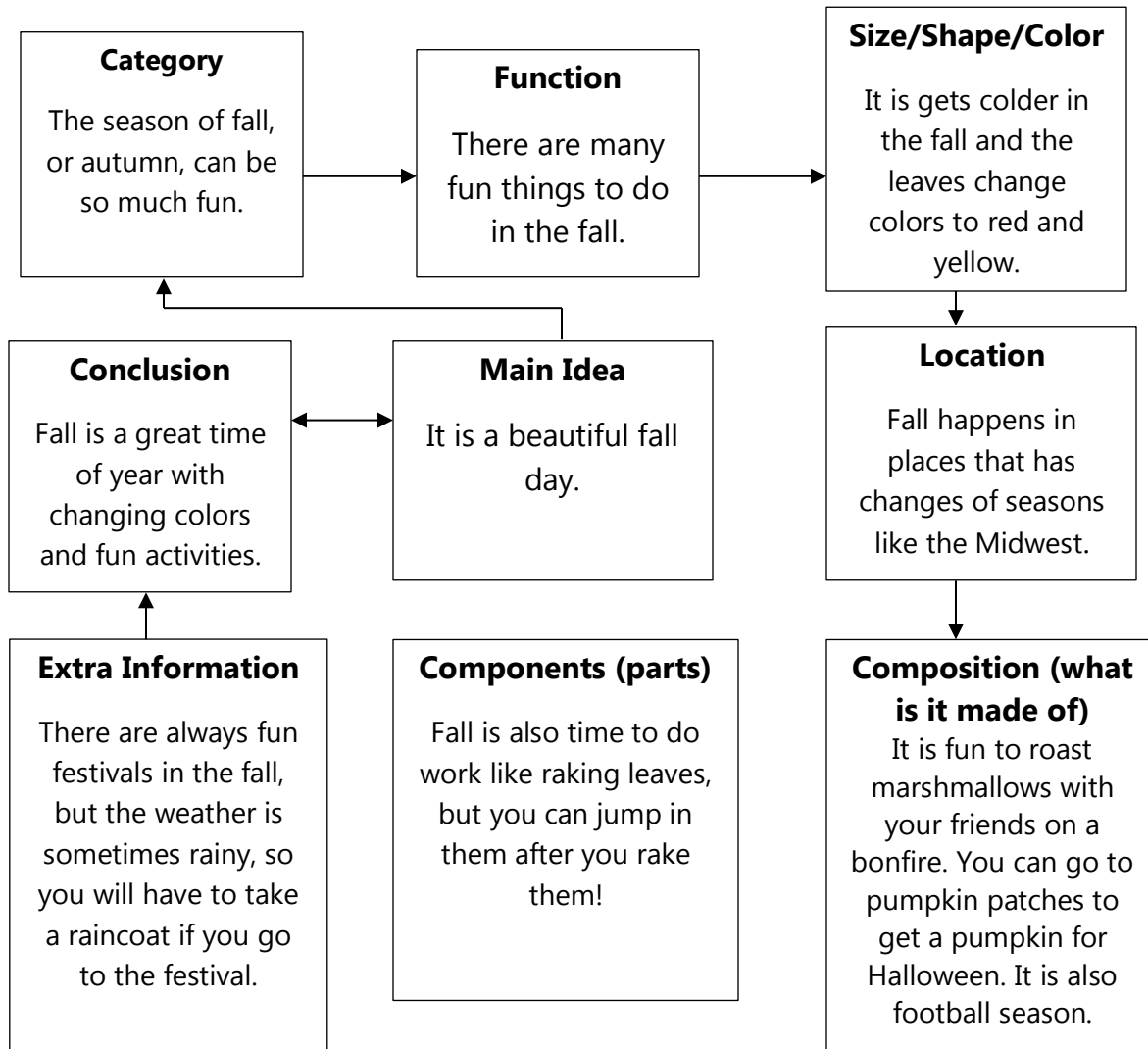


This mind map provides more specific information that must be included, which will provide the student more details for the story. An example is included at the end of the chapter.

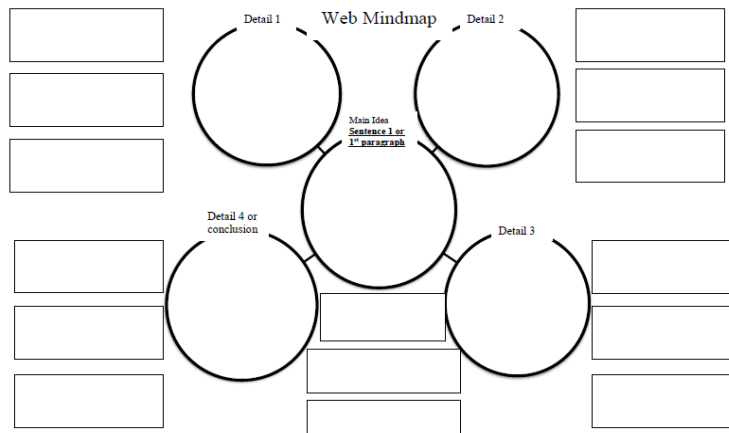


- **Main idea** – Introduction to the paragraph
- **Category** – What group it belongs to (e.g., season)
- **Function** – What one can do or what one could do with what is being described.
- **Size/Shape/Color** – Add details (e.g., the changing colors of the season)
- **Location** – Where one finds it.
- **Composition** – If describing an object, it would be the materials. If describing a scene, this may include activities.
- **Components** – If describing an object, this would include parts of the item (e.g., a tree has roots, a trunk, branches, and leaves.) This could also be the parts of an activity (e.g., “In basketball, there is a backboard, a hoop, a net, and a ball.”)
- **Extra Information** – Any other information that has not be included.
- **Conclusion** – Summation of the paragraph

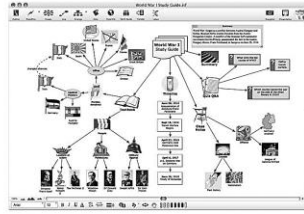
**Example for the Fall Scene Activity**



**Using a Mind Map for the Writing Components**



## Resources for Organization for Writing



## Reflection

Do you typically target written language expression?

## Conclusion

Students will write the way that they talk. Difficulty with morphology will impact phonology, semantics, and syntax. Difficulty with phonological awareness skills will lead to spelling difficulties. Difficulty with syntax will impact length and complexity of the sentences used in writing. Difficulty with vocabulary and retrieval will lead to reduced descriptions. Difficulty with supralinguistic skills will lead to concrete written language with difficulty identifying and maintaining the main idea and important details, summarizing information as well as justifying a position.

## Presentation Conclusion

