Oral and Written Language

ORAL LANGUAGE
- Listening
- Speaking
- Articulation
- Meaning

WRITTEN LANGUAGE
- Language Therapy
  - Reading, Writing, Spelling
- Reading Enrichment
- English
  - Grammar, Composition, Literature

American Speech-Language-Hearing Association

What Is Language? What Is Speech?

[en Español] ·

Kelly's 4-year-old son, Tommy, has speech and language problems. Friends and family have a hard time understanding what he is saying. He speaks softly, and his sounds are not clear.

Jane had a stroke. She can only speak in one- to two-word sentences and cannot explain what she needs and wants. She also has trouble following simple directions.

Language is different from speech.

Language is made up of socially shared rules that include the following:

- What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

Speech is the verbal means of communicating. Speech consists of the following:

Articulation

How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").

Voice

Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).

Fluency

The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

When a person has trouble understanding others (**receptive language**), or sharing thoughts, ideas, and feelings completely (**expressive language**), then he or she has a **language disorder**.

When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, then he or she has a **speech disorder**.

In our example, Tommy has a **speech disorder** that makes him hard to understand. If his lips, tongue, and mouth are not moved at the right time, then what he says will not sound right. Children who stutter, and people whose voices sound hoarse or nasal have speech problems as well.

Jane has a **receptive and expressive language disorder** . She does not have a good understanding of the meaning of words and how and when to use them. Because of this, she has trouble following directions and speaking in long sentences. Many others, including adults with aphasia and children with learning disabilities, have language problems.

Language and speech disorders can exist together or by themselves. The problem can be mild or severe. In any case, a comprehensive evaluation by a **speech-language pathologist** (SLP) certified by the American Speech-Language-Hearing Association (ASHA) is the first step to improving language and speech problems.

If you have concerns about a loved one's speech and/or language, visit ASHA's Find a Professional.

The Speech and Language Glossary
by Leslie S. McColgin

What is Speech?
The term "speech" is used to refer to the actual physical aspects of communicating a message. There are three major aspects of speech:

1. Articulation
Articulation refers to the actual physical production of sounds in speech. Speech requires air to pass from the lungs through the *larynx* or voice box, causing the *vocal cords* to vibrate. The sound is then altered by the *palate*, tongue, lips, and teeth.
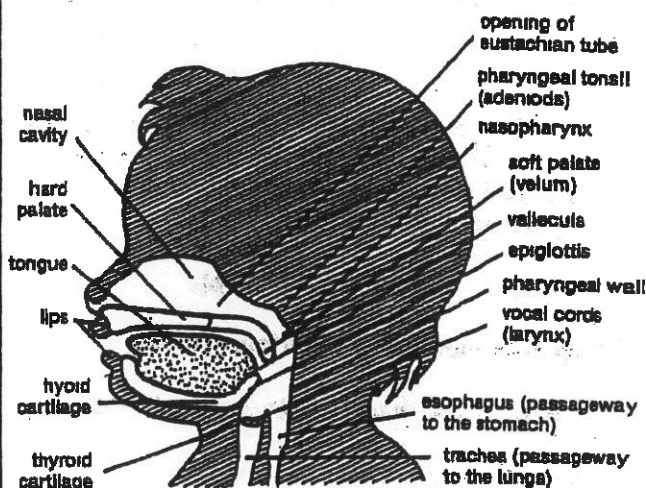
These structures can:

- Block and then "explode" the air stream, as in "p"
- Make the air stream be narrowed and directed against the teeth or palate, but not completely blocked off, as in "s" or "f"
- Allow part of the air stream to flow through the nose, as in "m"
- Alter the air stream by the size and shape of the oral cavity, depending on the exact position of the tongue, as in vowel sounds. These structures which can interrupt the flow of air, or change the oral cavity are called *articulators* (lips, jaw, soft palate, tongue, and pharynx).

2. Voice
As mentioned above, the air stream passes through the larynx or voice box, causing the vocal cords to vibrate. The size and shape of a person's vocal cords, along with the size and shape of the mouth influence a person's voice. Voice is the sound produced by the vibration of the vocal folds. There are several aspects of voice:

- **Loudness**
- **Quality** (hoarse, weak, strident, husky, breathy)
- **Resonance** (vibration of air in the throat and nasal cavities during speech)

3. Fluency or rhythm
Language generally flows out in speech in an appropriate rhythm, with pauses and stress in the right places to express meaning. Fluency is how smoothly sounds, words, and phrases flow together during speaking.

What is Language?
Language is an organized set of *symbols* that are used to communicate thoughts and feelings. A symbol is a sign that stands for or represents something else. For example, the word "dog" is a symbol used to represent a specific kind of animal. These symbols are combined according to the rules that govern language. Symbols can be gestures, as in sign language. Or they can be written, as in use of the alphabet for writing words and reading. Sounds can also be used as symbols. This article will be concerned with oral, or spoken, language.

Language always has some kind of *form*. Language also has *content* and *use*. Form refers to how we say something, or our choice of symbols. Content refers to what we say, or the meaning of our message. Use refers to why we say something, or the purpose of our message. When a child's language skills are evaluated, the evaluator observes and describes the child's form, content, and use of language.

1. Language form
Language form has several levels: the choice of sounds to use; the choice of words and word forms to use; and the choice of word order to use. When evaluating the child's form, the evaluator looks at two aspects:

- **Phonology.** Phonology refers to the sound system of the language. Every language in

the world has its own sound system, although most languages share many of the same sounds.

These sounds make a difference in meaning. For example, "pat" means something different from "bat." In English, "p" and "b" are two different meaningful sounds. Sounds are combined according to rules for any given language, and the sounds are divided into certain classes. For example, the sounds "p," "b," "t," "d," "k," and "g" are called *stops* because the air stream from the lungs is completely stopped by the tongue or lips, and then released. The sounds "m," "n," and "ng" are called *nasals* because the soft palate allows some of the air stream to enter the nose.

- Morphology. Morphology refers to the child's choice of word forms and word endings to express a thought. The young child learns to express various morphological forms in speech, such as be verbs (am, is, are, was, and were), negative words (such as can't and don't), prepositions (such as in, on, and at), plurals, past tense verb forms, etc.

- Syntax. Syntax refers to the order that words are put in a sentence. For example, if we want to express the thought of a boy who kicked a ball, we don't say, "The ball kicked the boy." Instead, we say, "The boy kicked the ball." The English language has rules for the order we use to express our ideas with words. Of course, a child cannot tell you the rule itself. But the child uses these rules every time words are combined in a sentence to express a thought. The child learns that using correct forms is the most effective way of getting a meaning across.

2. Language content
Language content refers to the meaning that the child can understand and express. To the child, meaning is of the utmost importance.

The content that the child expresses may belong to the different categories including:

- Existence—Refers to existence of an object
- Nonexistence–disappearance—Refers to nonexistence or disappearance of an object
- Recurrence—Refers to reappearance of an object or event

- Denial—Refers to negation of identity, state, or event
- Possession—Refers to ownership by different persons
- Action—Refers to movement
- Locative state—Refers to the location of a person or object
- Quantity—Refers to numbers of people or objects
- Time—Refers to the passage of time
- Causality—Refers to cause-and-effect relationships
- Mood—Refers to the attitude of the speaker

The term *semantics* refers to the child's meaning or content. Semantic ability refers to the child's ability to choose words and combine them in such a way as to express the child's intended meaning.

3. Use
This refers to the reason or purpose for talking. The uses of communication are sometimes called language functions. The following is a list of common language functions, or uses:

Function	Example
Requesting an object	"Gimme milk."
Requesting an action	"Come here." "Mama!"
Sharing thoughts and feelings	"I love you."
Expressing one's personality or asserting one's self	"I'm a big boy."
Requesting information	"What that?" "Tell me how to fix it."
Exercising the imagination	"You be the daddy and I'll be the mommy."
Relating information to a listener	"Guess what we did at school today? We saw this really neat movie about dinosaurs."

Children are able to do many of these functions without using words. For example, a baby may hold up an empty milk glass and grunt to indicate more milk. However, it is vital that children learn to use words effectively to accomplish these language functions or uses.

What is receptive and expressive language?

Receptive language refers to the skills involved in understanding language. These skills include:

- The ability to hear differences in sounds (phonology), as in understanding that "paw" and "pot" mean two different things.
- Being able to remember what is heard, as in being able to repeat a series of words or follow two-, three-, or four-part directions.
- Understanding vocabulary and concept words (semantics).
- Understanding different grammatical forms (morphology and syntax) such as understanding that "cat" and "cats" mean two different things.

Receptive language also affects language use. For example, the child may have trouble understanding question forms or certain concept words. This causes the child to respond inappropriately to a question, or have trouble staying on the topic of conversation.

Expressive language refers to the skills of being precise, complete and clear when expressing thoughts and feelings, answering questions, relating events, and carrying on a conversation. These skills include:

- Being able to use the sound system (phonology).
- Choosing word forms and word order appropriately (morphology and syntax).
- Choosing the best words to express a thought (semantics).
- Using a wide variety of language functions.

Vocabulary

Articulation—The production of speech sounds.

Articulators—The lips, lower jaw, soft palate, tongue, and larynx which produce meaningful sound by restricting the flow of air.

Consonants—The sounds made by stopping or restricting the outgoing breath.

Content—The aspect of language concerned with meaning.

Expressive language—Includes the skills involved in communicating one's thoughts and feelings to others.

Fluency—The smooth, meaningful flow of speech.

Form—The aspect of language concerned with how we say something; how we choose and combine symbols according to the rules of language.

Morphology—How words are formed and used to convey a message.

Nasals—The sounds "m," "n," and "ng"; made by allowing passage of air through the nose rather than the mouth.

Phonology—How the sounds within a language are combined to convey meaning.

Receptive language—Includes the skills involved in understanding language.

Resonance—The vibration of air in the throat and nasal cavities during speech.

Semantics—The aspect of language concerned with meaning or content.

Stops—The sounds "p," "b," "t," "d," "k," and "g"; made by blocking the air pressure in the mouth and then suddenly releasing it.

Symbol—A sign that represents a person, thing, action, quality, idea, or feeling.

Syntax—How words are put together in a sentence to convey meaning.

Use—The aspect of language concerned with the purpose of our message as we relate to other people.

Vowels—The sounds associated with the letters "a," "e," "i," "o," "u," and "y"; made by allowing air to pass through the nose or mouth without friction or stoppage.

Refer to:

Disorders of Speech and Language
by *Leslie S. McColgin*

If your child has been scheduled for a speech and language evaluation, the child may have a speech and language *disorder* or delay. This article will describe some of the types of disorders. When your child has a speech and language *evaluation*, the evaluator will look for these signs of a particular problem:

1. Disorders of Language Form

A child may fall behind other children in phonological (speech sound) development or understanding and use of *grammar*. These two problems—*phonology* and grammar—often occur together, since they are both aspects of language form. Children with these problems frequently omit word endings. They often do not develop forms such as plurals, past tense verbs, complex verb forms, or other grammar forms at the age that most other children do.

The child with phonological problems often shows some kind of speech pattern. Some of the most common are omitting the last sound in a word (as in "how" for "house"), substituting one sound for another (as in "pork" for "fork" or "toup" for "soup") and omitting one sound from a *consonant blend* (as in "nake" for "snake"). The evaluator tries to discover the child's patterns so that therapy can correct the whole pattern, rather than just a few individual sounds that are in error.

The evaluator is also concerned with whether the child's speech is clear or *intelligible*. How well is the child's speech understood by others? Often the child's speech is more understandable to the family than to friends or strangers. Sometimes it's hard to tell. Many people often act as if they understand a young child, even when they don't. Notice how often your child has to repeat words or phrases when talking with a person outside the family. A child's speech is described as unintelligible when other people almost always misunderstand the child.

2. Disorders of Language Content

A child who has difficulty understanding words or choosing words to express ideas usually has a content problem. The young toddler who is still not talking is one example. This child may even show the ability to understand words and sentences as well as other children the same age.

But the child is not using words to express meaning. Some children who do talk may substitute one word for another word with a similar meaning, or for a word that sounds similar. They may use vocabulary more typical of a younger child. They may repeat words or syllables. A common problem is found in children who have difficulty understanding or using *concept* words. These are words that describe:

- Position (such as in, at, under)
- Time (when, first, before, later)
- Quality (big, hot, pretty)
- Quantity (more, some, none, one, two, etc.)

These children often have difficulty with both language form and content, since they are struggling to chose the right words to express their meaning. These children may also be unsuccessful in the area of language use. They may have difficulty understanding questions or conversation directed toward them, and may respond incorrectly or inappropriately.

3. Disorders of Language Use

The child with disordered language use does not use language for the variety of purposes and in the variety of situations available. The child may rely on non-verbal or limited means of communicating. A child who is developmentally delayed, physically handicapped, or mentally retarded may not be given as many opportunities to develop language as other children. The family may not expect the child to use words to ask questions or to express thoughts and feelings.

In fact, one of the most striking features of many language delayed children—not just those with mental retardation—is that they rarely ask questions. In their conversations with adults and other children, they generally answer questions. They do not seem to take turns in a conversation. They let the adults do most of the talking. In contrast, children without language problems show much more balance in answering and asking questions. They are able to take turns in a conversation more easily.

4. Articulation Disorders

Sometimes a child does not make speech sounds correctly due to incorrect placement or movement

of the articulator muscles (lips, tongue, velum, pharynx). This may be caused by a physical problem interfering with speech production, such as impaired muscle ability, a short tongue length or cleft palate. An oral examination should tell the evaluator if the child's errors on speech sounds are due to a muscular or structural problem.

The evaluator assesses the strength and use of the muscles in the lips, tongue and jaw, and observes the child's swallowing pattern. If the child has an immature swallowing pattern, it can interfere with the normal alignment of the teeth. The child might have an overbite ("buck teeth") or an open bite (a space between the upper and lower front teeth). Children with these problems are sometimes referred to an orthodontist (dentist who straightens teeth).

5. Voice Disorders

The most common voice problem in children is *vocal nodules*. These are hard calluses that develop on the *vocal cords*. They cause the child's voice to be hoarse or sometimes weak and breathy if they are very large. They are sometimes called "screamer's nodules" since they are caused by vocal abuse such as screaming, talking at the wrong *pitch*, frequent coughing or throat clearing, or even constant loud talking. This kind of abuse of the vocal cords can also lead to *polyps* (soft, fluid-filled growths) or *contact ulcers* (ulcers on the vocal cords).

The child with a voice problem should always be seen by an ear, nose, and throat doctor. Any hoarseness or vocal strain that lasts for more than two weeks should be investigated by an ear, nose, and throat doctor. The ear, nose, and throat doctor may suggest a speech evaluation by a *speech and language clinician*. The evaluation will consist of:

- Listening to the child talk.
- Seeing how long the child can make a sound (say "ah-h-h-h-h" as long as you can).
- Determining the child's pitch range and typical pitch.
- Exploring what kinds of vocal abuse the child is engaging in and how frequently.

6. Rhythm or Fluency Disorders

Children who have difficulty saying sounds, words, and phrases in a smooth flow may have a *fluency* disorder. One such disorder is stuttering. A child of any age can be brought in for a speech evaluation if the parents think the child is stuttering. It is true that many children outgrow stuttering. But it is also true that the most effective time to help children with a stuttering problem is in the preschool years.

In the evaluation, the speech and language clinician will want to observe whether the following behaviors occur in the child's speech:

- *Repetitions:* The child may repeat a syllable ("bu-bu-butter"), a word ("I-I-I-I want to go"), a phrase or a whole sentence. In general, the more times the child repeats a syllable or word, the more serious the problem is. Similarly, the child who repeats syllables and words is considered to have a more severe problem than a child who only repeats phrases or sentences.

- *Prolongations:* The child may prolong a sound such as "s" or "f," as in saying "s-s-s-s-sock." In general, the longer the prolongation lasts, the more serious the problem is.

- *Use of the schwa:* Most of us say "uh" while searching for a word or phrase to express our thoughts. The young child learning to talk may also use "uh," which is called the "schwa" sound. However, if this occurs often, along with repetitions or prolongations, it usually indicates a fluency problem.

- *Signs of tension:* The evaluator looks for signs of tension in the face or body when the child speaks. The child may blink or squeeze the eyes shut while trying to say a word. The voice of the child may sound tense, indicating tension in the vocal cords.

The evaluator also needs to know if there is a family history of stuttering, since this problem seems to be hereditary in some cases. The evaluator will explore what situations make the child stutter more, and which situations help the child be more fluent. The evaluator will try different activities to get the child to speak fluently. The evaluator will also want to thoroughly evaluate the child's language skills.

Some stuttering problems seem to be related to delayed vocabulary development. Some language problems, such as a word-finding problem, may make the child sound like a stutterer.

Vocabulary

Articulation—The production of speech sounds.

Concept—A general idea or characteristic applicable to several objects or events, which helps to organize knowledge about the world.

Consonants—The sounds made by stopping or restricting the outgoing breath.

Consonant blend—Two or more consonant sounds spoken together, such as "sn," "tr" and "ch."

Developmentally delayed—A child who acquires specific skills after the expected age.

Fluency—The smooth flow of speech.

Grammar—Rules governing how words are combined in sentences.

Impairment—Physical weakness or damage, or a functional problem.

Intelligible—Clear, understandable speech.

Language disorder—Any difficulty in understanding and using language.

Language form—The ways in which language units of sound and meaning are combined with one another.

Phonology—The study of speech sounds and the rules governing how they are combined to convey meaning.

Pitch—The sound quality associated with high or low frequency of vibration, like high or low musical notes.

Schwa—The "uh" sound.

Vocal cords—Muscles in the larynx which produce speech sounds by vibrating.

Vocal nodules, polyps or ulcers—Various growths on the vocal cords usually caused by abuse or misuse of the voice.

Refer to:

1.2 The Speech and Language Evaluation
2.1 Language Development
2.2 Speech Development
2.3 Cognitive Development
4.7 Turn-taking and Conversation
6.1.3 How You Talk With Your Child is Important!
6.1.4 Simplify Your Language to Help Your Child Understand
6.3.1 Protecting Your Child's Voice
6.4.1 - 6.4.5 Articles on Fluency

Is My Child's Speech or Language Delayed?

Carolyn A. Weiner, M.A., C.C.C.

Parents are often the first adults to notice a possible delay in their child's speech or language development. Your child's speech may not be clear. Or, your child may use shorter sentences than other children the same age. This observation generally leads to three questions:

Is my child's speech or language delayed?

Speech skills are different from language skills. Language refers to the use of words and sentences to convey ideas. Speech is the production of sounds that make up the words and sentences.

Using developmental milestones, such as those listed below, you can compare your child's development with that of other children the same age. Read the description and ask yourself the questions listed. You can get an idea if your child's communication skills are about the same, higher than, or lower than expected.

Use caution when applying any measure of development to your child. Individual differences or special circumstances need to be accounted for. This can be done by consulting with your school's *speech and language clinician* or by checking with your local speech and hearing clinic.

Milestones of Speech and Language Development

- One-year-old children should be able to understand a variety of words and should be using a few single words.
- By age two, words should be combined into two-and three-word phrases and sentences.
- Between the ages of three and five, children learn to carry on a conversation, ask and answer questions, follow and give directions, and speak alone in the presence of a group. These skills are important to success in kindergarten.
- After age five, sentences become increasingly complex. Children begin using words like "when," "while," and "since" to relate two or more ideas in a single sentence. The language level used by teachers and textbooks assumes that children have this skill by the age of seven or eight.
- As a rule, children use understandable speech by age four and use all speech sounds correctly by age five to seven.

At what point should I be concerned about my child's development?

Both social and academic success depend on well-developed speech and language skills. Your child may be having difficulty developing these skills if:

1. Your child has experienced ear infections or an unusually long stay (six months or more) in the hospital.

2. The child is not understood by playmates or others outside the immediate family.

3. The child is frustrated when trying to communicate and the situation does not improve over a one- or two-month period.

4. There is a delay of one year or more in developing speech and language skills. For example, here is a sample of abnormal language development (compiled by Beth Witt):

Three-year-old:
- Says only one or two words at a time.
- Cannot answer "what" or "who" questions.
- Speech is not comprehensible except in context.
- Does not seem to hear or understand all that is said; seems to "tune out" what others say.
- Does not start conversations. Speaks only when spoken to.
- Does not understand spoken directions without visual assistance from pointing and other gestures.
- Repeats what others say rather than responding.

Four-year-old:
- Talks in only two- or three-word phrases. Word order is poor.
- Cannot answer simple "what," "where," or "why" questions.

- Sentences or words are jumbled and disordered—hard to understand.
- Does not talk to peers or adults unless prodded, and then talks as little as possible.
- Does not respond to simple two-step directions: "Go to the kitchen. Bring me a spoon."
- Cannot listen to two or three lines of a story and answer simple questions about what was read.

Five-year-old:
- Talks in only three- or four-word sentences about present events.
- Cannot answer questions about "yesterday" or "tomorrow." Cannot answer "how" questions.
- Poor articulation is still a problem. Child's speech is unclear.
- Talks a great deal, but remarks may not be relevant to the situation.
- Has trouble sitting and listening to story of more than four or five sentences without "tuning out."

If any of these problems exist, it is recommended that you have your child's speech and language skills evaluated or tested.

What can I do about my child's speech and language problem?
Check with your local school district to see what evaluation and therapy services are available for your child. Many districts offer programs for preschool children. Some districts even extend services to infants. If your local district does not have a program for your child, call the Department of Education in your state and ask what services are available on a state-wide basis. If you live in a larger town, you may have the services of a speech and language clinician in a hospital, clinic, or private practice available to you. (For information, call the American Speech-Language-Hearing Association at 301-897-5700.)

After you have located a source of professional assistance, schedule an appointment for an evaluation. Then allow yourself a couple of days to think of, and write down, all the things about your child's communication that concern you. By writing them down, you relieve yourself of the burden of trying to remember them on the day of the appointment.

Vocabulary
Articulation—The production of speech sounds.

Evaluation—Tests used to measure a person's level of development, or to identify a possible disease or disorder.

Speech and language clinician—A person who is qualified to diagnose and treat speech, language, and voice disorders.

Refer to:
1.2 The Speech and Language Evaluation
1.3 Disorders of Speech and Language
1.4 The Speech and Language Glossary
2.1 Language Development
2.2 Speech Development
2.4 Development of the Preschool Child
10.2.4 Otitis Media

SHELTON

Speech-Language & Hearing

LANGUAGE BUILDING GAMES

5 modifications for kids with language difficulties:

Each of these games relies heavily on language skills. Therefore, a child with language difficulties might find these games challenging. To help, here are a few ways to modify each game so that your child feels more successful. I advise using the modifications for *all* players, instead of singling one child out.

- **Extend the time allowed for each turn.** Instead of using a sand-timer, use your own timer on a smartphone or stopwatch to allow each player more time to complete tasks.
- **Eliminate timing altogether.** If you notice your child crumbling under the time pressure, just eliminate timers altogether. After your child has had practice with the game and feels more confident, you can slowly reintroduce the timer.
- **Adjust the vocabulary words.** If your child seems unfamiliar or overwhelmed by the vocabulary in the game (e.g., Apples to Apples), create your own playing cards with more suitable vocabulary for your child.
- **Encourage note-taking.** Games such as Guess Who and Headbanz rely on memory. If your child seems to have difficulty remembering clues, encourage him/her to write things down during the game (e.g., my headband is an animal, it lives in the zoo, it has stripes, etc).
- **Provide lots of encouragement.** Discourage any negative comments from players, while encouraging positive comments instead (e.g., "good try" or "nice job!"). Give your child positive and descriptive praise for anything they are doing well (e.g., "Wow, you are showing great sportsmanship" or "That was an excellent question to ask.")

Blurt-word finding, listening, vocabulary

Outburst Junior. This fast-paced game encourages the use of categories and vocabulary. Players are given a word or category, and asked to name as many category members as possible before the time runs out.

Scattergories Junior. This fun game also encourages the use of categories. Players are given a specific letter (e.g., "F" or "G") as well as a list of categories. Each player must think of various category members that begin with that letter.

Guess Who. This silly game encourages players to ask questions and group pictures together based on similarities and differences. Players have a board filled with faces (or in the new

version, animals, appliances and even monsters) and have to guess which face belongs to their opponent.

<u>Guess Where</u>-reasoning, problem solving, memory, vocabulary, question formation

<u>Headbanz</u>. This engaging game encourages children to verbally describe objects, ask questions, and remember clues. Players are each given a secret word to wear on their headband. Players can look at other players' headbands, but cannot see their own. Each player must ask questions about their word, and give others clues for theirs (e.g., "Is my word an animal?").

<u>Catch Phrase Junior</u>. This high-energy game encourages the use of vocabulary, verbal descriptions, categorization, synonyms, and word definitions. Players are given a word and must try to get team members to guess what it is without actually stating the word.

<u>Cranium Junior</u>. This entertaining game also encourages the use of vocabulary and word meanings while tapping into the various senses. Players are given a question card and must act, hum, draw, or sculpt the answer to help their teammates guess what it is.

<u>Apples To Apples Junior</u>. This interactive game encourages the use of vocabulary, word meanings, synonyms, and categorization. Players are given a stack of cards, each with a different word (a person, place or thing). A descriptive word is then placed in the center of the game and players must choose a card from their stack that best fits the description.

<u>Guesstures</u>-nonverbal communication, body language

<u>Taboo Jr.</u>-categorization, memory, associations

<u>Spot It</u>-rapid word recall, vocabulary

Games for Speech & Language Development for Younger Students

Uno MOO Preschool Game

A take on the classic UNO game, designed for the preschool set, UNO MOO Preschool Game is great for turn taking, vocabulary, color ID, matching skills, following directions, and more!

Zingo by Thinkfun (good for older students too)

This is one of my top 5 favorite games for therapy. ThinkFun's Zingo is fantastic for turn taking and vocabulary building. Add in some commentary about the pictured items and you have hours of fun language building in one little game. Kids LOVE IT!

Hello Sunshine Game

Wonderful for teaching locative concepts, Hello Sunshine Game is a FUN active game where you take turns hiding Sunshine (a plush sun) in different places while learning about locative concepts. I LOVE games like these that **get kids moving** and help teach skills in a **playful and meaningful way**. Though targeted for 18 months and up, it can be great for any young child with speech and language delays as well.

Laundry Jumble Game by Educational Insights

Great for Clothing ID, Matching and more <u>Laundry Jumble Game</u> is very similar to What's in Ned's Head (below) in that it uses a multi-sensory approach to play and is a bit more appropriate for the little ones who may not like the grossness of Ned's Head.

The Cat in the Hat I can Do That Game

Recommended for ages 4 and up. The <u>Cat in the Hat I Can Do That! Game</u> is another game that gets kids moving and learning in fun and meaningful ways. Get silly while working on memory, following directions, vocabulary social skills and turn taking!

Dr. Seuss What's in the Cat's Hat? Game

Another hit by the folks at Dr. Seuss is the <u>Dr. Seuss What's in the Cat's Hat? Game</u> . In this game, you'll be having a blast working on answering and asking questions, building memory and recall, turn taking, following directions and deductive reasoning as you take turns hiding household items in the Cat's Hat as players ask questions and explore the object in various ways to figure out What's in the Cat's Hat!?

What's In Ned's Head?

This is another in my top 5 most used games in speech therapy. <u>What's In Ned's Head</u> is, well, a little gross but the kids LOVE it. Take turns reaching into Ned's Head where he has a bunch of weird and sometimes disgusting items up in there. Reach in Ned's Head through his ears or his NOSE! Feel with your hands...can you tell what it is? A rat? A brain? A TONGUE?? So much fun and great for deductive reasoning, vocabulary development, and social-cognitive skills like joint attention and turn taking. Did I mention it's a little gross? You can always throw in items from your own home that are not quite so yucky!

Where is it? Game

This is a great game for learning locative concepts. The <u>Where Is It? Game</u> is kind of like Bingo but with images of a silly dog in all kinds of places. Where is he? On top of the house? Near? far? Running around the house? Great for little ones who are struggling with these concepts.

Language Building Activities

Games:

1. **BLURT!** (word finding, listening, vocabulary)
2. **TriBond for Kids** (reasoning, listening skills, associations, word finding, vocabulary)
3. **TABOO** (defining/describing, vocabulary, verbal expression, word finding, auditory comprehension, memory)
4. **Scattegories Junior** (categories, word finding, vocabulary)
5. **Outburst Junior** (categories, word finding, vocabulary)
6. **Apples to Apples** (word associations, categories, vocabulary, turn taking)
7. **20 Questions for Kids** (memory, reasoning, auditory comprehension, word finding)
8. **21st Century 20 Questions** (memory, reasoning, listening skills, word finding)
9. **Guess Who?** (reasoning, problem solving, memory, basic vocabulary, question formation)
10. **Master Mind** (reasoning, memory)
11. **Cranium** (targets creative, performance, linguistic, and practical abilities) 12. **Brain Quest** (reasoning, linguistics, word finding)
13. **Word Burst** (word finding, categories, associations, listening skills, memory, vocabulary)
14. **Semantically Speaking** (vocabulary, word relationships/associations, multiple meaning words, reasoning)
15. **More Semantically Speaking** (vocabulary, word associations, reasoning, figurative language, time concepts)
16. **Grammar Scrabble** (linguistics, grammar, thought formulation)
17. **Pictionary Junior** (vocabulary, reasoning, word finding/naming, multiple meaning words)
18. **Trivia Pursuit** (word finding, reasoning, auditory comprehension, turn taking)
19. **Loaded Questions** (thought formulation, memory, creative thinking)
20. **Buzz Word** (memory, vocabulary, word finding, social skills)
21. **Such and Such** (word associations, word finding, reasoning, memory)
22. **Sentence Says** (grammar, sentence formulation, word finding)
23. **Jabber Jots** (creative thinking, thought formulation, grammar)
24. **Password** (vocabulary, word finding, auditory comprehension, turn taking)
25. **Origin** (creative thinking, thought formulation, figurative language, grammar)
26. **Create a Story** (thought formulation, vocabulary, creative thinking)

Websites:
www.mindware.com
www.lumosity.com
www.wordcentral.com

Ways to Build High Level Language Skills

-Play games that target language skills including making inferences, ambiguous language, and problem solving and reasoning:
1. Perplexor games
2. Rush hour
3. Bubble talk
4. Sour apple

(There is a more exhaustive list of games with the language skills it targets)

-Look at billboards and bumper stickers and discuss why they are funny

-Watch Commercials and discuss why they are funny
(You can do a search on youtube for "commercials and making inferences")

-Idioms: Most days you will encounter/say multiple idioms without even realizing it. Take the opportunity to point them out and discuss what they mean. You might even research the origin which can be very interesting! You can Google "Idiom of the day" or "Idioms for kids" for good examples along with their meaning/interpretation.

-Crossword puzzles to increase vocabulary and awareness of ambiguous language.

-Far side

-Sandra Boynton Facebook page. She has a picture with "play on word/tongue in cheek" phrases that are very humorous.

-Proverbs and Fables. They are often short stories. You can discuss what you have learned from the story.

-Newspaper headlines to work on ambiguous language

These are some ideas which I think should really facilitate language skills in a more fun and natural way.

The Shelton Program

If **Learning Differences** are **physical, neurological differences** which cause challenges with learning, **how does Shelton improve a student's academic skills?**

It is understood that **students with learning differences process visual and auditory information related to symbols like letters/sounds and sometimes numbers inaccurately** a significant percentage of the time.

Since the 1920's clinical studies and research have been seeking to solve the question of how to help the intelligent LD student process symbols more accurately. From the **pioneer work of Samuel T. Orton and Anna Gillingham comes the methods for helping the LD student read, write and spell more effectively.** The Orton-Gillingham approach is the prototype multisensory structured language method for teaching written language to the LD student. Ten multisensory structured language methods have been developed from the Orton-Gillingham model.

The **three Orton-Gillingham methods used at Shelton are Alphabetic Phonics (AP), Sequential English Education (SEE), and Shelton Upper School Reading Programs.** A **fourth MSL method** employed at Shelton is **The Association Method**, which is derived from the work of Mildred McGinnis for students who need **specialized techniques in oral language communication as well as the written language skills** of reading, writing, and spelling. Detailed information is given on each method in this booklet.

In general all MSL methods include the following emphasis:

Alphabetic	Mastery/automatic ability to name the letters of the alphabet
Phonetic	Mastery/automatic ability to attach sounds to the letters of the language
Structured	Patterns of the language presented in an organized, sequential manner
Linguistic	Patterns taught in sequential manner from simple to complex
Individualized	Instruction 1:1 or small group
Intensive	Information taught for mastery; each skill repeated continually
Multisensory	All senses used to present new information

The Shelton Program

Oral Language Development

Lower School & Upper Elementary
In EC-5th there are manipulative language development activities in every room to provide for vocabulary development, sentence usage, and reasoning concepts.

Middle School
In Middle School the vocabulary and sentence development is enhanced through the Language Therapy programs of Alphabetic Phonics and Sequential English Education, and the Association Method

Upper School
The Upper School program provides an in-depth vocabulary study through PSAT/SAT preparation materials.

Students who function in receptive or expressive language development below the 25th percentile are also scheduled for small group therapy with a Speech/Language Pathologist from EC through 8th grade.

Written Language Development - Reading/Writing/Spelling

Lower School & Upper Elementary
Learning pre-reading and writing skills are the emphasis in EC and Pre-Primary. With a good foundation of the code of the language students move through the prescribed language therapy method: Alphabetic Phonics; Sequential English Education; and Association Method.

Middle School
Students in 6-8 continue through Language Therapy programs; emphasizing decoding, fluency, and comprehension skills.

Upper School
Students in 9-12 are assigned to the Upper School Reading Programs or Literature classes or may proceed into foreign language

Shelton Language Therapy classes
ALPHABETIC PHONICS

Students at Shelton School have the opportunity to receive structured, multisensory language instruction which is based on the Orton-Gillingham approach for teaching phonics and the structure of the English language. This approach utilizes the curriculum of *Situation Learning, MTA, or Take Flight and other curriculum from Texas Scottish Rite Hospital.* The following is a descriptive overview of the presentation and content of the language training classes.

Each intervention class contains the following components:

Alphabet	Letter knowledge and the sequence of the alphabet are addressed in this lesson component. As letter knowledge and the sequence are mastered, dictionary skills are introduced as well as utilizing reference materials.
Reading Decks	Automatic recognition of the graphemes (single letters as well as letter clusters such as digraphs and diphthongs) is reviewed daily. The students name the letters and letter clusters and then review the sounds made by those letters using consistent key words. As grapheme/phoneme (symbol and sound) correspondences are introduced, they are added to this daily review deck.
New Learning	New concepts are introduced through direct, explicit instruction using a structured multi-sensory approach. The rules that govern our language for reading and spelling are introduced as well as the symbol/sound correspondences, the six syllable types, syllable division patterns and morphemes (prefixes, roots and suffixes).
Reading Practice	The reading practice portion of the lesson offers practice designed to build accuracy as well as automaticity. The lesson includes daily practice in repeated reading of reading instant words as well as practice in decoding words in isolation and in sentences. Repeated reading of words grouped by syllable or orthographic pattern lead the student to mastery of those concepts. Rate is addressed in repeated reading activities. Fluency is also addressed.
Handwriting	Direct explicit instruction in the cursive letters shapes is included in this portion of the lesson. The cursive letters shapes are introduced in the same sequence as the letter/sound correspondences are introduced.
Spelling Deck	This section is a daily review of the sounds of the English language. The students respond to the sound with the most frequent spelling(s) of that sound. As new sounds and new spellings of various sounds are added through new learning, those sounds or spellings are added to this daily review deck.
Phonemic Awareness	Using "mouth pictures" to add a visual and kinesthetic aspect to recognition of individual phonemes, phoneme identification and manipulation is practiced each day by students. Alternately, students work on auditory discrimination and memory.
Spelling	The spelling section of the lesson incorporates phonemic awareness in the spelling procedures. Practice in applying the rules for spelling one-syllable base words, derivatives or multi-syllable words is incorporated daily.
Review	This section of the lesson provides a quick review of the new learning of the day as well as a review of other concepts. Often morphemes or syllable patterns are also reviewed in this section.

On a rotating basis, the following components are also addressed:

Comprehension	Beginning with listening comprehension and building to reading comprehension, multiple strategies are introduced and practiced. Grammar is also addressed in this section of the lesson.
Written Expression	Moving from verbal expression to written expression, the ability to convey thoughts through written expression is addressed here. Students begin by building strong sentences then progress to composing paragraphs and longer passages.

SEQUENTIAL ENGLISH EDUCATION (SEE)

SEE is an IMSLEC accredited course utilizing structured, multi-sensory language instruction, based on the Sequential English Education approach for teaching reading/writing/comprehension/spelling and auditory discrimination and memory. The following is a descriptive overview of the presentation and content of the classes.

The lesson includes these activities:

Language: Each lesson presents the patterns of the English language to the student moving from simple to complex patterns.

Alphabet: Visual recognition of Upper and Lower Case letters and the sequence of the alphabet is covered.

Sound/Symbol Correspondence: The sound of each letter is presented and reviewed for automaticity.

Word Families: Perceiving the internal detail of words by identifying the word family within the word is practiced.

Reading: At the beginning of the therapy process the reading emphasizes decoding, breaking words into parts and blending the parts into a word. As accuracy improves, speed increases and inflection is improved.

Each word that is decoded is defined and used in a sentence. Word meanings are the basis of comprehension of sentences, paragraphs and stories.

Oral Language Development: The development of vocabulary and expressive language is increased through defining words and using them orally and in written sentences.

Handwriting: Each lesson includes a presentation of the letter being taught. This teaching is highly multi-sensory. The student traces the letter in their manual, on their memory board and writes it from memory on paper. As letters are mastered, letter connections, spacing, pencil pressure and consistency of writing slant are improved.

Spelling: As a student learns to decode the patterns of the language, he learns to spell those patterns. Reading, writing and spelling are seen to reinforce each other.

Dictation: Each lesson provides that the student listen for words, phrases, and sentences and practice the skill of holding this information in mind while transferring it to paper.

Review: Review of previous material is built into each lesson. Reviews are also placed at regular intervals in the student manuals and surveys are given at the end of each of the three manuals to determine mastery.

Listening: Listening skills are enhanced throughout the SEE lessons, but an additional program, Auditory Discrimination and Memory is an integral part of this program. These drills improve listening, following directions, and spelling.

Shelton Upper School Reading Programs

Students in the Shelton Upper School have the opportunity to receive structured, multisensory language instruction based on the Orton-Gillingham approach for teaching phonics and the structure of the English language. This approach utilizes the curriculum of the *Wilson Reading System* combined with various elements proven to strengthen reading accuracy skills (decoding) and spelling skills (encoding). The following is a descriptive overview of the various components of the Upper School Reading curricula.

The daily lesson includes these activities:

Sight Words	This lesson includes 10 words that do not follow the typical rules of the English language and frequently misspelled words. Students write, define, and use the words in a sentence each week. In addition, students practice orally spelling the words. Finally, students use a masonite board for further kinesthetic spelling practice.
Morphemes	Prefixes, suffixes, and root words are taught each week in order to understand the structure of the language. In addition, knowledge of the meanings of these morphemes help with vocabulary development and preparation for SAT/ACT testing.
Decoding **Sound Cards**	This includes a "quick drill" of the phonemes with the teacher showing a sound card and the student(s) naming the letter(s) and corresponding sound(s). Key words are also used with vowels and as needed with other sounds.
Teach/Review	Blank cards and letter cards are used to teach phoneme segmentation and blending. Students are taught to segment sounds using a finger tapping procedure. Syllable and suffix cards are used to teach total word structure.
Wordlist Reading	Skills are applied to the reading of single words on a controlled wordlist in the Student Reader containing only those elements of word structure taught thus far.
Sentence Reading	Word attack skills are applied to reading within sentences.
Passage Reading	Students silently read a short passage with controlled vocabulary containing only the studied word elements. Students retell the passage in their own words linked to visualization of the passage. Student then read orally. This lesson also reinforces reading comprehension.
Encoding **Quick Drill**	Letter formation is taught as needed. Every lesson includes a phoneme drill with the teacher saying a sound and the student identifying the corresponding letter(s).
Auditory Drill	In this phonemic awareness activity, students are asked to isolate sounds or combinations of sounds until mastery is achieved. Rhyming and segmenting of sounds is also practiced in this section.
Teach/Review	Initially, students spell words with phoneme cards and blank cards. Students apply the finger tapping procedure to segment sounds for spelling. Beyond Step 3, students use syllable and suffix cards. Students spell words using the cards to sequence sounds, syllables, and word parts.
Written Work	Sounds, single words, and sentence dictation are included. The teacher dictates sounds, words, and sentences that are controlled. The students repeat the dictation prior to writing. Sounds and words are spelled orally before they are written. A formal procedure is followed for independent sentence proofreading.
Fluency	Students work on fluidity of reading (decoding, smoothness, tone and phrasing) in this non-controlled reading section. The teacher chooses a reading passage and models reading it fluently for the students. The students then chorally read the same passage as a group. Paired reading is used to work on identifying mistakes as well as further reading practice. Fluency is evaluated by charting the errors at the beginning and end of the week.
	Rapid Word Recognition charts are also used to work on reading fluency. Students read words and/or phrases independently of text in order to further apply reading skills.

SHELTON LANGUAGE THERAPY CLASSES
THE ASSOCIATION METHOD

Students at Shelton School have the opportunity to receive structured, multisensory language instruction in The Association Method. The Motor Theory of Speech Perception and the Information Theory support this method of instruction. The Association Method is a multisensory, phonetically based, systematic, incremental instructional program for teaching and/or refining oral and written language (reading, writing and spelling). The following is a descriptive overview of the presentation and content of the classes.

The daily lesson includes these activities:

Language:	Students learn to read, write and spell by introduction to the symbols of the Northampton Chart and the procedures for combining these symbols into words. The symbols are presented in an individualized order for each child.
Alphabet:	The lower case cursive letters of the alphabet are taught. Capital letter formation is begun at the sentence level. The sequence of the alphabet is taught in oral spelling.
Sound/Symbol Correspondence:	The Northampton Symbol system is presented and reviewed for automaticity.
Reading:	At the beginning, precise articulation of the primary spelling of the Northampton Symbols is required to advance to the drill level (combining consonant-vowel and vowel-consonant combinations which begins to form an association between the written form and the spoken form). The cross drill level is the next level in which secondary spellings (Northampton Symbols) are introduced. At this level decoding is strongly emphasized as well as making an association between the written and spoken word (attaching meaning). Color differentiation is used to differentiate phonemes within words.
Oral Language Development:	The program is based on the hierarchy of normal development of receptive and expressive language skills. Each step in the program is incremental in building and maintaining language skills. Color differentiation is used to highlight verbs and new concepts in language structure.
Articulation:	Precise articulation is required from the beginning and before advancing to higher levels in the program.
Handwriting:	Accurate written recall of material at each level is required prior to progressing to the next level.
Spelling:	As the student learns to decode the patterns of the language, he learns to spell those patterns. Reading, writing and spelling are seen to reinforce each other. Mastery of oral and written recall is expected at each level in the program.
Dictation:	Within the program, lessons provide opportunities for the student to listen for sounds, words, sentences and stories which entail practicing the skill of holding this information in memory while transferring it to paper.
Review:	Review of previous material is built into each lesson. Oral and written recall at each level is required to progress. Sound/noun/sentence review board activities are used to review materials. Each child has his own individual book for review.
Listening:	Listening activities are enhanced through the phoneme/noun/sentence review work at the board. A slower temporal rate of speech is used to provide the children more time to process auditorily and more time to observe the speaker's lip movements.

Oral Language

Oral language is man's most unique and complex ability. Any disturbance in this process interferes with an individual's ability to acquire basic and higher-level knowledge. Every student has the right to develop maximum competence in communication and academic abilities. Therefore, the oral language program of The Language-Speech Department works to develop programs and remediate speech/language delays/deficits in students to help them reach their communicative and academic potential.

The Language-Speech program encompasses receptive/expressive language, articulation, syntax, pragmatics, voice, and fluency. There are different categories of language deviation. These are described as follows:

*Receptive Deficiencies—Inadequate recognition of input (spoken or written) in terms of attaching significance, interpretation of sounds/letters, words, and word combinations, and the relationships expressed in language.

*Expressive Deficiencies—Inadequate production (spoken or written) of the intended message as judged by language rules of a specific situation.

*Organizational Deficiencies—Inadequate planning or execution of goal-directed tasks.

Characteristics of Language Disordered Children
1. Difficulties making associations between/among auditory stimuli, objects, and written language
2. Poor auditory discrimination
3. Poor auditory memory for sequencing
4. Major difficulties and/or limitations in vocabulary, concepts, verb tenses, sentence formulation, question formulation, and syntax (word order) in general
5. Specific weaknesses for speech production—e.g. apraxia of speech
6. Inability to understand spoken linguistic events at the normal rate
7. Difficulties with pragmatic (social) skills—Pragmatics is a set of rules one knows and uses in determining who says what to whom, how, why, when, and in what situation.

The Language-Speech Department provides services for students grades EC-8th. Students are seen two times a week in group sessions. Students are grouped by strengths/weaknesses and grade. In addition to group speech, Shelton offers private therapy for EC-8th grades through the Shelton LSH Clinic (972/774-1772).

SHELTON SCHOOL CURRICULUM CONTINUUM
LANGUAGE ARTS - READING

LA - READING – Early Childhood	LA - READING – Pre-Primary	LA - READING – Primary	LA - READING – Elementary (3/4)	LA - READING - Fifth
PREREQUISITE FOR PRE-READING **Practical Life Activities and Vocabulary** **Sensorial Activities and Vocabulary** **PRE-READING** **Rhyming** **Visual Symbol Recognition** Lower Case/Capitals **Sound/Symbol Correspondence** Identification of sounds / Blending **Word Building** Beginning reading Beginning spelling **PRE-WRITING** Practical Life/Sensorial Exercises Hand Exercises Beginning Strokes Cutting Metal Insets Tracing Sandpaper Letters **MONTESSORI / SEQUENTIAL ENGLISH EDUCATION (SEE)** Phonemes CVC words/Sight words Writing letters/words Memory **MONTESSORI / ASSOCIATION METHOD** Phonemes & Drop Drills VC/CV cross drills Words Writing Words Memory **ORAL READING** **COMPREHENSION** **AUTHOR OF THE MONTH**	**PRE-REQUISITE*** Practical Life Activities & Vocabulary Sensorial Activities & Vocabulary ****See Early Childhood Pre-requisites – Add Language and Extensions as needed*** **PRE-READING** **Visual Symbol Recognition** Lower Case- print/cursive Capitals – print/cursive **Sound/Symbol Correspondence** Identification of sounds Blending **Word Building** Beginning reading Beginning spelling **READING THERAPY PROGRAMS** **DECODE/SPELL/WRITE** *SEE* - Book I Introduction CVC words Sight words Writing words/sentences *Association* – Unit I Phonemes and Drop Drills VC/CV cross drills **ORAL READING PRACTICE** Linguistic readers Class Stories/ Experience stories Comprehension skills Following directions Facts Sequence Main idea Working with sound Inference **COMPREHENSION** Name, category, function, features	**PRE-REQUISITE*** Practical Life Activities & Vocabulary Sensorial Activities & Vocabulary ****See Early Childhood Pre-requisites – Add Language and Extensions as needed*** **LANGUAGE THERAPY PROGRAMS** *Sequential English Education:* Books I Int./Adv., II Beginning, II Int./Adv. *Alphabetic Phonics :* Beginning Level *Association Method:* Units I, II **Concepts taught in Reading Therapy:** Phonology/Auditory Discrimination Symbol-sound correspondence Syllables Morphology Syntax Semantics Fluency Handwriting (cursive) Alphabetizing/Dictionary Skills **COMPREHENSION** Listening Vocabulary building Contextual meaning Following directions Recalling facts Sequence Main Idea Drawing conclusions Predicting outcomes Inference **ORAL READING FOR DECODING ACCURACY PRACTICE** Linguistic readers Basal readers	**LANGUAGE THERAPY PROGRAMS** *Sequential English Education:* Book II, III *Alphabetic Phonics :* Beginning-Advanced Levels *Association Method:* Units I, II Beg., II, III **Concepts taught in Reading Therapy:** Phonology/Auditory Discrimination Symbol-sound correspondence Syllables Morphology Syntax Semantics Fluency Spelling Handwriting Alphabetizing/Dictionary Skills **COMPREHENSION** Listening Vocabulary building Contextual meaning Following directions Recalling facts Sequencing Paraphrasing Main Idea Drawing conclusions Predicting outcomes Inferencing **LITERATURE (Novel Analysis)** Literacy Terms/Story Elements Vocabulary Expansion Novel Coding Appreciation of Literature Book Report Writing	**LANGUAGE THERAPY PROGRAMS** *Sequential English Education:* Book II, III *Alphabetic Phonics :* Beginning-Advanced Levels *Association Method:* Units I, II, III **Concepts taught in Reading Therapy:** Phonology/Auditory Discrimination Symbol-sound correspondence Syllables Morphology Syntax Semantics Fluency Spelling Handwriting Alphabetizing/Dictionary Skills **COMPREHENSION** Listening Vocabulary building Contextual meaning Following directions Recalling facts Sequencing Paraphrasing Main Idea Drawing conclusions Predicting outcomes Inferencing **LITERATURE (Novel Analysis)** Appreciation of Literature Literacy Terms/Story Elements Vocabulary Expansion Novel Coding Book Report Writing

SHELTON SCHOOL CURRICULUM CONTINUUM
LANGUAGE ARTS - READING

LA - READING – Sixth	LA - READING – Seventh	LA - READING – Eighth	LA - READING – Ninth through Eleventh	LA - READING – Twelfth
LANGUAGE THERAPY	**LANGUAGE THERAPY**	**LANGUAGE THERAPY**	**US READING PROGRAMS**	
Reading Therapy Programs:	**Reading Therapy Programs:**	**Reading Therapy Programs:**	**READING A (Therapeutic)**	**COLLEGE READING AND STUDY**
Sequential English Education: Book III/IV	*Sequential English Education:* Book III/IV	*Sequential English Education:* Book III/IV	**Emphasis on reading accuracy and spelling skills*	**STRATEGIES**
Alphabetic Phonics: Schedule IIIa, IIIb, begin IIIc	*Alphabetic Phonics:* Schedule IIIa, IIIb, begin IIIc	*Alphabetic Phonics:* Schedule IIIa, IIIb, begin IIIc	Decoding (reading)/Encoding (spelling) strategies	Introduction to Learning Strategies
Take Flight Books 3 - 7	*Association Method:* Units II, III	*Association Method:* Units II, III	Fluency/accuracy strategies and drills	Time Management Strategies
Association Method: Units II, III			Syllable division patterns	College Reading Strategies
Phonology/Phonemic Awareness	Phonology/Phonemic Awareness	Phonology/Phonemic Awareness	Morpheme study (prefixes, suffixes, roots)	Comprehending Main Idea
Sound-symbol correspondence	Sound-symbol correspondence	Symbol-sound correspondence	Summarization/ Paraphrasing (oral and written)	Identifying the Details
Syllables	Syllables	Syllables	Oral reading/fluency practice	College Study Strategies
Morphology	Morphology	Morphology	**OR**	Improving Memory
Syntax	Syntax	Syntax	**READING B (Therapeutic)**	Taking Notes
Semantics	Semantics	Semantics	**Emphasis on reading accuracy skills*	Preparing for Exams
Fluency	Fluency	Fluency	Decoding (reading) strategies	
Rapid Automatic Naming	Rapid Automatic Naming	Rapid Automatic Naming	Fluency/accuracy strategies and drills	
Repeated Reading	Repeated Reading	Repeated Reading	Syllable division patterns	
High Frequency Words	High Frequency Words	High Frequency Words	Morpheme study (prefixes, suffixes, roots)	
Spelling	Spelling	Spelling	Oral reading/fluency practice	
Dictation	Dictation	Handwriting	Summarization/Paraphrasing (oral and written)	
Handwriting	Handwriting	Alphabetizing/Dictionary Skills	Vocabulary development	
Alphabetizing/Dictionary Skills	Alphabetizing/Dictionary Skills	**BASIC COMPREHENSION**	**OR**	
BASIC COMPREHENSION	**BASIC COMPREHENSION**	Listening	**READING C**	
Critical Listening	Listening	Vocabulary building	**Emphasis on reading comprehension skills*	
Vocabulary building	Vocabulary building	Connotative meanings	Active and close reading	
Connotative meanings	Connotative meanings	Analogies	Annotation/margin notes	
Analogies	Analogies	Cause-effect	Summarization/Paraphrasing (oral and written)	
Cause-effect	Cause-effect	Sequence	Vocabulary development	
Sequence	Sequence	**APPLIED READING**	Morpheme study (prefixes, suffixes, roots)	
APPLIED READING	**APPLIED READING**	Elements of fiction terms	Oral reading	
Elements of fiction terms	Elements of fiction terms	Short story	Reading strategies for novels and other texts	
Short story	Short story	Literacy devices	**OR**	
Literacy devices	Literacy devices	Novel	**READING D**	
Novel	Novel	Drama terms	**Emphasis on reading accuracy and comprehension skills*	
Drama terms	Drama terms	Drama	Active and close reading	
Drama	Drama	Poetry terms	Annotation/margin notes	
Poetry terms	Poetry terms	Poetry	Summarization/Paraphrasing (oral and written)	
Poetry	Poetry	Nonfiction terms	Vocabulary development	
Nonfiction terms	Nonfiction terms	Nonfiction	Morpheme study (prefixes, suffixes, roots)	
Nonfiction	Nonfiction	Reading Comprehension	Decoding strategies for strengthening accuracy	
Reading Comprehension	Reading Comprehension	Reading Minutes	Oral reading/fluency practice	
Reading Minutes	Reading Minutes	Vocabulary	Reading strategies for novels and other texts	
Vocabulary	Vocabulary	Spelling		
Spelling	Spelling			

Writing with a Plan

Sentences $\longrightarrow$ Paragraphs $\longrightarrow$ Papers

Building a Good Sentence

Begin with...

- Who? (a noun).

- Describe the noun.

> What does it look like (color, size)?
>
> What does it smell like?
>
> What does it feel like?
>
> What does it taste like?

- What? What does _____ do?

- When? When does the action occur?

- Where? Where is _____?

- Why? Why does _____ do it?

- How? How does _____ perform the action?

When writing paragraphs, you will need to remember:

Go! (green)

Topic Sentence: - Tells the reader:
- What the paragraph is about
- What I am going to prove, explain, or share.

SLOW DOWN! (yellow)

Reason/Detail/Fact: List your interesting place with some information. Use a transition.

STOP! (red)

Explain: List WHY your place is interesting and give some information. Give evidence, explanations, examples.

Go Back! (green)

Remind: - The reader of your topic!

The three colors of the traffic light help students remember how to write a simple paragraph. First, green gets the writing started. A topic sentence is green; it tells the reader what the paragraph will prove, explain, describe, or share. Next, yellow reminds the writer to slow down and support the topic with good reasons, interesting facts, or well-described details. Reasons, details, and facts are introduced with transitions. Finally, red is a reminder to stop. Red examples, explanations, evidence, and events bring paragraphs to life. The conclusion, of course, is green because the final sentence reminds the reader of the topic.

Body Paragraph

● **Topic Sentence:**

(Use O.P.)

_____

_____

_____

● _____

_____

● _____

_____

● _____

_____

● _____

_____

● _____

_____

● _____

_____

● _____

_____

● _____

_____

● **Go Back remind reader of Topic:**

_____

_____

WRITING: OUTLINE A PARAGRAPH ABOUT YOUR FAVORITE SNACK

TITLE _____

I. INTRODUCTION: Topic Sentence (What is your favorite hobby?)

_____

_____

II. BODY: Supporting Sentences (Example of why it is your favorite)

1) _____

    a. _____

    b. _____

2) _____

    a. _____

    b. _____

3) _____

    a. _____

    b. _____

III. CONCLUSION: Summary sentences (I enjoy_____ because...)

_____

_____

Directions: Write a rough draft. Edit your draft checking for capitalization, punctuation and complete sentences. Write a polished finished product.

Ways to Build Your Student's Writing Skills

Don't underestimate the power of conversation! Oral language development precedes written language.

Use your vocabulary to build your student's. Use words that your student may not know, then include the definition in your talk.

> ex: "There was the most noxious odor at work today! It smelled so bad that we had to evacuate the building."

Reading builds writing. It improves vocabulary, and students see examples of grammar and story structure.

Be a listener. When your student needs assistance getting started with writing, have them first tell you what they are going to write. Many students do much better if they first rehearse orally.

As your student is telling you his/her writing plan, use the magic phrase, ***"tell me more,"*** to encourage elaboration.

Once your student has written something, instead of you looking at the page, ***have your student read it to you***. Often students can identify their errors just by reading it aloud.

Ask your student what you should focus on when he/she reads a piece of writing. Do they need you to listen for anything that isn't clear? Maybe they want you to tell them if the beginning catches your attention. Let your student decide on the focus.

Remember it is your student's work. If your student asks you to read and edit something, once more ask what they want your focus to be. Just look for the items your student has identified. If you rewrite your student's paper so it is in your voice and not his/hers, it makes it difficult for us to accurately assess what your student has mastered and what areas still need work.

Don't endorse less than your student's best. While it may sound supportive to say, "Don't worry about it, I cannot write either! or We just aren't a family of writers; we are scientists." The message you are unintentionally sending is quite different: "This is hard. As an adult, I cannot do it. In fact no one in our family can do it. Just give up. It is okay." ***Instead, prompt him/her to break it down and to remember what was done in class.***

Let's equip and empower our students to be confident, independent writers.

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