

Maximizing the Effectiveness of Your Language Therapy: Practical Intervention Strategies for Language Disorders



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Disclosures: Author of *Here's How Children Learn Speech & Language: A Text on Different Learning Strategies* (Plural Publishing), *Collaboration Among Teachers and Speech-Language Pathologists* (Courter Communications), and *See It & Say It Visual Phonics*

Before We Get Started

1. Today is for You!
2. Please consider turning on your Video
3. If you can, please change your name to also indicate the grade levels you serve (Margo Courter preK-12)



This is how you will look to me regardless!

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



About Me

- 35 years experience PreK-12th
- Board Certified Specialist - Child Language and Language Disorders
- Speciality Areas: speech and language disorders that impact learning
- Author of :

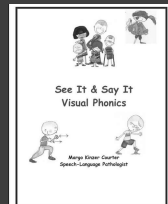
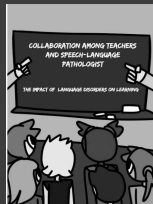
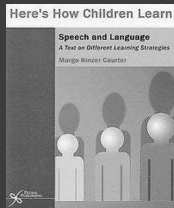


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Learning Outcomes



At the end of this presentation, our goal is that you will be able to:

1. Describe how to maximize the time you have with the students
2. Discuss five key ways to maximize
3. Discover strategies for EL students with language disorders
4. Learn strategies for each language domain that can be used for RTI or therapy

Links

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

www.courtercommunications.com

Shared Google Drive: English Learners (Emergent Bilinguals)

Stages of Acquisition and Strategies/Materials for each stage

<https://drive.google.com/drive/folders/1CROYobmaCeD5fHvHNIiKsXBQRz4TVc6q?usp=sharing>



Our Role as SLPs

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- Ensure educational relevance
 - We address personal, social/emotional, academic and vocational needs that impact attainment of educational goals
- Provide unique contribution to the curriculum (the skills of thinking and speaking are the same as for reading and writing)

**Offer assistance in addressing linguistic and metalinguistic foundations for learning for students with disabilities, those at risk and those struggling (ASHA 2010: Roles and Responsibilities of SLPs in the Schools)



Our Role as SLPs

- The skills of speaking and listening are the same skills for reading and writing
- Highlighting language and literacy ("SLPs contribute significantly to the literacy achievement of students with communication disorders as well as those at risk for school failure")
- Collaborate ("provide our expertise for language impact on speaking, listening, reading, and writing")

(ASHA 2010: Roles and Responsibilities of SLPs in the Schools)

Speaking and Listening to Reading and Writing

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

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

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

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What Research Tells Us:



Language Disorders

1. 80% of students identified as having a learning disability have a language disorder (Reed, 2005)



2. Children that are late talkers are at greater risk for academic difficulties especially in literacy and reading skills (Lewis 2007).

3. In a study of 8 year olds with reading comprehension deficits, these students demonstrated deficits in semantics and morphosyntax.



4. 70% of 4th grade and 71% of 8th grade English Language Learners (EL) scored below basic reading levels but research shows that effective literacy instruction can lead to grade level literacy skills (Waits, Campbell, Gau, Jacobs, Rex, & Hess, 2006)

5. For EL students, alphabet knowledge, phonological awareness, writing, oral language skills, and concepts about print in preschool children are predictors of reading and writing success in elementary children (The National Early Literacy Panel, 2004).

Speech Delays

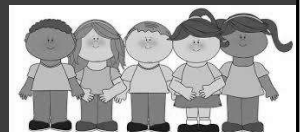
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1. Children with SSD are more likely to display lower performance on measures of reading and spelling than are children with typical speech abilities
2. Children at age 4 with speech delays are at higher risk for impaired phonological awareness skills

Since we often see students for speech impairments in kindergarten, first, and second grade, it is imperative to at least screen for phonological awareness skills (rhyming, blending, segmenting, and manipulating before we discharge.

Speech Delays

3. Children whose speech production problems persist until age 6; 9 perform worse on tests of reading, spelling, and phonological awareness than controls matched
4. Because dyslexia involve a deficit in phonology, it is plausible that individuals with dyslexia likewise show difficulty with speech production in some capacity.



Maximizing the Effectiveness of Your Language Therapy



Maximizing the Effectiveness of Your Language Therapy

1. Collaboration
2. Standards Based Goals
3. Explicit, Systematic, & Sequential Intervention
4. Build Background Knowledge
5. Increase Narrative Skills



1. Maximizing through Collaboration

1. Maximizing through Collaboration

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In the collaboration module, we looked at the different collaboration models, today we will provide more detail on how to use collaboration to maximize your language therapy effectiveness.

Collaboration: Who is the Team?

Who do you need to collaborate with?

Collaboration: Myth or Fact

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

Roadblocks

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

Luja, (2005). Only 11 out of 23 teachers participating in grade level collaboration reported a positive experience with collaborating.

Disciplinary egocentrism may result from the lack of exposure to other disciplines (Richter, Paretti, and McNair, 2009).

Collaboration Definition

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

Synonyms



Antonyms



Collaboration Considerations

1. Voluntary relationship
2. Equal in contribution and decision making power
3. Shared goal
4. Serving students in least restrictive environment
5. ESSA: Progressing students (including those with disabilities and EL) in the regular curriculum
6. Collaborating during RTI/MTSS to provide differentiated support

Benefits of Collaboration

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

Maximize Your Effectiveness: Collaboration Models

11-
13

- Lead Teacher
- Sections or Centers
- Team Teaching
- Consultation Model
- Resource Services or Alternative Collaboration Setting



Great Way to Communicate

Example: Student A

https://docs.google.com/document/d/1oMXuox0c63OJL8cGgmVyl393s_lgbRts3ZaRq5v-wnc/edit?usp=sharing



Resource

<https://www.qrcode-monkey.com/>

NOTES: May have to switch to Safari as default app to open in Google docs

May need to download from the App store: Google Docs: Sync, Edit, Share

Stages of Collaboration

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- * Initiate and build relationships.
- * Assess by gathering information. Discuss strengths and needs of the parties involved.
- * Prioritize issues and set goals.
- * Select strategies:
- * Implement
- * Evaluate
- * Refine: Goals and strategies

Resources

Strategic Learning in the Classroom

<https://www.proedinc.com/downloads/10619ch01.pdf>

Specific Learning Disability Strategies

https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html

Classroom Strategies

<https://www.readingrockets.org/strategies>

Reflection

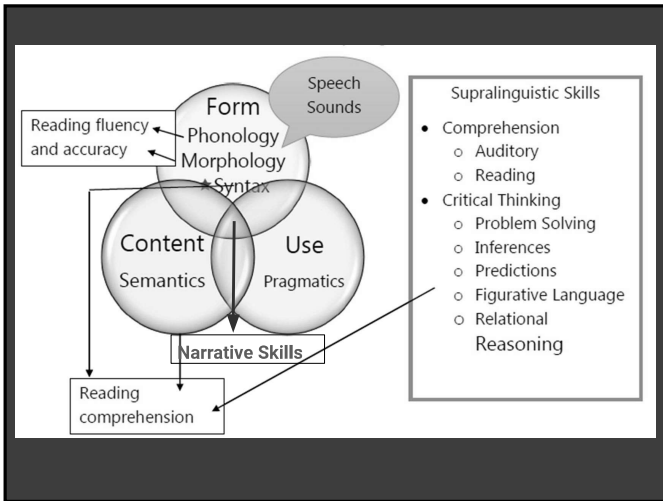
- How do you collaborate with other educators?
- Have you formally used any of these models?
- What has worked well and what challenges have you had?



****Scenario: 3-5th grade

Student has difficulty with ...

- Using common affixes and roots as clues to the meaning of a word.
- Determine or clarify the meaning of unknown and multiple-meaning words
- Expand, combine and reduce sentences for meaning, reader/ listener interest and style.
- Compose narratives to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
- Analyze information demonstrating the ability to solve a problem efficiently.



2. Maximizing through Standards Based Goals



2. Maximizing: Standards Based Goals 15

Public schools are required to benchmark students three times a year.

Ask for access to student report (student profile report, student instructional report, etc)

How to Build Your Language Goals Around Standards

Using Benchmark Assessments

Example from MAP (NWEA) 2nd grader

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

- Understands how the prefix re- changes the meaning of a word
- Understands that the suffix -est creates the superlative
- Uses definitions of roots and affixes to determine word meaning

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

- Uses context to determine the meaning of a phrase

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

- Categorizes common people, places, or things
- Describes picture with words
- Sorts words into a named category
- Word Nuances and Shades of Meaning

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

- Understands precise connotations of words with similar meanings
- Uses context to determine the meaning of idioms
- ... Decodes words with the prefix re-

6 Step Process to Align with Academic Standards

Info from Blosser, DeFur, and Flynn

Review the classroom materials and analyze instructional style



Collaborate by Choosing a Model of Collaboration



Design and implement goals and interventions

Info from Blosser, DeFur, and Flynn

3. Maximizing through Explicit, Systematic, & Sequential Intervention

3. Maximizing through Explicit, Systematic, & Sequential Intervention

- **Explicit** – Clearly defined for the student
- **Systematic**– Preestablished routines (I Do, We Do, You Do)
- **Sequential and Cumulative** – Preplanned activities that build new skills on previously targeted and mastered skills
- **Diagnostic** – Gathering data, reviewing that data, using this data to drive what the student needs to target

Lesson Plan for Explicit and Systematic Instruction

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

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

4. Maximizing through Building Background Knowledge

Building Background Knowledge to Target Language Skills

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

Accessing Background Knowledge

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

Steps in Gaining Background Knowledge

Step 1: Assess current background knowledge about a topic

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

Example:

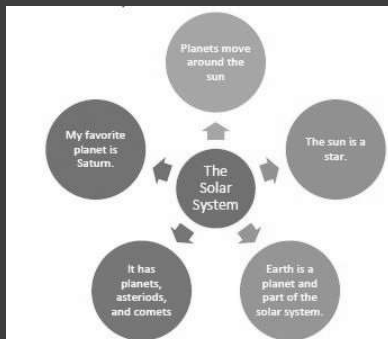
The respiratory viruses are spread mainly from person-to-person.

Agree Disagree

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

Agree Disagree

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



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

Knowledge Rating Scale

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

Steps in Gaining Background Knowledge

Riddles for Individual and Group Discussion

Have the students turn to other students to discuss a question that you pose.

Example: Solar System

There are millions of these things
Which are seen in the sky at night
The closest one to planet Earth
Is called the sun which shines so bright

They come out at night without being called, and are lost in the day without being stolen. What are they? (Stars)

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

5. For English Learners, the following suggestions are made Breiseth (2021)

<https://www.colorincolorado.org/article/background-knowledge-and-ells-what-teachers-need-know>

- Look for key concepts, events, and references that students will need to understand the lesson (1-3 above will support this).
- Pay particular attention to information that an English only student would be expected to know such as names of places, daily activities that may vary across countries, cultural customs, and events from pop culture, etc.

Build Background Knowledge

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Direct Approaches

Use Experiences that Families May Have Had or Are Having

- a. Trips to museums, art galleries, outdoor labs
- b. Vacation destinations (past and present)
- c. Trips to parks
- d. Camps
- e. Plays/performances

Field Trips

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

(Indirect approach: Virtual Field trips)

Indirect Approaches

Narrative Development

Preview

Picture Book and Graphic Novels

Stopping points to discuss what is happening

Use videos or virtual field trips

Hands on Projects

Direct Vocabulary Instruction

This includes a linguistic and nonlinguistic representation of the word. Nonlinguistic would include: a picture (mental then drawn) or physical sensation (see, smell, touch, hear, taste) such as watch a video, act it out, make it, hear it, etc.

Sustained Silent Reading

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

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

For English Learners

- Evaluate material for cultural relevance.
- Avoid making assumptions about what background knowledge students
- Use pictures, real objects, maps, anchor charts, or personal experiences. Relate material to students' lives when possible.

For English Learners

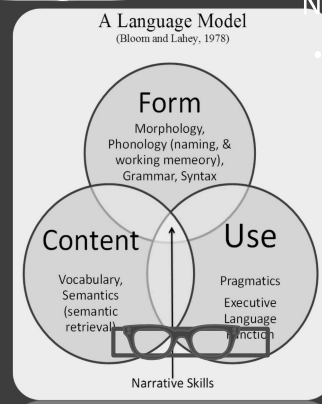
- Explaining concepts and labeling them with key words ELLs can remember. For example, "This is the Statue of Liberty. Liberty means freedom. Liberty means libertad. The people of France gave us the Statue of Liberty..."
- Create materials in L1 to support new learning.
- Use sentence frames.

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

5. Maximizing through Building Narrative Skills

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5. Maximize through Building Narrative Skills



- Supralinguistic Skills
 - Comprehension
 - Auditory
 - Reading
 - Critical Thinking/ Problem Solving
 - Inferences
 - Predictions
 - Figurative language

Narrative Skills



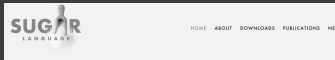
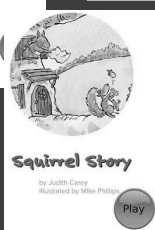
1. Retelling a story requires language comprehension, memory, and strong oral language skills
2. Children that enter kindergarten with sophisticated narrative skills have an educational advantage

Narrative Skills



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

Apps and Software



SUGAR
Sampling Utterances and Grammatical Analysis Revised

Types of Narrative Skills

Scripts

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

Recounts

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

Accounts

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

Event Casts

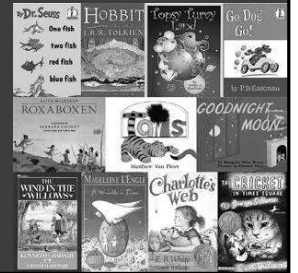
Explaining an ongoing activity, reporting on a factual scene, or telling about a future plan.

Fictional Stories

- Relating past, present, or future events that are not real. The events being described focus on someone or something attempting to carry out a goal.

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Narrative Development Checklist



Cultural Elements

Common Cultural Elements

The following are features that are most common across cultures.

- * Initiating events
- * Conflicts
- * Attempts to solve the problem/conflict
- * Consequences of those attempts
- * Conflict resolution

bilinguistics.com

Based on Culture

The following elements are based on culture.

- * Uses of an internal response
- * Discourse markers (well, then, now)
- * Acting as either a listener or participant
- * Embedded stories (flashbacks of information or editing cues while retelling)

Based on Culture

The following elements are based on culture.

- * Causal relationships (relationship between an event and the second event)
- * Causal chains (series of events from the beginning to the end of the story)
- * Identification of protagonist

Use Wordless Books to Assess

1. Choose a wordless book (some are listed)
2. Allow the student to go through the book
3. The SLP can provide hints or allow the student to go through on his/her own
 - a. Pointing to pictures and using sounds (ooh, ahh)
 - b. For older students, tell them that they have to include story elements

- ❑ Heaps: Unrelated story elements with no seeming organization (2 years)
- ❑ Sequences: Story elements are topically related, but not causally linked (2-3 years) May include a central character, topic, or setting
- ❑ Primitive Narratives: Concrete theme but little interrelation between story components. May include expressions, posture, etc (3-4)
(<http://www.speechtherapyct.com>)

- ❑ Unfocused Chain: Related from one part to the next; not from beginning to end (4-4 ½). Includes cause/effect (culturally dependent)
- ❑ Focused Chain: Good connections between story parts, all related to a central theme but may not have a conclusion (5 years)
- ❑ True Narrative: Well developed story with internal plans, morals (culturally dependent), and forward motion to all elements
(<http://www.speechtherapyct.com>)

- ❑ Narrative Summaries: Brief generality that provides a broad overview. Telling some of the story in whatever way that makes sense (7-11)
- ❑ Complex Narratives: Includes use of flashbacks, fantasy, stories within stories, divergence from a central plot (11-12)
- ❑ Analysis: Breaking down the plot, characters, conflict, conflict resolution (13-15)
- ❑ Generalization: Can generalize to other narratives or other situations (16 to adulthood)

Video 1

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

<https://drive.google.com/file/d/1Duzq-CqKDrqphYe3rYN7QzWLhp3Wtv7B/view?usp=sharing>

Video 2

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

<https://drive.google.com/file/d/1VVl-4ITak08BqQwJNLlWlIw5zhBpodG8/view?usp=sharing>

↑ Narrative Skills for Young Children

- Read books without stopping, so children can hear the entire sequence and flow of the story
- Frequent reading of books in class and home
- Books in the primary language ☀
- Rereading of developmentally appropriate books
- Books coordinated with ongoing classroom activities



↑ Narrative Skills for Young Children

- Recall the main events of the story, asking what happened next: "Then where did Spot go?"
- Ask clarifying questions: "Why was Sally looking for Spot?"
- Pictures, props, flannel or magnet boards to tell stories.
 - Leave the flannel board and story pieces out after story time for children to explore
- Draw pictures



↑ Narrative Skills for Young Children

- Act out nursery rhymes or stories with puppets
- Add to favorite stories
- Change the ending
- Expand Sentences through questioning



Story Elements through Questioning

Who	Characters Shannon and Adrienne were best friends in middle school.	
What	Plot Shannon and Adrienne were best friends in middle school until Adrienne joined a group of girls who weren't very nice.	
Where	Setting The story takes place mostly at Shannon's house and at school.	
When	Setting Shannon is in middle school.	
Why	Conflict/Conflict Resolution Shannon and Adrienne experience the issues that happen in middle school. This includes how to pick your friends. In the end, Shannon chooses girls that are nice to her and have the same interests.	



Increasing Narrative Skills for Complex Narratives, Analysis and Generalization

Fiction

- ? Difficulty understanding story elements
- ? Taking character or author perspective
- ? Understanding the theme

Nonfiction

- ? Main idea and supporting details
- ? The purpose of the writing
- ? Using limited background knowledge as facts in the story



Difficulty Understanding Fiction

Step 1. Read passage (may need to use high/low readers i.e.: High Noon books)

Step 2. Use main idea and supporting details highlighting strategy

Highlighting Strategy for Main Idea and Details

Highlight the main idea in one color.

Highlight supporting details in another color

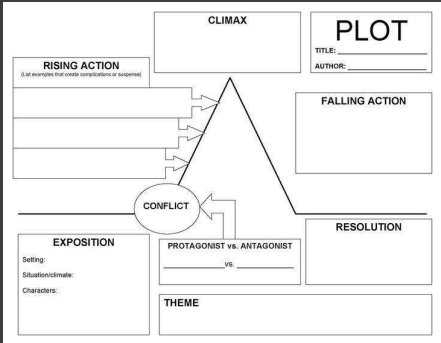
Rosa Parks was born February 4, 1913 in Tuskegee, Alabama. She spent her childhood in Alabama. When she was 11, she enrolled in the Montgomery Industrial School for Girls. Later, she worked as a seamstress in Montgomery.

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.



Difficulty Understanding Fiction

Step 3: Use a Plot Diagram to breakdown the story



Common Themes in Children's Literature Include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Courage • Friendship • Belonging/Identity • Family • Loss/Grief | <ul style="list-style-type: none"> • Growing Up • Anger • Suffering • Jealousy • Love |
|---|--|

Step 4: Author or character perspective

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

Character: _____

<i>Beginning of the book (Thoughts, Actions, Dialogue)</i>	<i>Interpretation of these events</i>

<i>Middle of the book (Thoughts, Actions, Dialogue)</i>	<i>Interpretation of these events</i>

Character: _____

<i>End of the book (Thoughts, Actions, Dialogue)</i>	<i>Interpretation of these events</i>

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

<https://drive.google.com/file/d/1947fB-MNL7v0Jt7ug55-0Moudye8qHe6/view?usp=sharing>



Theme:

Friendship, Growing Up

Plot Summary

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



Characters

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

Setting

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

Conflict

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

Climax

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



Conflict Resolution

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

Conclusion of the Story

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



Narrative Example

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Lesson Plans for Graphic Novel/Picture Book

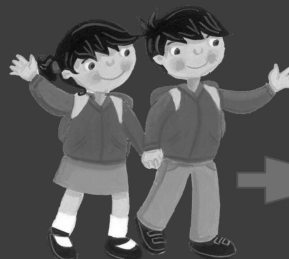
Subject: Real Friends by Shannon Hale and Leiyen Pham
Grades: 3rd-6th
Theme: Friendship
Summary: Shannon and Adrienne have been best friends ever since they were little. But one day, Adrienne starts hanging out with Jen, the most popular girl in class and the leader of a circle of friends called The Group. Everyone in The Group wants to be Jen's #1, and some girls would do anything to stay on top even if it means bullying others.
Characters:

- Shannon, an imaginative but insecure girl who struggles to find a place amongst her group of friends at school. She had 4 siblings. Beginning of 4th grade, she gets glasses.
- Adrienne, her easygoing and pretty best friend.
- Jenny, the most popular girl in school; She had 8 siblings.
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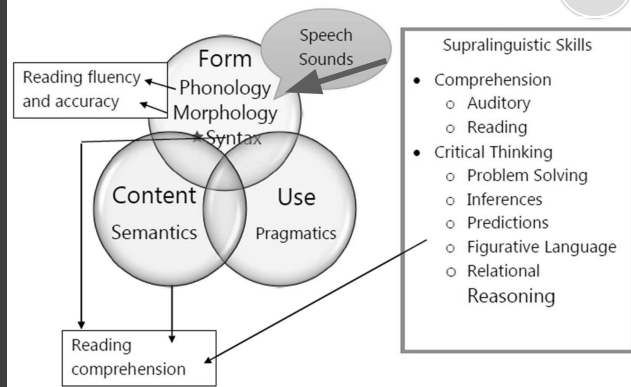
Setting: Salt Lake City, Utah. The story revolves around the feelings of Shannon as she navigates friendships and sibling rivalry with her older sister, Wendy.
Conflict: Shannon loses her best friend, Adrienne, to The Group. She tries to be part of the group but is often left out because everyone wants to please Jenny.
Climax: Shannon was gaining popularity in the group, and Jenny wanted her out of the group. On page 100, during a game of Red Rover, Shannon comes to this realization. On page 132, Shannon decides to leave the group.



Narrative development is a powerful predictor of academic achievement and requires strong receptive and expressive language skills



Maximizing for each domain



Morphology Objectives

1. Discuss inflectional, derivational and compound words as part of morphology
2. Determine strategies for each area
3. Demonstrate how to use the 5 maximizing strategies for morphology

Evidence: Morphology

1. Morphological awareness has a significant impact on reading in the early years
(Nunes, Bryant, and Bindman, 2006)

Evidence: Morphology/Syntax

3. 6 year old inflectional spelling is a predictor of morphological awareness performance at age 8
4. Targeting morphology has been shown to improve language and literacy outcomes



6. A morphological intervention program for grades 5-10 English Language Learners that included 12 units that systematically teach sets of derivational morphological endings through word, sentence, and paragraph activities. Gains were noted after 8 weeks. Morphological usage increased by at least 24% and spelling by at least 30%(Green, Garza, Hauck, Ruiz, Siordia, 2011).

7. Morphological instruction improves phonological awareness, vocabulary, reading and spelling success in elementary children

EL Students

10. For EL students, teachers must be explicit and clear about how morphemes function and behave in English (Hickey and Lewis, 2013) and understand them in the native language

Understanding Morphology in Native Language

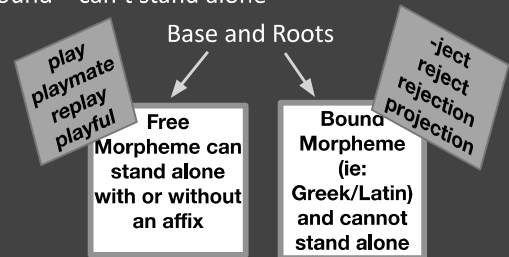
In English, children master inflectional morphology before derivational. For students who are EL, the systematic approach may differ based on how morphemes work in the first language.

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

Inflections, Compound, and Derivations

Types of Morphemes

- Free – can stand alone (Anglo-Saxon in English)
- Bound – can't stand alone



Inflectional Morphemes

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- Inflectional morphology aspects of the grammatical function of a word and includes number, tense, person, case, and gender.
- All inflectional morphology usually produces different forms of the same word rather than different words (leaf/leaves, write/writes).

Link to EL: Determine if there are inflections in the L1

Order of Acquisition in English

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

Brown does not list -er and -est but

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

Compound Words

Compound Words

In English, joining together of 2 or more free (can stand alone) words

Inflectional Morphology

In English, includes plural, verb tense, possessive, and comparative/superlative adjectives and adverbs

Determine derivations in L1

Derivational Morphemes

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

Steps in Morphology Intervention

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Explicit, Systematic, and Sequential

Based on what we know about the L1 for English Language Learners, we may not follow this same progression.

- Introduce the concept of morphology and provide many relevant examples.
- Discuss importance of morphology (understanding the smallest unit of meaning)

Explicit

Explain of target patterns and examples

- 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, possessive, third-person singular, present tense, past tense, present participle, comparative degree, and superlative degree
- Rule of thumb: Not given their own words in the dictionary and doesn't change the basic meaning of the word

- Compound - 2 or 3 words that mean something different when combined (i.e.: sun and moon can be combined with light for sunlight and moonlight.)

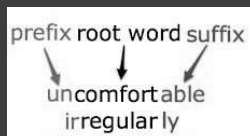
Derivational- base (root) words to which affixes or word beginnings or endings, can be added to change meaning (leaflet, writer, rerun) and

- There are base words to which affixes can be added to which change the meaning
- Have separate dictionary headings
- Affixes and roots are also known as bound morphemes.

Systematic and Sequential

Intervention then focuses on identifying the regularities or patterns of morphology in language.

Strategies for Morphology



Inflectional Endings:
Use scenes from
Pictures in the classroom



Today: She is splashing in the puddle.
Yesterday: She splashed in the puddle.
Tomorrow: She will splash in the puddle.
Possessive: It is the girl's umbrella.
-er and -est: The mommy bird is bigger than the baby bird. The grass is bigger than the flowers. The tree is the biggest plant in the picture.

Describe the picture using inflectional endings and early developing morphology

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Highlighting Inflectional Endings

Step 1: The speech-language pathologist or teacher highlights the inflectional endings. May only begin with the inflectional morphemes that are present in both languages.

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

Step 3: The student reads the words and sentences.

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

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

Activity

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

Compound Words

- In English, 2 free morphemes (sun light= sunlight)
- English-speaking children show an understanding of compound words in the preschool years, with age-related increases until approximately 5 years (Clark, Hecht, & Mulford).

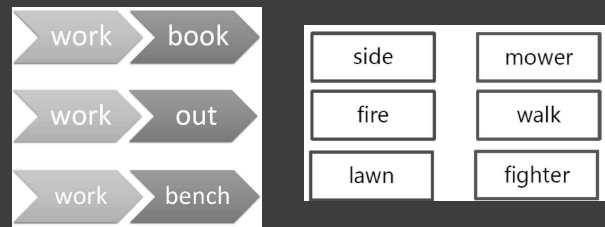
Examples & Resources

Examples in your handbook for Chinese, German, Dutch, Greek, and Hungarian

Resources for Arabic, Spanish, and Chinese

Specific Compound Strategies

Compound Creation



Note: You may want to start with words where one of the parts of the compound word stays the same. For example: work - workbench, workbook, workday, workhorse, workhouse, workout, workroom, workshop, worktable



















Activities

1. How many words Can You Make?

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

***Anchor Charts

Compound Words with Work		Compound Words		
 worksheet	 football	 cupcake	 rainbow	
 workshop	 honeycomb	 sunglasses	 skateboard	
 woodwork	 whiteboard	 baseball	 backpack	
 footwork	 workbook	 playground	 homework	

2. Meet a Friend

- Each student has a base word and walks around to find another student that would have a word that would go with it and make sense.
 - A picture or the words can be added to the base Duplo block that would provide a cue for the two words that would come together.
 - An anchor chart could be posted in the front of the room that would contain each compound and a picture to go with it.



3. Compound Word Memory Game

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

side	mower
fire	walk
lawn	fighter

***Compound Puzzles

work	book
work	out
work	bench
foot	work
team	work
home	work

Resources



Derivational Morphology

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EL Resource

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


Front:

auto

She wrote an autobiography about herself.


Back:

Self



Maximizing the Effectiveness of Your Language Therapy: Morphology

- Collaboration
- Standards Based Goals
- Explicit, Systematic & Sequential Intervention
- Build Background Knowledge
- Increase Narrative Skills



Collaboration

Review classroom materials and choose words that are appropriate for morphological instruction.

- o PreK – 2nd grade: link inflectional and compound words from speaking and listening to reading and writing. Target most common affixes that the student will hear in the classroom or in the community.
- o 3rd – high school – look for the most common Greek and Latin roots and affixes.

Preteach

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

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards

English Language Arts Standards »
Language » Kindergarten

PRINT THIS PAGE

Standards in this strand:

CCSS.ELA.LITERACY.LK.1	CCSS.ELA.LITERACY.LK.2	CCSS.ELA.LITERACY.LK.3
CCSS.ELA.LITERACY.LK.4	CCSS.ELA.LITERACY.LK.5	CCSS.ELA.LITERACY.LK.6

Conventions of Standard English:

CCSS.ELA.LITERACY.LK.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA.LITERACY.LK.1.A
Print many upper- and lowercase letters.

CCSS.ELA.LITERACY.LK.1.B
Use frequently occurring nouns and verbs.

CCSS.ELA.LITERACY.LK.1.C
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dogs, wishes).

English Language Arts Standards »
Language » Grade 1

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Standards in this strand:

CCSS.ELA-LITERACY.L.1.1	CCSS.ELA-LITERACY.L.1.2	CCSS.ELA-LITERACY.L.1.3
CCSS.ELA-LITERACY.L.1.4	CCSS.ELA-LITERACY.L.1.5	CCSS.ELA-LITERACY.L.1.6

Conventions of Standard English:
CCSS.ELA-LITERACY.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A
Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B
Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop).

English Language Arts Standards »
Language » Grade 2

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Standards in this strand:

CCSS.ELA-LITERACY.L.2.1	CCSS.ELA-LITERACY.L.2.2	CCSS.ELA-LITERACY.L.2.3
CCSS.ELA-LITERACY.L.2.4	CCSS.ELA-LITERACY.L.2.5	CCSS.ELA-LITERACY.L.2.6

Conventions of Standard English:
CCSS.ELA-LITERACY.L.2.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.1.A
Use collective nouns (e.g., group).

CCSS.ELA-LITERACY.L.2.1.B
Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

CCSS.ELA-LITERACY.L.2.1.C
Use reflexive pronouns (e.g., myself, ourselves).

CCSS.ELA-LITERACY.L.2.1.D
Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.4.4.B
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

CCSS.ELA-LITERACY.L.4.4.C
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-LITERACY.L.4.4.D

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.4.A
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.4.B
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

CCSS.ELA-LITERACY.L.9-10.4.C

Goals based on Standards

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

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

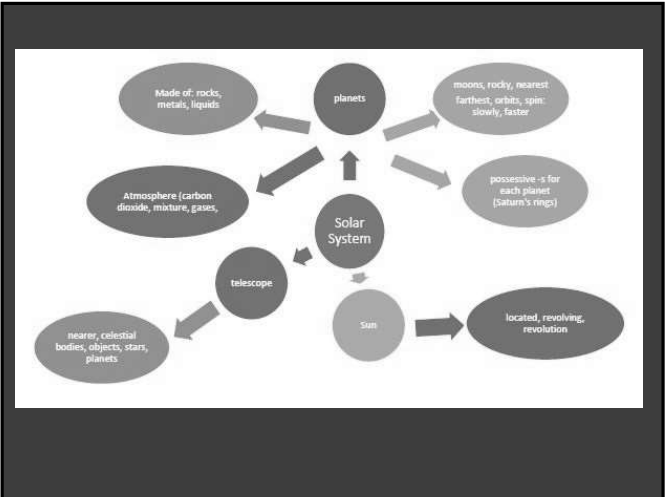
Explicit, Systematic, and Sequential Intervention: Lesson Plan

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice. (Example: Mastery of 3 rd person regular verbs Listening/Speaking 35-40 months Reading/Writing 1 st grade standard	
State Purpose or Goal (explicit instruction)	Today, we will talk about action words that end in -en. Words like broken, spoken, written. We use these -en action words, also called verbs, to describe an action that is already completed.	
Practice Language Target	Warm up exercises (Previous learned language skills in the sequence of mastery) Practice of other inflectional verbs mastered	
Introduce New Concept (I Do)	Explicit and direct teaching of new target by therapist demonstration The sun has risen means that it already happened. The pencil is broken means it already broke. She has spoken to the group means that she	


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

Building Background Knowledge


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



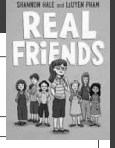
Narrative Development and Morphology Together




Inflectional Morphology		
	Words	Page #
Plural -s:	friends	1, 6, 7
	girls, cheerleaders	9
	twins	25
Possessive -s:	Adrienne's	25, 27
	Tammy's	26, 27
	Bronson's	26
	Jen's	41
-ing:	starting	6
	playing	13
-ed:	wanted	5, 9
	started	5



Irregular past tense	went	37
	were	37
	felt	43
3 rd person singular:	says	7
	wants	11
	means	26
Comparative/superlative:	faster	25
	later	32
	fastest	40
-en	unspoken	55



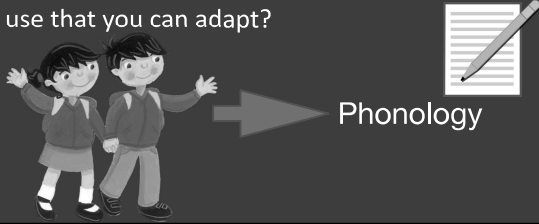
Derivational Morphology		
-ly	exactly	9, 46
	heavenly	26
	officially	45
-ful	wonderful	25
-ive	sensitive	57
	creative	92
	electives	191
-ous	righteous	59
	mysterious	96
	obnoxious	103
-er	runner	40
	babysitter	80
-ity	popularity	88
	personality	89
-ine	examine	92
-tion	Revolution	107
	tradition	127
-less	worthless	111
un	unlike	40
	unspoken	55



Compound Words		
myself		5
anymore		8
downstairs		8
cowboys, cheerleaders		9, 12

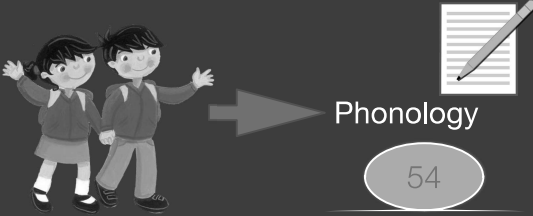
Reflection:

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



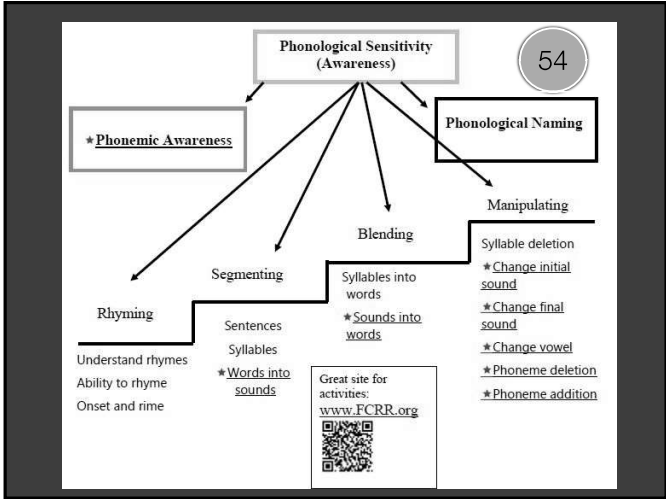
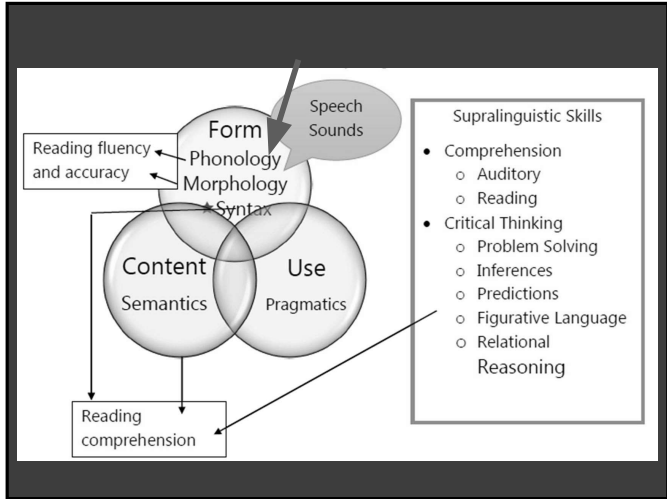
Phonology

Targeting morphology has been shown to improve language and literacy outcomes



Phonology

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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:

Phonemic Awareness

Auditory discrimination: Distinguish 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

Definitions

Phonological Short Term Memory

- 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)

PSTM

For children who are experiencing vocabulary or literacy difficulties (e.g., decoding or spelling), an assessment of PSTM may be particularly important. PSTM is typically measured using NWR tasks, which are designed to measure phonological processing efficiency independent of lexical knowledge

NWR requires PSTM because to repeat a nonword, a person has to maintain an accurate phonological representation of unfamiliar phonological information in memory

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"

Manipulation

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

Definitions

Phonological Naming

- Providing sounds to go with the letters
- Matching phonemes and graphemes (sound –symbol)
- Decoding
- Errors in pronunciation of words (beenoculars, conoculars for binoculars)

Turn into a receptive task

Research

Phonological Awareness Skills

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

Research

Phonological Awareness Skills

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).

PA and EL

"Instruction that provides substantial coverage in the key components of reading (PA, phonics, fluency, vocabulary, and text comprehension) — has clear benefits for EL. The research suggests that adjustments to these approaches are needed to have maximum benefit with language-minority students."

2. EL students with strong phonological awareness skills in English demonstrated a higher potential for reading achievement in later years (Genesee, Lindholm-Leary, Saunders, Christian, 2005)
3. Phonological awareness skills transfer back and forth between the native language and second language (Dickinson, McCabe, Clark-Chiarelli, & Wolf, 2004; Cardenas-Hagan, Carlson, Pollard-Durodola, 2007).

Irugo (2015)

1. Before phonics instruction, student must have PA skills
2. ? is L1 a alphabetic or nonalphabetic language?
3. Must be able to perceive and produce English phonemes with some degree of accuracy
4. Explicit Instruction!!!!

Speech Delays and Literacy

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

Research

Phonology and Speech Production

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

4. Kirk and Gillon (2007) 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.

Phonological Awareness Assessments

- LAC 3
- APP: Profile for Phonological Assessment (ProPA) SmartyEars \$29.99
 - Generates a report
 - % of correct
- Phonological Awareness Test (Linguistics) ages 5-9;11 \$179.00
 - Standards scores
 - Computerized scoring \$90.00
- Phonological Awareness Skills Test (PAST)
- Test of Phonological Awareness in Spanish (TAPAS)



Order of Acquisition & EL Considerations (Moats and Tolman, 2009)

Age	Skill	EL Consideration
4 years	Rote imitation of rhymes and alliteration	Are there rhyming words in L1 and what is the function?
5 years	Rhyme recognition (which word doesn't belong)	Are there rhyming words in L1 and what is the function?
	Recognize phonemic change in a word (Brown Pear, Brown Pear, What do you see?)	Is the student familiar with the story? Is the change in phoneme a sound that is in L1?
	Clap out syllables (Target 2 and 3 syllables then move to 1) Begin with compound words	Is the L1 more monosyllabic or multisyllabic? Does the L1 have compound words? If not, begin with words that match the syllable pattern in the L1. Use Google translator to present words in the L1 for the students to segment.

5 ½ years	Can separate a word into its phonemes (segmenting sounds in a word)	When the students state the phonemes, are discrimination errors present? Are these errors based on differences in L1 and L2?
	Blend onset and rime (c at = cat)	Is there onset and rime in L1 and what is the function?
	Produce a rhyming word	Are there rhyming words in L1 and what is the function?
	Tell the first sound in a word	Target first with a beginning sound that exists in both languages (i.e.: First sound in baby. The /b/ sound is in both languages)
6 years	Can delete (manipulate) part of a compound word or a syllable from a two syllable word	Does the L1 have compound words? If not, begin with words that match the syllable pattern in the L1.
	Blends 2 or 3 phonemes	If the L1 is a multisyllabic language, this skill may be more difficult.
	Segment two or three phonemes in a word	If the L1 is a multisyllabic language, this skill may be more difficult.

6 ½ years	Segment three or four phonemes in a word	This is still a single syllable word. If the L1 is a multisyllabic language, this skill may be more difficult.
	Manipulate (substitute) a sound in a simple word to form a new word (Change the l in lip to /s/)	This is still a single syllable word. If the L1 is a multisyllabic language, this skill may be more difficult.
7 years	Delete sounds in the initial and final position (not including blends)	If the L1 is multisyllabic, may try a multisyllabic word
8 years	Delete initial sounds including blends	Are there blends in the L1?
9 years	Sound deletion for medial and final sounds	

General Ideas: 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.
- 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

Phonemic Awareness and Sound/Symbol

Visual Phonics program

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

Examples

- Lively Letters
- Zoo Phonics <https://zoo-phonics.com/>
- See It & Say It Visual Phonics Program



https://drive.google.com/file/d/1O1Ow2HX9XHAnWni6u8M6soYNhQhn_av/view?usp=sharing

Syllable Patterns in English

A syllable is a group of one or more sounds.

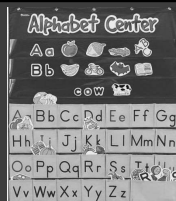
- The essential part of a syllable is a vowel sound (V) which may be preceded and/or followed by a consonant (C) or a cluster of consonants (CC or CCC).
- Students learn short vowels in closed syllables first (a vowel followed by a consonant).
 - o Possible patterns: VC, CVC, CCVC, CVCC, CCVCC, CCCVC
- Open syllables have the vowel without a consonant to close the syllable (CV).

Order of Acquisition

C (consonants)	<p>Student learns the letters and the sounds that go with each letter. As they begin to write words, in English, this could be a combination of letters. For example: the hard /k/ sound can be represented by /k/, /ck/, /ch/.</p> <p>Resource: https://english.stackexchange.com/questions/223378/the-pronunciation-of-the-word-window</p>
V (vowels)	<p>In writing, students learn short vowels first which means that words must have a consonant that follows the vowel to make it a closed syllable which in turn, makes the short vowel sound. (e: at, an, cat). Then they learn the long vowels with all of the variations of how to write those vowels.</p> <p>Resource: https://english.stackexchange.com/questions/223378/the-pronunciation-of-the-word-window</p>

Patterns in Order	Examples
VC	at, an, in, on, up
CVC	cat, cup, can, tin, pup
CCVC	stop, trap, stun, grit, frog, snap
CVCC	band, dump, bend, camp, sift
CCVCC	blend, frost, grasp, blank, twist
CCCVC	split, scrap, strap

Phonemic Awareness + Letter/Sound



Phonemic Awareness/ Segmenting/Blending

Slide and Say



Activity

Activity: One Syllable Words

Determine the number of sounds in each word.

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

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

Phonetically Regular Multisyllable Words

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

Touch and Count



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).

Minimal Pairs

Back sounds to front sounds (/k, g/ and /t, d/)

- car/tar
- Kim/Tim
- key/tea
- come/tum
- cap/tab
- coffee/toffee

/s, z, f/ and /t, d, p/ (Stopping)

- four/paw
- fan/pan
- cuff/cup
- half/harp
- sea/tea
- sail/tail

f, s, sh' and 'b, d,' (Stopping and voicing fricatives)

- fatman/batman
- phone/bone
- fox/box
- funny/bunny

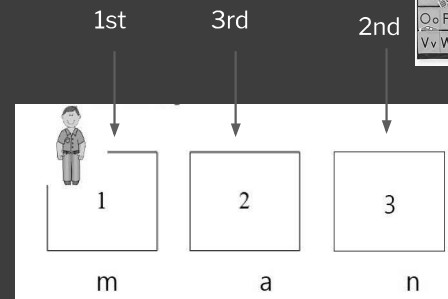
Final sounds

- car/cart
- tar/tart
- bee/bean
- no/nose
- moo/move/moon/moose

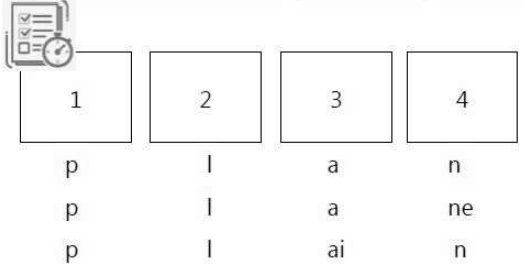
Margo's Word List

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

Phonemic Awareness + Letter/Sound/Retrieval



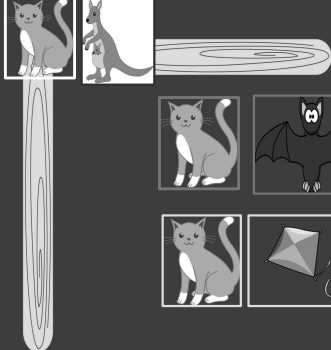
Consonant Blends 4th



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

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Dominoes



rhyme

Final or medial

Rhyming for Younger Children

66

By age 4, children enjoy books that rhyme.

By age 5, children can state which one does not belong when give a choice of 3 words.

By age 5, children have rhyme recognition.

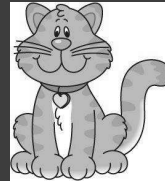
By 5 ½, children can rhyme words.

By 6 ½, they can manipulate an onset and rime to build a new word.



Which One Does Not Belong

- Give two objects or pictures, state the words, and ask if they rhyme
- Give the students 3 objects and ask which one does not rhyme

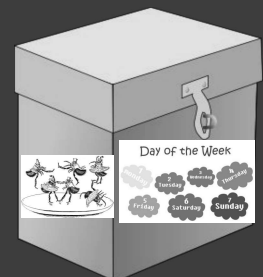
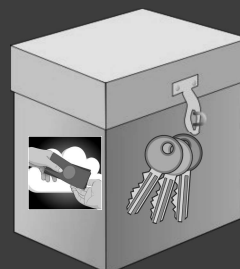


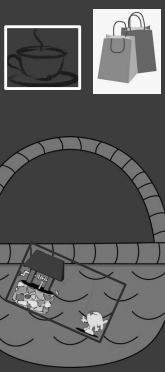
Hopscotch



By age 5, rhyme recognition

Matching Pictures (by 5 ½ years)





Mystery Object (6 ½ years)
 “It starts with /w/ and rhymes with dishes.”

Example for SSD

Starts with and rhymes with s/z	Starts with and rhymes with cluster reduction
Starts with /z/ and rhymes with cones	Starts with /fl/ and rhymes with tags
Starts with /s/ and rhymes with teas	Starts with /br/ and rhymes with bags
Starts with /z/ and rhymes with pays	Starts with /cr/ and rhymes with cabs
Starts with /s/ and rhymes with boys	Starts with /pl/ and rhymes with pans
Starts with /s/ and rhymes with mitts	Starts with /sl/ and rhymes with gabs
Starts with /h/ and rhymes with noses	Starts with /sl/ or can use /br/ and rhymes with sleds
Starts with /b/ and rhymes with toys	Starts with /bl/ and rhymes with tames

Segmenting

By age 5, students can count syllables in words.
 By age 6, students can segment words into phonemes (3-4 phonemes)
 By age 6 1/2, 3-4 phonemes

Segmenting

Words in Sentences
 Syllables in Words (age 5) - caterpillar (4), cowboy (2), cat (1)
 Sounds in Words (age 6 2-3 phonemes) - up (2) cat (3)
 Sounds in Words (age 6 ½ 3-4 phonemes including blends)
 brick (4)

From Reading Rockets

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”)

From Reading Rockets

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/.)

From Reading Rockets

3. As students are ready, progress to words with three phonemes, keeping in mind that words beginning with continuous phonemes (for example, sun) are easier to blend and segment than those with stop sounds (for example, top).
4. As students become more skilled at blending and segmenting, they may no longer need to hold sounds continuously, transitioning from “ssssuuunnn” to sun.

Blending

Students begin blending two or three phonemes by 6 years of age.

As stated in the Segmenting section, begin with continuant sounds.

Next, move to stop sounds making sure sounds remain pure.

Hear It and Write It

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

Blending

Mystery Card/Object

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

Educator states the sounds in a word
Students draw picture (Could also give a scene and have the student color or point to the object named)

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.

Activities for PA

Phonetically Regular Books

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



Manipulation

By age 6, students can delete part of a compound word or a syllable of a 2 syllable word.

By age 6, students can delete initial or final position including blends.

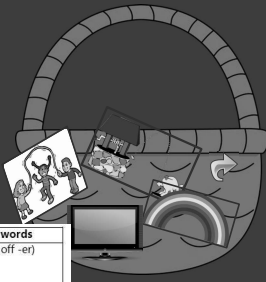
Manipulating

Silly Words

Provide each child with four connector pieces of a toy or game (e.g., Legos, pop-beads, trains). These connected pieces will represent each syllable in a four syllable word. Take off the first or last connector piece while also removing the first or last syllable of the word (e.g., kindergarten (4 syllables) becomes kindergarten (3 syllables) when you take off the last connector piece).

Activities for Manipulation

Drop Off, Add, or Change



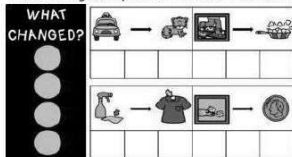
Compound Words	2 syllable words	3 syllable words
hotdog	season (take off sea or son)	computer (take off -er)
rainbow	raccoon	observing
snowball	reptile	invention
moonlight	invite	subtraction
sunlight	stolen	addition
sunset	robot	division
sunshine	spoken	understand
keyboard	smiling, running, jumping	reporter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

Resources

- Substitution activities and color pictures
https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF_PA_Substitution.pdf
- How to make sound spinners and flip books
<http://tickledpinkinprimary.com/2015/02/phoneme-substitution.html>

Pictures and Manipulatives

The following examples are from the resources listed below.



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



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

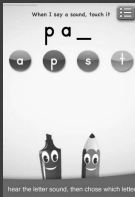
Overall Resources

- Florida Center for Reading Research (Student activities)
<https://fcrr.org/student-center-activities>
- Reading Rockets
https://www.readingrockets.org/strategies/blending_games
- Online Games
<https://www.ateachableteacher.com/online-phonemic-awareness-games/>

Apps

abc PocketPhonics

L'Escapadou Montessori Crosswords



<https://startairbeam.tv/>

App: Mirror Mac PC

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Maximizing the Effectiveness of Your Language Therapy: Morphology

- Collaboration
- Standards Based Goals
- Explicit, Systematic & Sequential Intervention
- Build Background Knowledge
- Increase Narrative Skills



Collaboration

The following ideas link phonology through collaboration.

Review classroom materials and choose words that are appropriate for phonological awareness instruction.

- o PreK – 2nd grade: Determine the phonological stage that your student is demonstrating. Pick words from the classroom that can be used to support this state.

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

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards

Review state academic standards for phonemic awareness (rhyming, blending, segmenting, and manipulating).

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

Goals based on Standards

Goal: Phonology

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

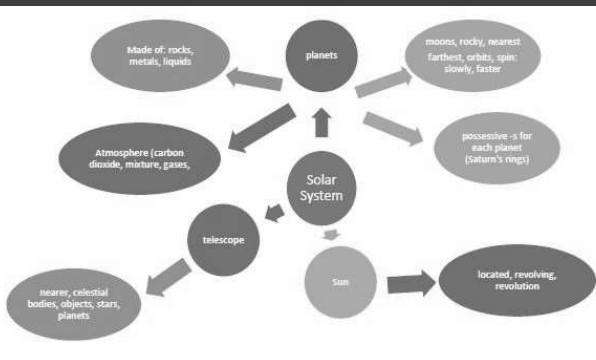
Explicit, Systematic, and Sequential Intervention: Lesson Plan

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

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

Building Background Knowledge

- * Choose a topic that is being discussed in the classroom.
- * Use these words for rhyming, blending, segmenting, and manipulating.



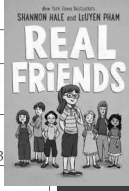
Narrative Development and Morphology Together



Inflectional Morphology		
	Words	Page #
Plural -s:	friends girls, cheerleaders twins	1, 6, 7 9 25
Possessive -s:	Adrienne's Tammy's Bronson's Jen's	25, 27 26, 27 26 41
-ing:	starting playing	6 13
-ed:	wanted started	5, 9 5

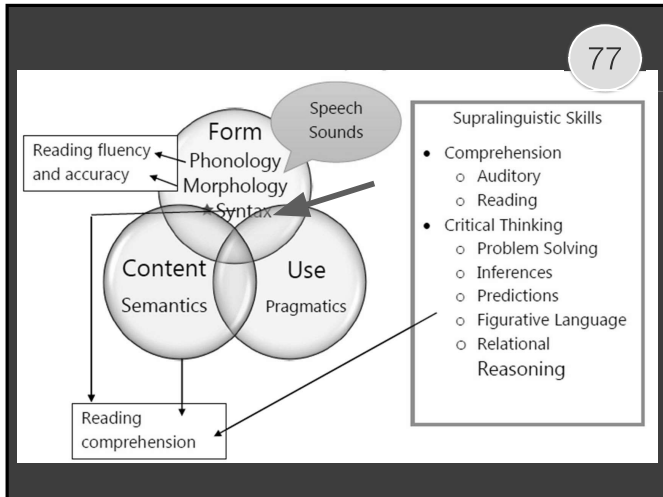
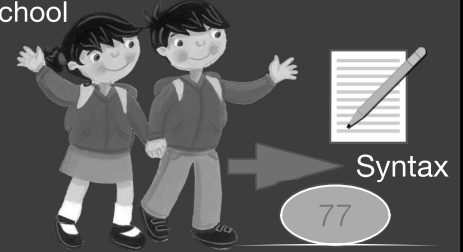
Example: Narrative Development and Phonology Together

Phonology	Spelling Patterns		
Activities: The words contained within the book or provided here can be used for basic phonological awareness skills such as rhyming, blending, segmenting, and manipulating words. The more common spelling patterns are provided here as well.	Consonant -le	little mumble	1 13
	Open syllable	decree equal electives	29 88 190
	Closed syllable	then shut plot	5 14 28
	Vowel controlled -r	started kindergarten	5 6
	Vowel teams	reading reach complain	13 14 85
	Silent -e	make rate apologize	7 89 103
	Segmenting/Blending	figuring escaping secretaries	51 53 53



Reflection: How do you determine which PA areas to target? How do you develop a systematic approach?

Strong relationship between phonological awareness and reading success persists throughout school



Why punctuation matters.

Some people find inspiration in cooking their families and their dogs.

Others find inspiration in cooking, their families, and their dogs.

someecards
user card
www.writerswrite.co.za

Syntax

1. In addition to verb voice, 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 . . .”)

3. Bilingual Readers children mid-elementary and above who were identified as poor in reading comprehension demonstrated lower performance on semantic and syntactic tasks (e.g., Catts, Adlof, & Ellis Weismer, 2006).

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

Reading to Learn: Syntax: ACT & SAT Reports

In 2004-2005, only 51% of students taking the ACT scored at the benchmark (C equivalency) for understanding complex text needed for college readiness. (The clearest differentiator was questions associated with complex text - not critical thinking skills.)

SAT - 2011-2012: 43% reached benchmark

YOU CAN'T RUN THROUGH A CAMPGROUND



YOU CAN'T RUN THROUGH A CAMPGROUND



12 Verb Voices

	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 ___ 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.

Examples

Could have + past participle

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

I could have broken the lamp.

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.

I should have taken an umbrella.

Examples: 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'. I would have gotten in trouble for that.

Step 1:

Make Sure Student Knows Verb 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.

- 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

Step 2: Expand with Clause Structure

subject | action verb

subject | action verb | direct object

subject | linking verb | predicate noun / predicate adjective

www.English-Grammar-Revolution.com

Progress from a Simple Sentence to Compound/Complex

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 Structures

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.

Building Complexity of Sentence Structure and Verb Voice

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.

Building Complexity of Sentence Structure and Verb Voice

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.

Building Complexity of Sentence Structure and Verb Voice

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

Building Complexity of Sentence Structure and Verb Voice

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 83

* Pictures depicting a scene

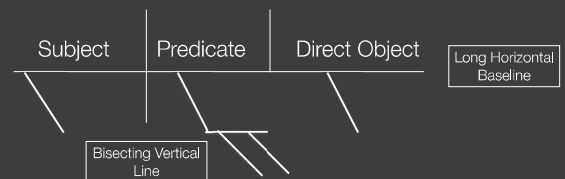


Use Step 1 and 2 for Verb Voice and Clause Structure while discussing the picture.

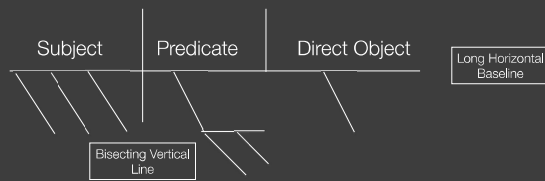
Expanding a Sentence through Questioning

Who	The cute puppy	
What 4 words/complete sentence	The cute puppy sleeps.	
Where 8 words	The cute puppy sleeps on her new bed.	
When 10 words	At night, the cute puppy sleeps on her new bed.	
Why 14 words	At night, the cute puppy sleeps on her new bed because she is tired.	

Diagramming Sentences

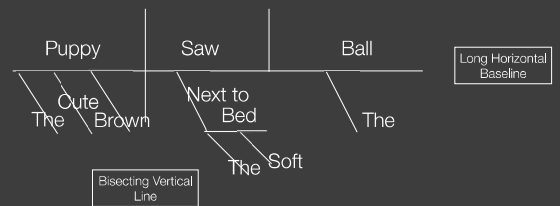


Diagramming Sentences



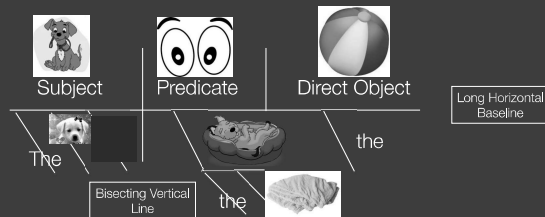
The cute brown puppy saw the ball next to the soft bed.

Diagramming Sentences



The cute brown puppy saw the ball next to the soft bed.

Diagramming Sentences



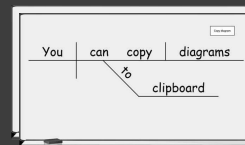
The cute brown puppy saw the ball next to the soft bed.

Websites & Apps

<https://www.english-grammar-revolution.com/>

http://grammar.ccc.commnet.edu/grammar/diagrams2/one_pager1.htm

Microsoft Sentence Diagrammer
\$1.99 a month or 11.99 a year



Sentence Combination

1. Strong (1986) and Saddler (2012/2013) state that instruction should be interactive, explicit, and scaffolded.
2. Research (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.

Breaking Down Syntax

It is important for students to know parts of speech and the function within a sentence.

1. For complex sentences, the student must first identify the subject and predicate of the sentence.

Breaking Down Syntax

Scaffolding

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

Maximizing the Effectiveness of Your Language Therapy: Morphology

- Collaboration
- Standards Based Goals
- Explicit, Systematic & Sequential Intervention
- Build Background Knowledge
- Increase Narrative Skills



Collaboration

The following ideas link morphosyntax through collaboration.

* Review classroom materials and choose verb voices and sentence structures from classroom material that are in line with your sequential goals.

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

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards

Review state academic standards for syntax/grammar goals.

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

Examples

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

3rd Grade

I. Produce simple, compound, and complex sentences.

4th Grade

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

5th Grade

b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

c. Use verb tense to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense.

e. Use correlative conjunctions (e.g., either/or, neither/nor).

Goals based on Standards

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

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

Explicit, Systematic, and Sequential Intervention: Lesson Plan

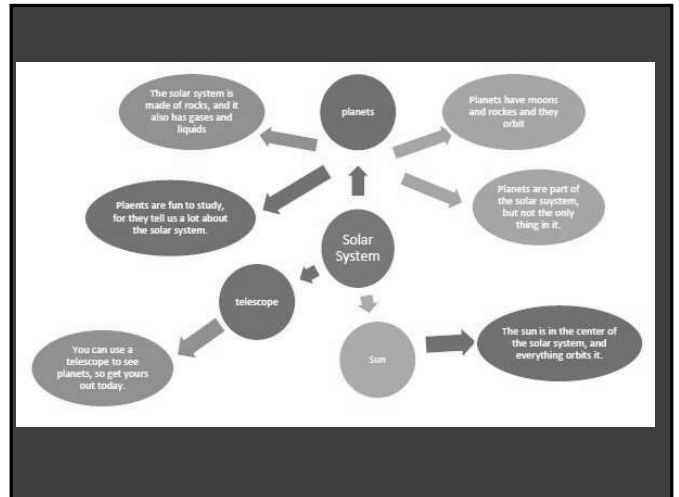
Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice.	
State Purpose or Goal (explicit instruction)	Today, we will talk about compound sentences (the next skill for mastery)	
Practice Subject/Predicate	Warm up exercises: Listen to the following sentence and tell me the subject of the sentence. Listen to the sentence again and tell me the predicate. What is the subject and predicate of the sentence?	

Introduce New Concept (I Do)	Explicit and direct teaching of new sentence structure. Today, we are going to talk about compound sentences. Write on board: FANBOYS and introduce coordinating conjunctions. Demonstrate these in a sentence. Discuss subjects and predicates.	
Provide Guided Practice (We Do) *Link meaning to the words that are used	Therapist led practice identifying coordinating conjunctions, subjects, and predicates.	

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

Building Background Knowledge

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



Narrative Development and Morphology Together



"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

Example: Narrative Development and Syntax Together



"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 can't 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
"At least when I was playing a game, I knew the rules."	51
"Can I start you with some purple milk or pickle juice?"	61

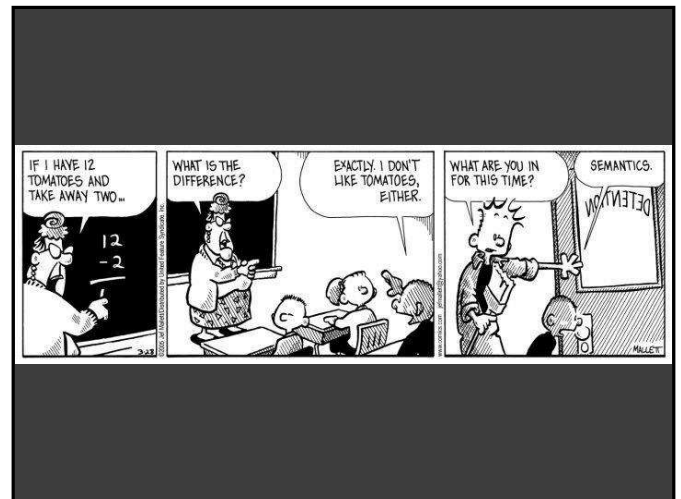
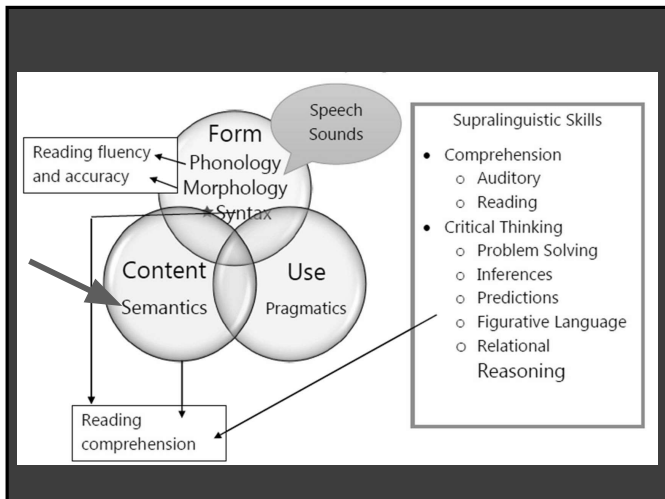




Syntax: The Key to Auditory and Reading Comprehension

Reflection: How Could You Maximize the Effectiveness of Your Language Intervention?

Semantics
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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.

What is Included in Vocabulary

Structure (morphology),
 Use (grammar),
 Meanings (semantics), and
 Links to other words (word/semantic relationships).

Semantic Relationships Include

groups, emotions,
antonyms/synonyms,
connotations (i.e.: young/childlike),
homophones (i.e.: suite/sweet),
homographs (i.e.: read/read),
homonyms (i.e.: trunk, bat)

Beck, McKeown, and Kucan (2002) provides us a systematic way to view and target vocabulary. They go onto state that students need to develop an interest in and awareness of words to adequately build their vocabulary.

How do we spark this interest?

The Three Tiers (Beck, McKeown, & Kucan, 1998/2002/2013)

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Tier III Curriculum Specific Vocabulary (400,000 words)

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

Tier I: Basic Vocabulary High Frequency/Low Content (8,000 words)

4. Because children with weaker vocabularies are less likely to learn new words from incidental exposure than children with larger vocabularies, "teachers" need to provide more explicit vocabulary instruction for children with smaller vocabularies (Nicholson and White, 1992; Robbins and Ehrin, 1994; Senechal,

Semantics/Retrieval

Many of our preschool students come into preschool with significantly decreased vocabulary skills. We often feel that we are behind the 8 ball as we begin to build vocabulary.

Students entering first grade should have about 6,000 spoken words (Chall, 1987, Gunning, 2004; Stahl & Stahl, 1999). The gap for our students will continue to widen without direct and systematic intervention.

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

Semantics

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

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

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

Number of Exposures Needed to Learn a New Word

Level of Intelligence IQ Required Exposures

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

(Gates, 1931; McCormick, 1999)

Here We Go: Tier I

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- 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.

Adjectives						
Colors	Spatial Concepts	Quantity	Quality	Shape	Weight/volume	Location
orange	on	two	open/closed	square	empty/full	top/bottom
green	off	three	dirty/clean	round	big/little	outside/inside
yellow	under	all/none	hard/soft	oval	tall/short	in front/behind
blue	over	one/1 more	used/new		fat/thin	heavy/light
black	next to	half/whole	rough/smooth		large/small	up/down
white	behind	less/more	messy/neat		wide/narrow	there/here
orange	beside	noisy/quiet	weak/strong		thick/thin	top/bottom
pink		dark/light	straight/crooked		heavy/light	under/over
purple						first/last
red						above/below
						second/third
						through/around
						left/right

Decreased Tier I Leads to Lack of Prior Knowledge

Prior knowledge = 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.

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.

Adjectives:						
Colors	Spatial Concepts	Quantity	Quality	Shape	Weight/volume	Location
orange	on	two	open/closed	square	empty/full	top/bottom
green	off	three	dirty/clean	round	big/little	outside/inside
yellow	under	all/none	hard/soft	oval	tall/short	in front/behind
blue	over	one/1 more	used/new		fat/thin	heavy/light
black	next to	half/whole	rough/smooth		large/small	up/down
white	behind	less/more	messy/neat		wide/narrow	there/here
orange	beside	noisy/quiet	weak/strong		thick/thin	top/bottom
pink		dark/light	straight/crooked		heavy/light	under/over
purple						first/last
red						above/below
						second/third
						through/around
						left/right

Adjective: Emotion	Basic Nouns	Verbs	Pronouns	Time	Sight Words
good/bad	book	go	he	finished/start	Dolche
happy/sad	boy	stop	she	night/day	Fry
same/different	girl	come	his	first	
ugly/pretty	house	run	hers	second	

Ways to Increase Tier I Vocabulary

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

Overall Strategies

- Frequent reading of books in class & home
- Books in the primary language
- When reading a book to a student for the first time, read the story from the beginning to the end without stopping.



- Rereading of books appropriate to the developmental level of the child at home and school
- Ask clarifying questions
- Review possible new vocabulary words *after reading the story* (Beck, McKeown, and Kucan, 2013).

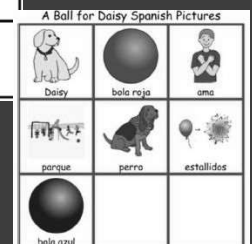
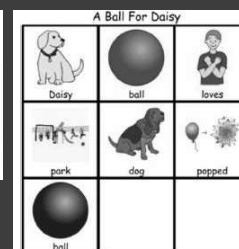
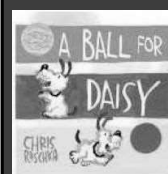
Words needed for comprehension can be explained while reading and not deter from the story.

Secondly, the words chosen for vocabulary will be unfamiliar and the context of the story can add to meaning.

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

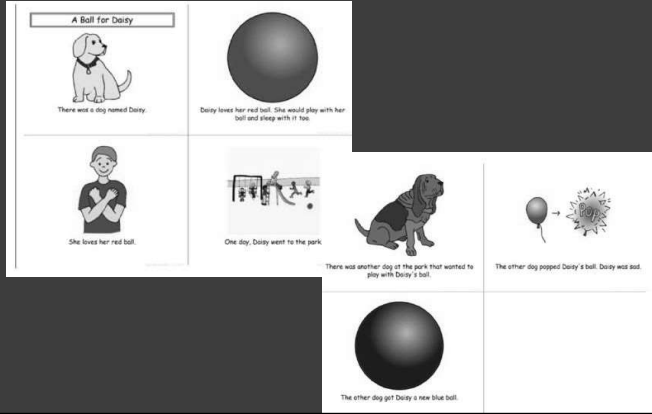
Books chosen should be culturally appropriate or the student should be able to relate stories from their culture.

Vocabulary/Storyboards to go with the story



Put pictures in order of the story, have the student use the vocabulary/storyboard for retell.

Create Books in L1 for Home



Draw a Picture

- After story time, students draw a picture to go along with the book.
- Discuss the picture (with targeted vocabulary)



Tier I to Tier II & III

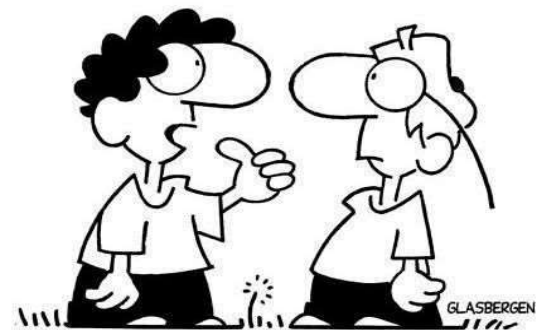
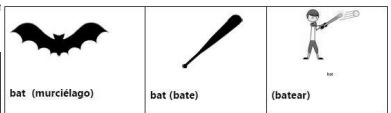
Target Multiple Meaning Words

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, m, view, value, volume, waste



**“My mom is a realtor.
Realtors are very strong.
She can flip a house!”**

Tier II & Tier III

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Tier II High Frequency Words

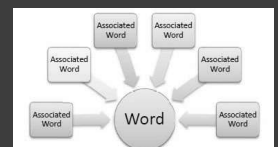
- Approximately 7,000 words that occur in mature language situations and literature
- Important for reading comprehension
- Contains multiple meaning words
- Used across a variety of environments
- Descriptive words
- Our speaking and reading vocabulary
- Affixes and root words should be taught for Tier II as well Examples: describe, explain, analyze, compare, contrast, review, comment, summarize

Tier III Low Frequency Content Specific

- Approximately 400,000 words
- Academic subjects
- Hobbies
- Occupations
- Geographic regions
- Technology
- Weather

Vocabulary Instruction

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



Vocabulary Instruction

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- Must encounter words in context more than once to learn them
- Build on Prior Knowledge
- Provide a User Friendly Definition (user friendly dictionaries listed)
- Use Advance Organizers

Vocabulary Instruction

Develop Learning Strategies

Students ask questions for clarification

Seek help from peers

Preview! Preview! Preview!

Teach Vocabulary Specific to Content

Highly Occurring Words from State Standards

Determining a Tier II Word

Beck, McKeown, & Kucan (2013) provides a way to determine if a Tier II word is useful to a student to have a more precise and mature way to refer to ideas they already know about.

These include:

1. What is the importance and utility for the student? Are they frequently used across a variety of domains?

2. Does the word have instructional potential? The word offers a variety of contexts and uses to explore. These would be words with multiple meanings. For example: Draft

a. A noun refers to a current of air in an enclosed space.

b. A noun that refers to a version of a document, plan, or drawing. (A rough draft of a paper)

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

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

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

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

Targeting Tier III Words


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

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

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

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

Blachowicz & Fisher, 2004



Stage 1: Never saw or heard it before.
 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

Marzano's 6 Step Approach to Teaching New Vocabulary

*****Students have a vocabulary notebook

1. Provide a description, explanation, or example of the word
2. Ask students to restate the definition in their own words
3. Ask the students to construct a picture, symbol, or graphic representation
4. Engage students in activities to increase knowledge
5. Periodically discuss the terms
6. Engage in games to practice the terms



TEXT TALK LESSONS

CREATED BY
UTAH READING FIRST EDUCATORS

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TABLE OF CONTENTS	
1	A Bad Case of Stripes Elizabeth Moore, Granite District
2	A Bad Case of Stripes Nancy West, Duchesne District
3	Abby Cad Sharon Boydston, Ogden District
4	Alexander and the Wind-Up Mouse Karin Peterson, Duchesne District
5	Amazing Grace Sara Payne, Salt Lake District
6	Amber On the Mountain Linda Rowland, Salt Lake District
7	Anansi and the Talking Melon Brendy Donaldson, Salt Lake District

1. A BAD CASE OF STRIPES

Elizabeth Moore
David Quayle Elementary
Granite District

Text Talk Lesson for: A Bad Case of Stripes (David Shannon, 1998)
ISBN: 0-439-07955-1

Potential Tier 2 words in the text:

• hating	• provided
• impress	• virus
• relieved	• hushed
• extraordinary	• remedies
• shrimps	• approached
• disaster	• heaping
• contagious	• card
• announced	• vanished

Tier 2 words selected for direct instruction:

- hating
- contagious
- remedy

Step 1: Doing the read about of the text with a focus on comprehension.

Read about page 1. Show the illustration. Ask the children, "Have you ever been worried about what other people would think of you?" (hating)

Read about page 2. Ask the children, "What is Camilla's problem?" Then show the illustration on page 3.

Read about page 4 and show the illustration on page 5.

Read about page 6. Show the illustration on pages 6-7. Ask the children, "Can you predict what Camilla's stripes change?" "What do you think the other children will say?"


Read about page 8. Ask the children, "Does this confirm our prediction of why Camilla's stripes change?" Show the illustration on page 9. Ask, "How does Camilla feel about all of this?"

Read about the first paragraph on page 10. Show the illustration on page 11. Ask the children, "Why are the other parents afraid to have Camilla around their children?" "Have you ever gotten sick because of someone else?" (contagious)

Read the rest of page 10. Ask the children, "Why doesn't Camilla ask for the plate of lima beans?"

Read page 12 and show the illustration on page 13-13.


Read page 14. Show the illustration on page 15. Ask the children, "What has happened to Camilla?" "What was the cause?"



Larry Bell's

POWER WORD	MEANING
Trace	List in steps
Analyze	Break apart
Infer	Read between the lines
Evaluate	Judge
Formulate	Create
Describe	Tell us about; Use details
Support	Back up with details
Explain	Tell how
Summarize	Give me the short version
Compare	All the ways they are alike
Contrast	All the ways they are different
Predict	What will happen next

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



Frayer Model: Steps


Vocabulary Worksheet

Name: _____ Class: _____ Score: ____/____

Definition Facts/Characteristics	Picture
Synonym	Antonym

Use in a sentence

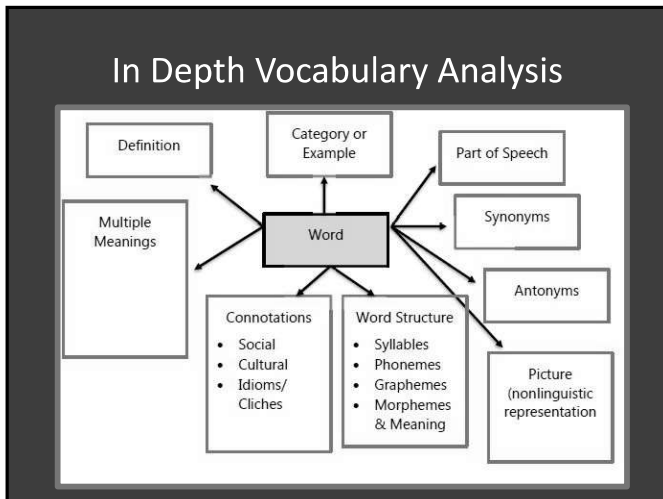
Name: _____ Class: _____ Score: ____/____

Definition Facts/Characteristics <i>Wolf beautiful</i>	Picture 
Part of speech: <i>adj</i> Synonym <i>beautiful</i>	Antonym <i>ugly</i>

majestic

Sentence: *The beautiful blue ocean is majestic.*

In Depth Vocabulary Analysis

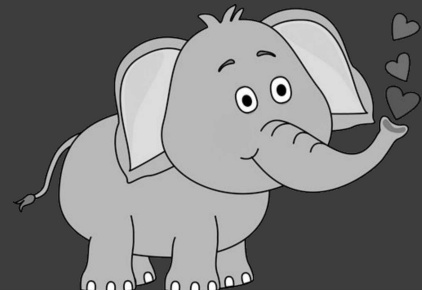


Reflection

Conversation Competition

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

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Conversation Competition

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've 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.

Modifications for ELL

- Partner with English speaker
- Shorter list
- Give specific topics to discuss

Word List

<i>Early Elementary</i>	<i>Elementary</i>	<i>Middle/High</i>
<i>Next to Above Mountain Valley River</i>	<i>Habit Arrange Gradual Risk Clever</i>	<i>Adjacent Barren Disrupt Available Customary</i>



Breakout Room: Discuss your favorite vacation without using any words with /r/. Give specific details of why it was your favorite.

Word Retrieval

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- Word retrieval is an expressive language disorder that impacts the retrieval of words in the presence of good comprehension of the words that they are unable to find. The words are stored in long term memory but cannot be quickly retrieved. - Diane German, Ph.D. www.wordfinding.com

Students That May Have Word Retrieval Difficulties

- Students who have specific learning disabilities (LD)
- Students who have reading difficulties
- Students who have specific language difficulties (SLI)
- Students who have fluency difficulties
- Students who have known brain pathology
- Students who have attention difficulties and/or are hyperactive (ADHD) (Diane German, Ph.D. 1994)
- Students with a diagnosis of childhood apraxia of speech

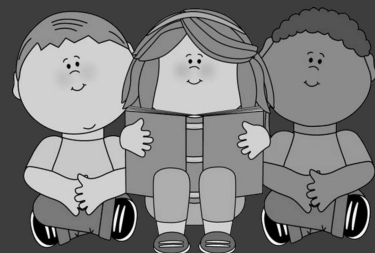
Determine if it is storage or retrieval: Turn the task into a receptive task

IMPACT:

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

Preschool

- Retrieving colors, shapes, and other pre academic information



Learning to Read

- Retrieving alphabet letters
- Sounds of letters
- Retrieving high frequency words
- Retrieval of spelling words during testing although was accurate during practice
- Retrieving math facts
- Slower reading fluency
- Decreased accuracy when reading aloud
- Will raise his/her hand to answer a question then will respond, "I don't remember."

Reading to Learn

- Less complex writing and shorter length
- Inaccuracy during spelling continues
- Difficulty completing test in allotted time
- Better performance on forced choice tests
- Worse on tasks that rely on retrieval such as fill in the blank (with no word bank) and written responses
- More accurate silent reader
- Difficulty keeping up with notetaking

Word Retrieval Error Patterns

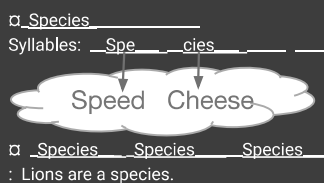
- Pattern 1 ("Slip of the Tongue" error): Semantic Error
- Pattern 2 ("Tip of the Tongue" error): Form Related Block Error. No response
- Pattern 3 ("Twist of the Tongue" error): Form and Segment Phonological Error

Diane German, PhD

Therapy Strategies:

Error Pattern 1: Semantic Retrieval

- Dual focus: storage and retrieval
- Reflect before speaking
- Visualizing strategies
- Add retrieval strategies to vocabulary analysis



Strategies for Word Retrieval

- ①Category: classification
- ②Function: what it does or what is done with it
- ③Location/origin: where the item is found, stored or used
- ④Composition: what the item is made out of
- ⑤Components: attached parts
- ⑥Accessory/Necessity: associated objects or items that go with it
- ⑦Size/shape: size, length, width, height, shape or analogies made to size/shape
- ⑧Color: the basic colors that it has
- ⑨Gestures: movement of hands or body to describe

(⑧ provides the most information to assist a child with word finding)

Margo Kinzer Courter, MA, CCC-SLP
www.courtercommunications.com
317 696 9954

- Describing the word
 - Category, function, and location will provide the greatest amount of information for the student to visualize the response. Also provides hints for the listener
- Strong phonological awareness for back-up



Error Pattern 2: Tip of My Tongue

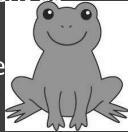
- Same sound cue
- Counting to at least 5 before offering a cue
- Familiar word or phrase (blue sky for blue, baa baa black sheep for black, etc)

Error Pattern 3: Phonological Naming

- Rhythm and visual syllable dividing
- Same sound cue
- Rehearsal
- Phonological Naming
 - Label letters
 - Providing sounds to go with letters
 - Matching phonemes and graphemes
 - Phonological awareness (segmenting)
 - Tactile and visual cues

Classroom Suggestions

- Error Pattern 1: Semantic Error
 - Ask students to: Reflect and Rehearse the answer before raising their hands
 - Have the student write down a word to help retrieve his/her response when called upon by the teacher
 - Ask the teacher to call upon the student as soon as he/she raises hand
 - Will require extended test taking time



- Error Pattern 2: Form Related Block Error
 - Provide the student with a phonemic cue
 - Use a multiple choice
 - Give the student extended time (to respond and on tests)
 - Prime the student with a question

- Error Pattern 3: Form/Segment Phonological Error
 - Give the student multiple choice
 - May need to change the prosody to stress the correct pattern
 - May need to offer a tactile or visual cue to assist with the phonological error

Resources

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



Maximizing the Effectiveness of Your Language Therapy: Semantics

- Collaboration
- Standards Based Goals
- Explicit, Systematic & Sequential Intervention
- Build Background Knowledge
- Increase Narrative Skills



Collaboration

The following ideas link through collaboration.

- * Review classroom materials and choose words that are appropriate for vocabulary instruction. These words should mostly be Tier II and have high utility for the student.

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

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards

From KY Academic Reading/Writing Standards

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade _____ reading and content, choosing flexibly from an array of strategies.

Use knowledge of the meaning of individual words to predict the meaning of compound words. (2)

Goals based on Standards

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

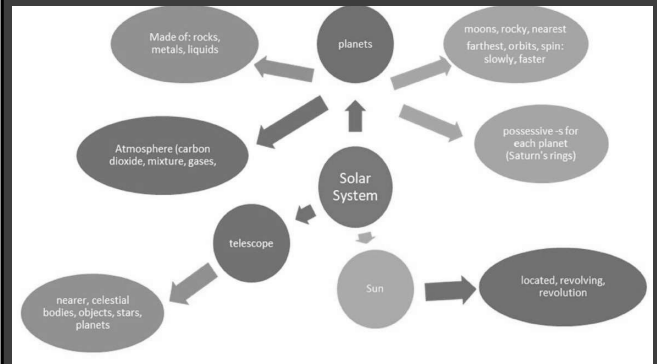
Explicit, Systematic, and Sequential Intervention: Lesson Plan

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

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

Building Background Knowledge

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




Example: Narrative Development and Semantics Together

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

Word	Know It Well	Have Seen or Heard It	Have No Clue	Recognize it in context as having something to do with ...	What It Means
plot					
deceit					
banished					
complain					
equal					
popularity					

Vocabulary Worksheet

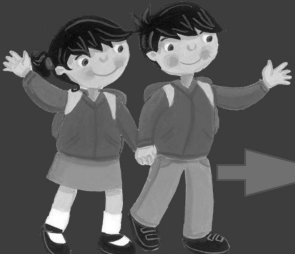
Name: _____ Class: _____ Score: ____/____


<p>Definition Facts/Characteristics</p> <p>the main events of a play, novel, movie, or similar work</p>	<p>Picture</p> 
<p>Synonym</p> <p>storyline</p>	<p>Antonym</p>

plot

Sentence:
The plot of Real Friends is about Shannon figuring out what makes real friendships.

Reading 10 minutes a day outside of school
increasing vocabulary growth






Pragmatics

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Impact of Pragmatics

Pragmatics requires integration of information across numerous cognitive systems (Martin & McDonald, 2003). (i.e., working memory, inference, predictions, background/world knowledge, attention, and executive functioning) and linguistic knowledge



Executive Function 115

Executive Functions - A set of processes for managing oneself and one's resources in order to achieve a goal.

- neurologically based skills involving mental control and self regulation

The following provides an updated categorization and hierarchy of executive function skills from Dr. Dawson (speechtherapypd.com course on 07/09/2023).

Begin to develop at a very young age (around 6 months), but all executive function skills do not fully develop until around age 25.

Advanced skills begin to develop in middle school. Many students do not take ownership of EF until around junior year.

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

Pragmatic Skills that can Hinder Speaking, Listening, Reading, & Writing

Pragmatic Skills

- Topic Initiation
 - Could be hindered not only by topic preferences but by not understanding the main idea of the conversation
- Maintaining Topic (Details supporting main idea)
 - Not understanding main idea
 - Not understanding the details that are supporting the main idea, thus, these become the main idea

- Topic Shifting (How to transition to new topic -main idea)
 - o One must understand the main idea and supporting details to transition successfully and not abruptly to a new conversation.
- Ending Conversations
 - o Understanding when a conversation is over will impact understanding that the teacher is finished with a discussion,
 - o Concluding a paper
 - o Limiting how much information is stated in class discussions

- Taking listener perspective
 - o Teachers perspective when different than that of the students
 - o Point of View: Author and Character in fiction and nonfiction

Executive Functions & Pragmatics

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- Response Inhibition
 - Stopping a response that is inappropriate or insensitive

Executive Functions & Pragmatics

Working Memory

- Difficulty remembering what was said in a conversation
- Difficulty following classroom directions
- Difficulty remembering what he or she is reading
- Difficulty writing down thoughts

Executive Functions & Pragmatics

- Flexibility
 - Only wants to talk about topic of interest
 - Difficulty understanding that there is more than one way to do something
 - Difficulty with emotional control if the schedule changes

Executive Functions & Pragmatics

- Planning
 - What to say next
 - Planning a project, paper or writing assignment interest

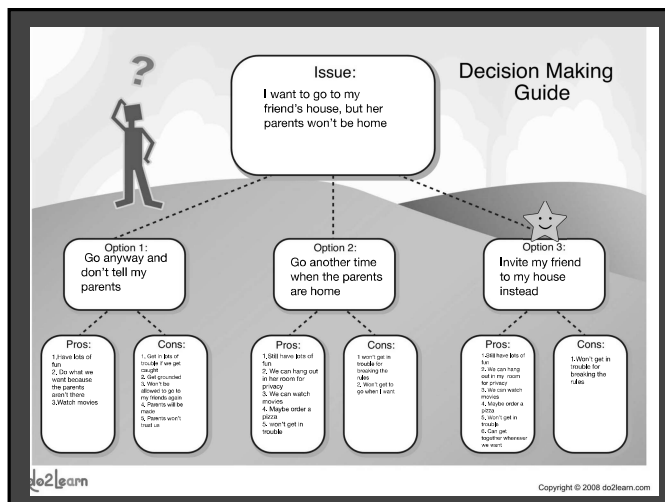
EL

Ways of Knowing: Researching, Observing, Doing
 Ways of Problem Solving: Based on values, philosophy, and beliefs
 Ways of Communicating Nonverbally
 Ways of Learning: Individual/Groups

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Strategies

Share - Best thing



Maximizing the Effectiveness of Your Language Therapy: Pragmatics

- Collaboration
- Standards Based Goals
- Explicit, Systematic & Sequential Intervention
- Build Background Knowledge
- Increase Narrative Skills



Collaboration

The following ideas link pragmatics through collaboration.

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

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

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards

Review state academic standards for reporting, presenting, collaborating with peers, etc

“In both written and oral expression ...”

Explicit, Systematic, and Sequential Intervention: Lesson Plan

Component of Lesson	Specific Information for Lesson	Time
Review Previous Session	Determine skills that are mastered from previous session or skills that need more practice.	
State Purpose or Goal (explicit instruction)	Today, we will talk about taking someone's perspective. (the next skill for mastery)	

Practice Phonological Awareness	Warm up exercises, if I say the sky is blue but you think it is gray, what questions could you ask me about what I am seeing?	
Introduce New Concept (I Do)	Explicit and direct teaching of new skill Taking someone else's perspective means seeing a different side then maybe your own.	
Provide Guided Practice (We Do) *Link meaning to the words that are used	Therapist led practice Let's look at some examples.	
Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed.	
Extended Practice (Enhance or revise background knowledge)	Set up activities or projects where the students practice the targeted skills	
Assess	Use informal assessment to ensure that new skills have generalized.	

Building Background Knowledge

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

Example: Narrative Development and Pragmatics Together



Taking a Listener's Perspective	Adrienne wanting boy to kiss her Fashion Show (Tammy) Private Detectives and Ballerinas	23 30 65
Understanding figurative language	Do you live in a hole? Carrottop Four eyes	43 73 73
Expressing feelings appropriately	Rating Shannon Shannon asks Jenny to be nicer	91 101
Dominating conversation	Dallas Cowboy Cheerleaders Shutting down the forcefield	8-12 14
Bullying	Boys holding Shannon to kiss Adrienne Michael Jackson (Do you live in a hole?)	18-22 43
Belonging	Welcome to the Group Rules for Games, Rules for the Group	45 51 55-56

Supralinguistic Skills

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- Relevance
- Pique Curiosity and Creativity
- Multimodality Learning
- Use consistent strategies across teachers and grade levels
- Link to what the student knows
- Preread and take notes before class
- Provide visual strategies

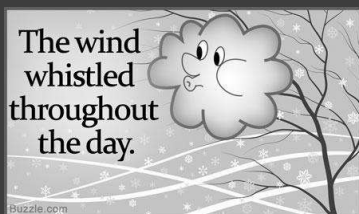
The Evidence

- Students with learning disabilities who used semantic organizers demonstrated significantly higher scores on researcher-developed comprehension measures than students in comparison groups.
- Students who used visual aids outperformed those using conventional reading techniques on a reading comprehension test.
- Student generated cognitive maps w/mnemonics outperformed expert generated
- ****The benefit of using organizers does not diminish based on the grade level.

Kim, A., & Vaughn, S. (2004). Graphic Organizers and Their Effects on the Reading Comprehension of Students with LD: A Synthesis of Research. *Journal of Learning Disabilities, 37*(2), 105-118. Retrieved December 6, 2010, from www.asha.org

Figurative Language

- Simile
- Metaphor
- Personification
- Alliteration
- Onomatopoeia
- Hyperbole
- Idioms
- Puns
- Oxymoron
- Semantic absurdities
- Current expressions



Targeting Figurative Language

Build into a Game

- Charades
- Describe the saying
- Use in a sentence
- Jeopardy
- Family Feud

Something Fun: Figurative Language Jeopardy

	Similes	Metaphor	Personifi- cation	Allitera- tion	Onomato- pea	Hyperbole
100						
200						
300						
400						
500						

<https://drive.google.com/file/d/1wo2i6HFPaxCGL1hs9H6AHsp4CvVm04H8/view?usp=sharing>

Following Written Directions or Reading Paragraphs

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- Highlighting (highlighter tape)
 - Key words in directions
 - Supporting detail for paragraphs and chapters

Example

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

Highlighting Strategy for Main Idea and Details

- Highlight the main idea in one color.
- Highlight supporting details in another color

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.

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.

Compare & Contrast

Compare and Contrast Chart

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Item #1 _____ Item #2 _____

How are they alike?

How are they different?

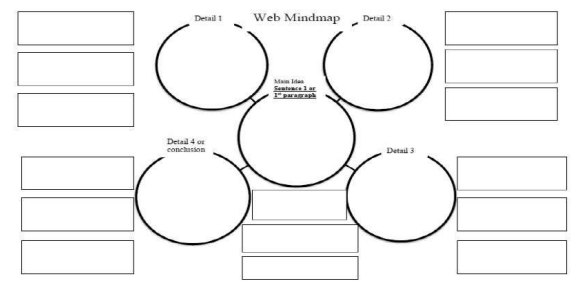
www.ReadWriteThink.org
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2/3 1/3 Note Taking

I. Main Idea A. Detail B. Detail C. Detail	Comments Questions Link to what you know Vocabulary What you would like to learn more about
II. Main Idea A. Detail B. Detail C. Detail	
III. Main Idea A. Detail B. Detail C. Detail	
←————→	←————→
2/3	1/3

Written Language Expression

Using Visual Graphic Strategies to Organize for Writing



Maximizing the Effectiveness of Your Language Therapy: Supralinguistics

- Collaboration
- Standards Based Goals
- Explicit, Systematic & Sequential Intervention
- Build Background Knowledge
- Increase Narrative Skills

Collaboration

The following ideas through collaboration.

- * Review classroom materials
 - o Determine topics that require higher order language skills.
 - o Choose visual graphic strategies to support.

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

How could you collaborate?

Lead	
Stations/Centers	
Team Teach	
Consultative	

Goals Based on Standards

Review state academic standards for words such as analyze, compare/contrast, determine, link

RL.7.6 Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. Integration of Knowledge and Ideas

RL.7.9 Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.

Explicit, Systematic, and Sequential Intervention: Lesson Plan

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

Introduce New Concept (I Do)	Explicit and direct teaching of new	
Provide Guided Practice (We Do) *Link meaning to the words that are used	Therapist led practice	
Provide Extended Practice (You Do)	Students practice the skills that you are targeting with input from therapist as needed.	
Extended Practice		
Assess	Use informal assessment to ensure that new skills have generalized.	

Building Background Knowledge

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

Example: Narrative Development and Supralinguistic Together



On page 94, Shannon and her friends act out a mystery that Shannon is creating. At times, throughout the story, it appears that Shannon's friends get tired of her always coming up with silly scenarios to play out, but this time, they all went along with her and stated that she always comes up with the best games. What was different this time? (They weren't at school and didn't need to look cool in front of others.)

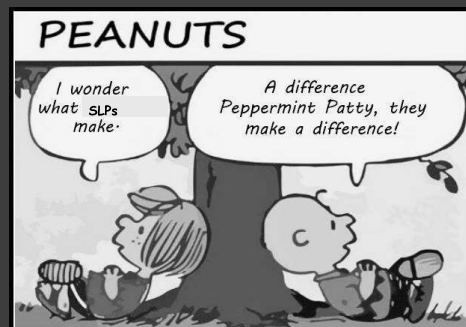
On page 98, why did Jenny then say at recess that Shannon's tetherball sewer game was her game and Shannon was lying when she said she made it up? (Jenny was popular and didn't want everyone to start liking Shannon more.) Why did Jenny call her a sulky baby? Shannon thinks, on page 100, that Jenny wanted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

Final Thoughts

We play a vital role in the academic success of the students that we are so privileged to serve. Regardless of the age of students we serve, we can provide a strong foundation for students with language/learning differences to improve their academic success, thus the ultimate goal: readiness for life after high school.

Thank you for spending your day with me!

Thanks For All That You Do!



Thank you for making a difference in the lives of the students you serve!

