

Lori Anderson, M.S., CCC-SLP
Coordinator of School Speech Language Pathologists

What is Language?

problem clues
summarize written
syntax paraphrase social
details directions LANGUAGE
blending connections antonyms main
receptive conclusions ambiguity memory
speech vocabulary organization figurative language
solving inferences comprehension nonverbal imagery
oral visualize conversations prediction grammar
syllable pragmatics segmentation coding
idea spoken content elaboration make
pragmatics semantics morphological parts
draw phonology verbalize
synonyms follow

Oral Language Development in Children

Stages of Development	Ages
Crying / Cooing	0-3 months
Babbling	3-9 months
Echolalia	9-12 months
First words	12-18 months

Emergence of Language Through Social Interaction



Starting School



Types of Language

Receptive

The ability to understand and comprehend spoken language that you hear or read

Expressive

The ability to use language to express oneself either orally or in writing

Pragmatic

The ability to use language in our daily interactions with other people

Receptive Language

- Following directions
- Understanding vocabulary concepts
- Comprehension
- Understanding high-level language

Expressive Language

- Recalling information
- Thought organization
- Formulating sentences / paragraphs / stories
- Using syntax (grammar)
- Semantics (vocabulary)

Pragmatic Language

- Eye contact
- Facial expressions
- Body language
- Turn-taking
- Staying on topic
- Appropriate behavior in different situations

Reading Therapy

- **The Association Method**
- **SEE** (Sequential English Education)
- **AP** (Alphabetic Phonics/Take Flight)
- **SARA** (Shelton Adolescent Reading Approach)

Accurate Responses

a

ck

ou

Breaking the Code

 $S = 1 (V)$
1. $\check{V}C$ 2. $\bar{V} \rightarrow' V \rightarrow^o$ $\acute{a}, \acute{i}, \acute{e}, \acute{o}, \acute{u}$ 3. $\underline{VV} \underline{VY}$ 4. $\bar{V}-\underline{e}$ 5. '[FSS 6. $V\underline{r}$

#2 Syllable Types

Comprehension

Comprehension

We target:

- Listening skills
- Vocabulary development
- Specific comprehension strategies

Vocabulary



Their
There

solar

Developing Understanding – Vocabulary

Morphology

Morphology

dog s

- s = plural



un tied

un- = not, opposite



Morphology

- **frac** - = break

Key word = fraction



frac ture = to break

frac tion = act of breaking

Latin Root Word

- **rupt** - = break, burst

Key word = rupture

e **rupt** = break out

rupt ure = to break, burst



Latin Root Word

Morphology

re-	con- in- de-	- struct - to build	-ed -ing -tion
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Written Language

Why is Writing so Difficult?

- Poor organization skill
- Difficulty with word retrieval
- Limited vocabulary
- Poor grammatical awareness
- Difficulty with syntax or sentence structure
- Difficulty with spelling
- Difficulty with paraphrasing and summarizing
- Difficulty with handwriting or keyboarding

Semantics



The Shelton Way:

- Explicit
- Direct
- Systematic Instruction

Teachers model writing

Starting small and
Expanding

Beginning with a Meaningful Sentence

Who? What? When? Where? Why? How?

Who/What is it?

What color is it?

What is it doing?

When did it occur?

Where did it occur?

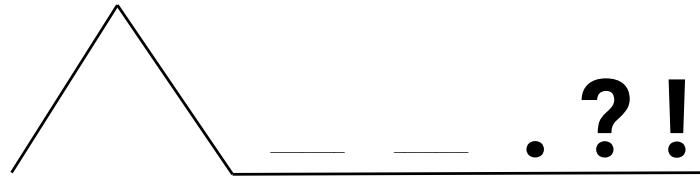
Why is it doing it?

How is it doing it?



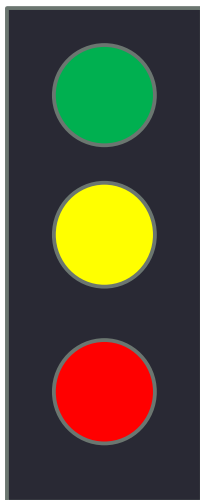
A Good Sentence

1. Begin with a capital
2. End with punctuation
3. Have a subject and predicate
4. Express a complete thought
5. Pause at commas, stop at periods, change the pitch of your voice for question marks and exclamation marks



Writing Requires a Plan

Step Up to Writing published by Sopris West



Go! - **Topic Sentence**

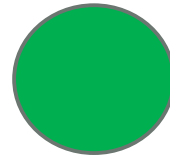
SLOW DOWN! - **Reasons, Details, Fact**

STOP! - **Examples, Explanations, Evidence,**

Events, Experiences, Expert Opinions, Elaboration

Conclusion:

Sum it up by reminding the reader of what they have read



- Go back to the topic sentence
- Restate the topic and the position
- Do not introduce new information
- Use synonyms for words that you have already used
- Leave your reader with something to remember

Step Up to Writing – Oral Level

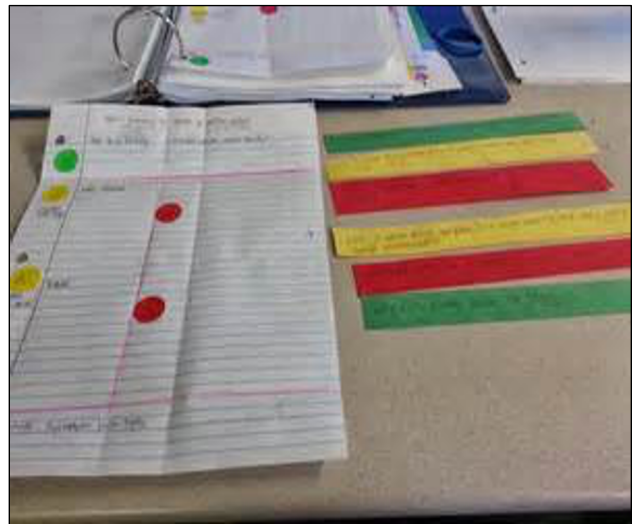


The Process of Writing

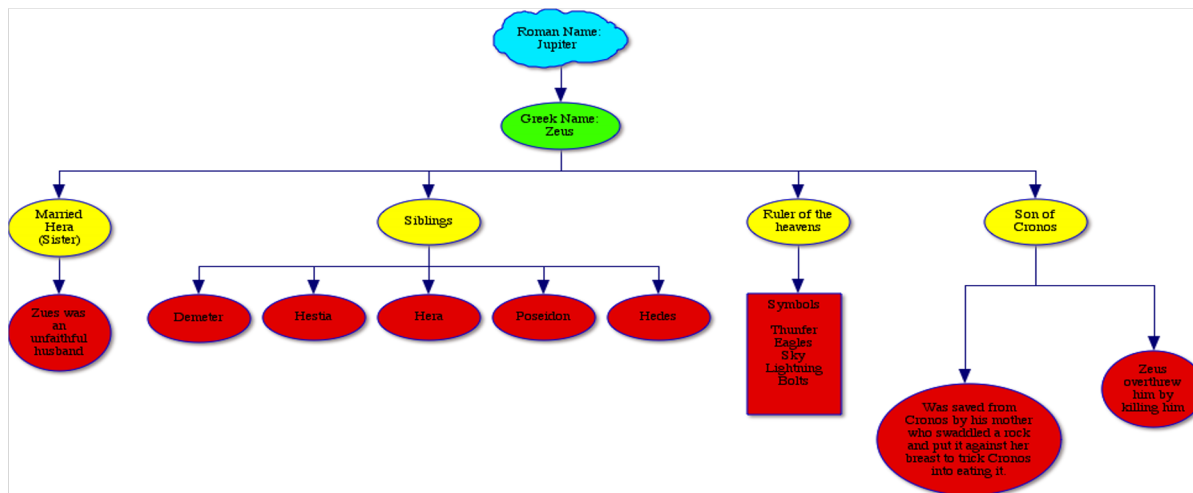
- Pre-write / Plan
- Write / 1st Draft
- Revise
- Edit
- Publish

Prewrite - Making Lists

List characteristics:
Color, Shape, Texture, Function



Prewrite – Making an Inspiration Web



Prewrite – Outline

Roman Name: Jupiter

Greek Name: Zeus

I. Married his sister

- a. Was unfaithful husband

II. Siblings

- a. Demeter
- b. Hestia
- c. Hera
- d. Poseidon
- e. Hades

III. Ruler of the Heavens

- a. Symbols: thunder, eagles, sky, lightning bolt

IV. Son of Cronus

- a. Saved from Cronus by his mother
- b. Swaddled a rock and put it to her breast to trick him into eating it

Step Up to Writing – Written Level



Because of its diversity, Australia would definitely give one a glimpse of natural beauty. To have the opportunity to see the Outback and the animal life would be a really and rare opportunity for me. There are many unusual animals that endure this rugged terrain. The sugar glider is an interesting Australian animal that I have always been curious about. To see them soar through the trees would be a completely fascinating event. Australia also has beautiful beaches, rainforests, and mountains that all have unique wildlife and species. Australia contains many adventures that would be worth the expedition.

Written Expression in Upper School

Terms

Topic sentence (TS)

Concrete Details (CD)

Commentary (CM)

Concluding Sentence (CS)

Chunk: One CD, two CM's. Smallest unit of thought in the paragraph.

Revising and Editing Before Publishing

Revising

- Adding words
- Deleting words
- Substituting words, phrases, or clauses
- Rearranging words, phrases, clauses, and sentences

Editing

- Proofreading for errors
- Correcting grammar
- Correcting punctuation
- Spell check
- Checking syntax

Provide a Checklist

- ☐ Do you have a topic sentence?
- ☐ Do you have 3 clearly stated details?
- ☐ Do you have an example for each detail?
- ☐ Do you have a conclusion?
- ☐ Did you use transition words or phrases?
- ☐ Did you use different types of sentences?
- ☐ Are your word choices vivid? Accurate?
- ☐ Have you checked for run-ons? Fragments?
- ☐ Did you use spell check?
- ☐ Have you checked for tense and number agreement?

Current Event Summary

Go!

Write a topic sentence.

Slow Down!

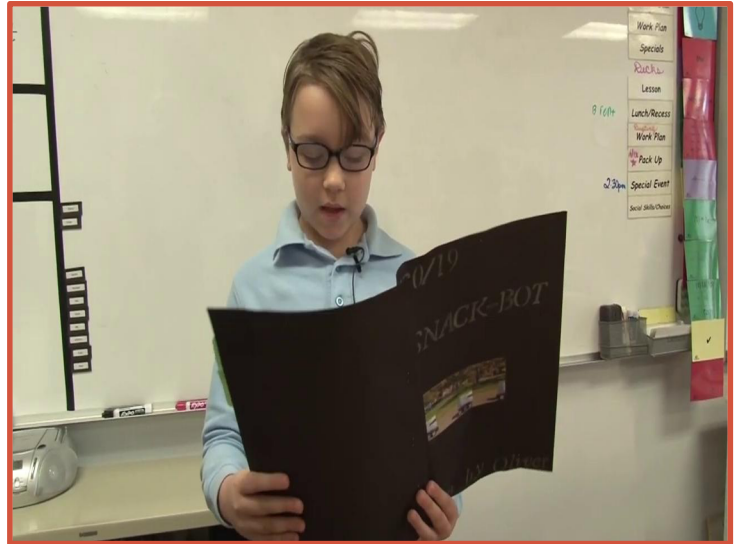
Give a reason, detail, or fact. Use a transition.

Stop!

Explain.
Give an example.

Go Back!

Remind the reader of your topic.



What Can You Do at Home?

Show and Tell Time

Encourage Conversation

- Talk about your day, what they are reading, what is on tv, what video game they are playing
- Ask open ended questions
- Rephrase what they said when necessary to expand or improve their sentences

Self-Talk

- Talk out loud so your child can hear you use different / more advanced vocabulary
- Let your child know when you make a mistake or if you are struggling with a problem
- Talk through a problem so your child can experience how you resolved the situation

Read Together

- Parents read to child or child reads to parents
- Take time to inspect the illustrations
- Stop and analyze words
- Ask questions:
 - "Why do you think..."
 - "I wonder why..."
 - "What do you think will happen next?"
- Make predictions
- Retell the story

Activities to Build High Level Language Skills

- Look at billboards and bumper stickers
- Watch commercials
- Idiom of the Day
- Crossword puzzles
- Play on words / tongue in cheek
 - Sandra Boynton Facebook
- Newspaper headlines

Play Board Games



TriBond

- Reasoning
- Listening skills
- Associations
- Word finding
- Vocabulary



20 Questions

- Memory
- Reasoning
- Auditory comprehension
- Word finding

BLURT

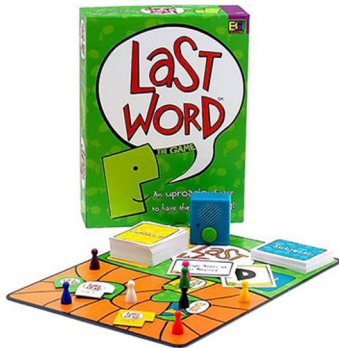
- Word finding
- Listening
- Vocabulary



Board Games

Last Word

- Categories
- Associations
- Vocabulary
- Word finding



Perfect Sense

- Word finding
- Inferencing
- Memory

Board Games

Taboo

- Defining / Describing
- Vocabulary
- Verbal expression
- Word finding
- Auditory comprehension
- Memory



Apples to Apples

- Word association
- Categories
- Vocabulary

Board Games

The Shelton Way

How does Shelton work to improve the oral and written language skills of our students?

- Shelton Testing Department
- In-House Speech-Language Pathologists
- Shelton Speech Center
- Scholars
- Shelton Outreach / Teacher Training

Questions...