

# What is the Role of the SLP in CCSS?

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# SLPs Deal with the Underlying Language

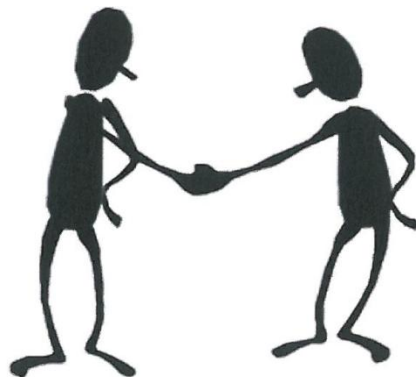
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- Nearly every standard is dependent upon underlying language skills
- This includes linguistic abilities (morphology, syntax, semantics, phonology, pragmatics)
- Metalinguistic abilities (explicit awareness of patterns of syntax, morphology etc.)
- Related cognitive abilities (focus/attention, memory, information storage and retrieval, categorization, sequence, discrimination)
- Metacognitive abilities (explicit awareness of cognitive processes)

# SLPs Deal with the Underlying Language

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- The Standards **insist** that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school
- This means that the SLP is expected to and most effective by forming collaborations with special and regular educators – there is plenty of work to go around!



# SLPs and Sped Teachers Collaborate to

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- Support acquisition of CCSS
  - for students with IEPs
  - for students without IEPs who struggle

By

- Providing direct intervention to students
  - receiving special ed and related services
  - struggling with acquisition of the CCSS
- Assisting teachers in implementation of CCSS

# Collaboration

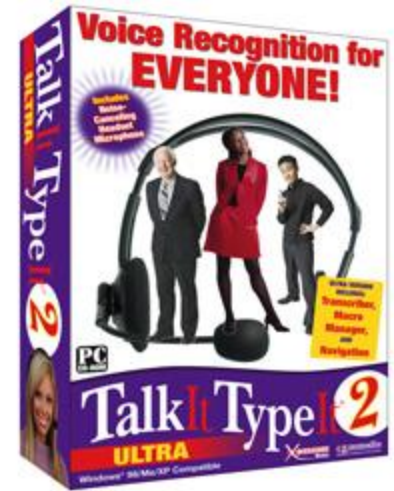
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- The process of shared creation
- 2 or more individuals
- Complementary skills
- Interact to create a shared understanding that is different from what each had alone
- Creates a shared meaning about a process, product or event
- Collaborators have mutual goals but unique contributions

# SLPs Contributions


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- Identify the individual students learning patterns (strengths and challenges)
- Identify the language deficits underlying poor performance
- Analyze the task into smaller components
- Select instructional and assessment language level to match student comprehensions
- Provide intervention based on learner needs
  - direct services
  - classroom strategies (scaffold for learner needs, visual supports, assistive technology)



# Use School-wide Data to Assess Child's Patterns

CTB / MCGRAW-HILL

 Early Childhood System

Developing Skills Checklist Score Sheet

Child's Name \_\_\_\_\_

**LANGUAGE**

**Demonstrating Knowledge of Position Words**

15. ☐ O ☐ U Back \_\_\_\_\_

16. ☐ O ☐ U Over \_\_\_\_\_

17. ☐ O ☐ U Front \_\_\_\_\_

18. ☐ O ☐ U Through \_\_\_\_\_

19. ☐ O ☐ U Around \_\_\_\_\_

20. ☐ O ☐ U Under \_\_\_\_\_

21. ☐ O ☐ U Next to \_\_\_\_\_

22. ☐ O ☐ U Between \_\_\_\_\_

\_\_\_\_\_ Position Words Total

**Telling a Five-Part Story in Sequence**

23. ☐ O ☐ U \_\_\_\_\_

\_\_\_\_\_ Story Sequence Total

**Demonstrating Knowledge of Opposites**

24. ☐ O ☐ U Hot \_\_\_\_\_

- Use data from kindergarten readiness testing
- Identify patterns of strengths and weaknesses
- Compare child's performance to national norms and peers
- Use this data to inform CCSS strengths and needs; to form goals

Items important to SLP: Naming Shapes, Counting, Ordinal Positions, Body Parts, Functions, Personal Info, Labeling Objects, Position Words, 5-Part Story, Opposites, Memory, Letter Names, Letter Sounds, Sound Blending, Same/Different, Colors, Auditory Discrimination, Segment Sentences, Phonological Awareness, Print vs Pictures, writing

## Reading Standards for Literature K

The following standards offer a focus for instruction each year infused through the requirement that students read increasingly complex texts. Each year's grade-specific standards build on and retain or further develop skills and knowledge from previous grades.

Kindergartners:		
Key Ideas and Details		
1.	With prompting and support, ask and answer questions about key details in a text.	1.
2.	With prompting and support, retell familiar stories, including key details.	2.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.
Craft and Structure		
4.	Ask and answer questions about unknown words in a text.	4.
5.	Recognize common types of texts (e.g., storybooks, poems).	5.
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.
Integration of Knowledge and Ideas		
7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7.
8.	(Not applicable to literature)	8.
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9.
Range of Reading and Level of Text Complexity		
10.	Actively engage in group reading activities with purpose and understanding.	10.

## Same Standard Across Grades

Kindergartners:		Grade 1 students:	
Key Ideas and Details			
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.
2.	With prompting and support, retell familiar stories, including key details.	2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.	Describe characters, settings, and major events in a story, using key details.

Grade 2 students:	
1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	Describe how characters in a story respond to major events and challenges.

Grade 3 students:	
Key Ideas and Details	
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 4 students:		Grade 5 students:	
1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).



# K Reading Standards

## Kindergartners:

### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

### Craft and Structure

4. Ask and answer questions about unknown words in a text.

### Range of Reading and Level of Text Complexity

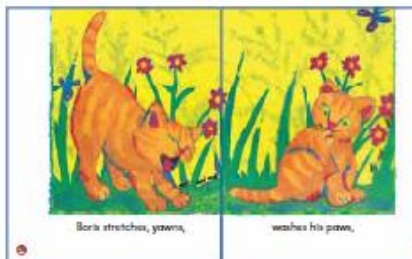
10. Actively engage in group reading activities with purpose and understanding.

## Language Standards K-

## Kindergartners:

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.



## Analyze Standard for Language Foundation

?

Child will use syntactic structures at Brown's Stage V+ including question, negative, embedded, and conjoined constructions.

Child will be able to sequence a series of 4 events to tell a logical story, using words such as "first," "second," "next," "beginning," "last," or "end."

Child will use vocabulary to label, describe, provide attributes, interpret pictures or actions, and make simple analogies corresponding to classroom stories.

# Event Sequencing

Begin by finding a sequence of 3-4 episodes within the larger story that form a logical sequence. Help children understand the events and relationships between them. Then help children retell the story events in sequence using temporal words



Scaffold responses to help children use complete sentences to talk about the events throughout the activity.

## Probes – sequence and retell


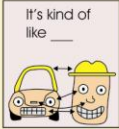
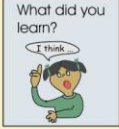


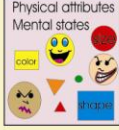





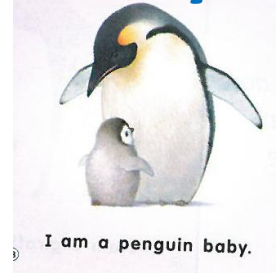
# Scaffolding Storybook Telling with Whole Classroom

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*Scaffolding  
Story Retelling  
in Kindergarten*

# Vocabulary Development

S D S  S e m a n t i c  L e v e l s		Metalinguage
		Analogy
		Evaluation
		Inference
		Interpretation
		Attributes
		Description
		Label
		Indicate



**Discuss each word  
at 9 SDS levels**



Try this page

**Metalinguage** – What sound does  
“penguin” begin with?

**Analogies** – penguin mothers are **like** human  
mothers

**Evaluation** – penguin mothers are **important**  
for **survival**

**Inference** – mother penguins teach their  
babies to take care of **themselves**  
**Interpretation** – the mother is **protecting**  
the baby

**Attribute** - mother has **black beak** and back,  
**white stomach**

**Describe** - the penguins are standing with  
their wings **outward**

**Label** – they are **penguins**

**Indicate** – point to the **penguin** baby

Scaffold responses  
to help children use  
complete sentences  
to talk about the  
penguins at each  
level



SDS Semantic  
Scale Vocabulary  
and Concept  
Development

# SLP Objectives Support Multiple Standards Across Strands

## Speaking and Listening Standards K

The following standards for K-5 offer a focus for instruction ea  
*Students advancing through the grades are expected to meet e*  
*in preceding grades.*

### Kindergartners:

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Because our objectives address the underlying language foundation to support the CCSS, they strengthen multiple standards across strands

## Reading Standards for Informational Text K-

### Kindergartners:

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.

#### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.

## Language Standards K-5

### Kindergartners:

#### Knowledge of Language

3. (Begins in grade 2)

#### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
  - b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

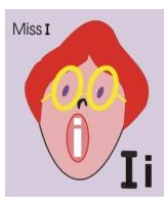
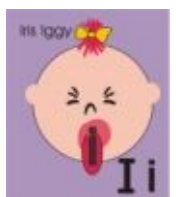
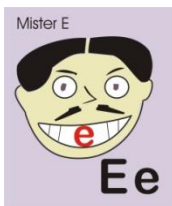
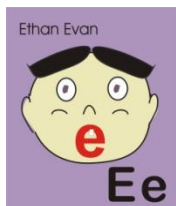
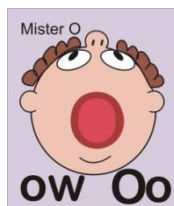
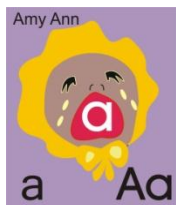
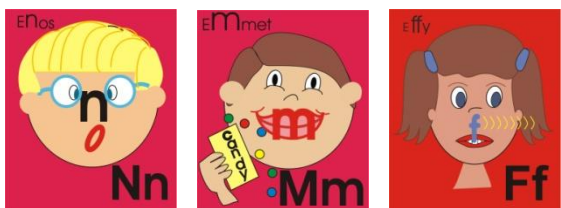
# Also Address the Underlying Phonological Foundation for Literacy and CCSS Standards

## Reading Standards: Foundational Skills (K-5)

RF

*Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:	Grade 1 students:	Grade 2 students:
<b>Phonics and Word Recognition</b>		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"><li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li><li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li><li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li><li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li></ul>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"><li>a. Know the spelling-sound correspondences for common consonant digraphs.</li><li>b. Decode regularly spelled one-syllable words.</li><li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li><li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li><li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li><li>f. Read words with inflectional endings.</li><li>g. Recognize and read grade-appropriate irregularly spelled words.</li></ul>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"><li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li><li>b. Know spelling-sound correspondences for additional common vowel teams.</li><li>c. Decode regularly spelled two-syllable words with long vowels.</li><li>d. Decode words with common prefixes and suffixes.</li><li>e. Identify words with inconsistent but common spelling-sound correspondences.</li><li>f. Recognize and read grade-appropriate irregularly spelled words.</li></ul>
<b>Fluency</b>		
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. Read on-level text with purpose and understanding.</li><li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. Read on-level text with purpose and understanding.</li><li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>



## Kindergartners:

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

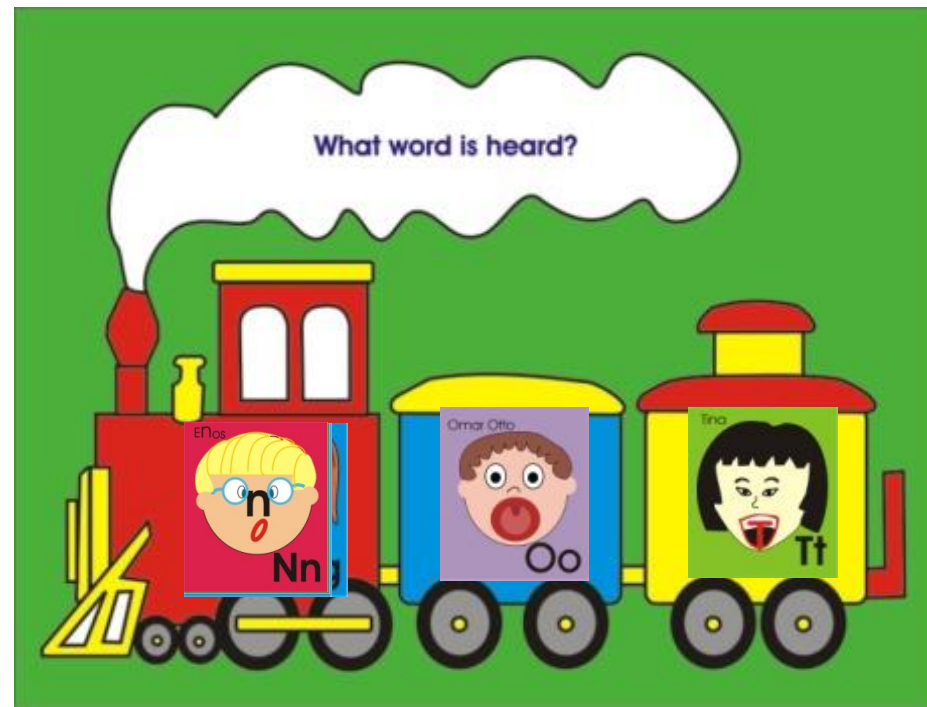
Phonic Faces (Norris, 2003) show children the relationship between letters and sounds by using the visual features of letters to suggest articulatory placement. By placing their mouths in the same position as the letters, children see, hear, feel, and receive motor feedback on the related sound



## Kindergartners:

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.



The Phonic Faces Train visualizes sound in word position and helps children see rhyme, segmentation, manipulation, blending

# Metalinguistic Awareness of Phonology within Words

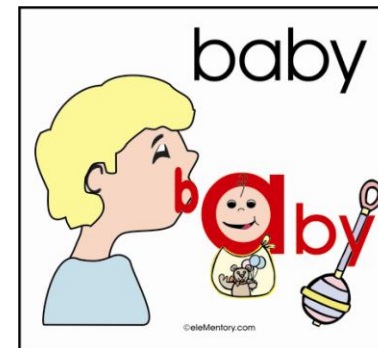
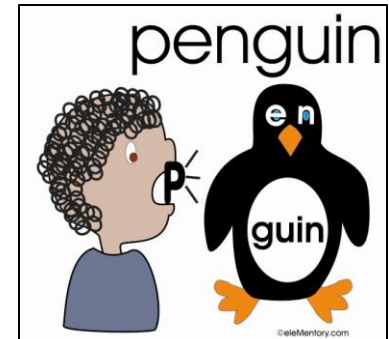
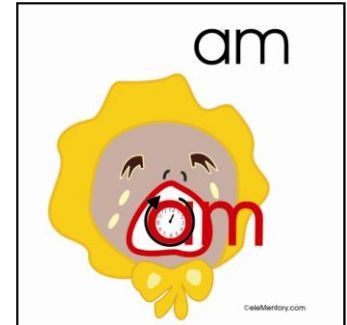
## Kindergartners:

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Fluency

4. Read emergent-reader texts with purpose and understanding.





# Successive Grade Levels will have the Same Standards but at Higher Levels

## Grade 1 students:

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.
7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## Grade 1 students:

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

## Grade 1 students:

### Syntax objectives

1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Print all upper- and lowercase letters.
  - b. Use common, proper, and possessive nouns.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
  - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
  - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize dates and names of people.
  - b. Use end punctuation for sentences.
  - c. Use commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.





b e f d e d b  
g  
h j  
Pelican was hungry. He **opened** his bill wide and then closed it fast. **1**

That is how a pelican says, "I am hungry."

Pelican looked down at the water. He **saw** something shaped like a fin in the water. Quick! He dove down fast to eat it up. **2**



It was a dolphin's fin. A dolphin is much too big for a pelican to eat. So Pelican flew back up to his branch. **3**

Pelican sat on his branch. He **opened** his bill wide. Then he closed it fast. He was still hungry. **4**



- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

6. Identify who is telling the story at various points in a text.



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Pelican sat on his branch. He opened his bill wide. Then he closed it fast. He was still hungry. **4**

Storyboard



Time

One day



Character

Pelican



Setting

was sitting on a tree branch.



Problem

Pelican was hungry. He opened and closed his bill fast. He said, "I'm hungry."



Plan

He looked down in the water and saw something shaped like a fin.



Attempt

He dove down quickly to eat it up.



Outcome

But it was too big because it was a dolphin fin.



Conclude

(repeat with next episode)

**Use book pictures and storyboard to help child retell the key details and major events (story grammar) using target syntactic forms and constructions, as well as vocabulary from story.**

# Metalinguistic Skills Underlying 2<sup>nd</sup> Grade Phonology

## Grade 1 students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Phoneme-grapheme awareness

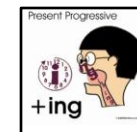
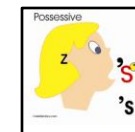
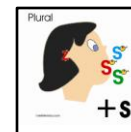
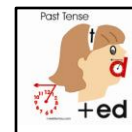


## Metalinguistic awareness



Syllable awareness (all of the sounds that are produced in one jaw movement)

## Morphological awareness



**These abilities can be taught in context...**

---

**Reading Intervention  
for  
Beginning Readers**



## Or in Explicit Lessons that also Address Articulation

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- Go to Artic Phonics ppt

# Upper Elementary Level

## Reading Standards: Foundational Skills (K-5)

RF

Grade 3 students:	Grade 4 students:	Grade 5 students:
<b>Phonics and Word Recognition</b>		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>

## Language Standards K-5

L

Grade 3 students:	Grade 4 students:	Grade 5 students:
<b>Knowledge of Language</b>		
<b>Vocabulary Acquisition and Use</b>		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult 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.</li> </ul>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult 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.</li> </ul>

Objective: Student will increase vocabulary by using word analysis (morphological awareness for roots and affixes), and apply this knowledge to decoding and spelling unfamiliar words.

## Reading Standards for Informational Text

### Grade 4 students:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing Standards

### Grade 4 students:

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
  - b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening Standards

### Grade 4 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

# Language Standards

## Grade 4 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - 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.\*
  - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use correct capitalization.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.
  - c. Use a comma before a coordinating conjunction in a compound sentence.
  - d. Spell grade-appropriate words correctly, consulting references as needed.

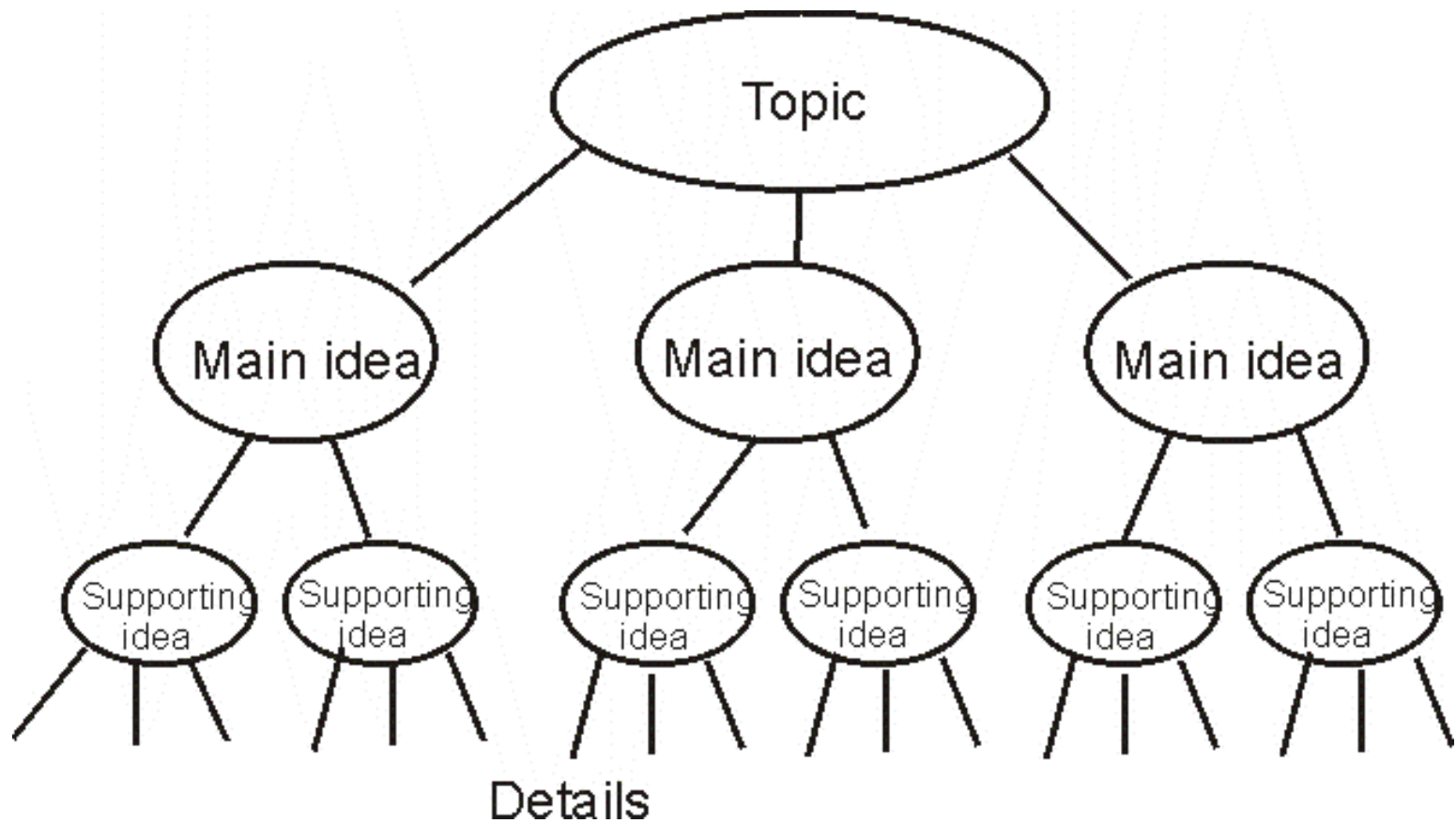
Long-Term Goal: Student will identify main ideas about a topic, organize them on a hierarchical graphic organizer (GO Chart), use the key words from the GO Chart to generate two sentences comprised of expanded NP and VP (written), and then use relative pronouns combine them using embedded clauses.



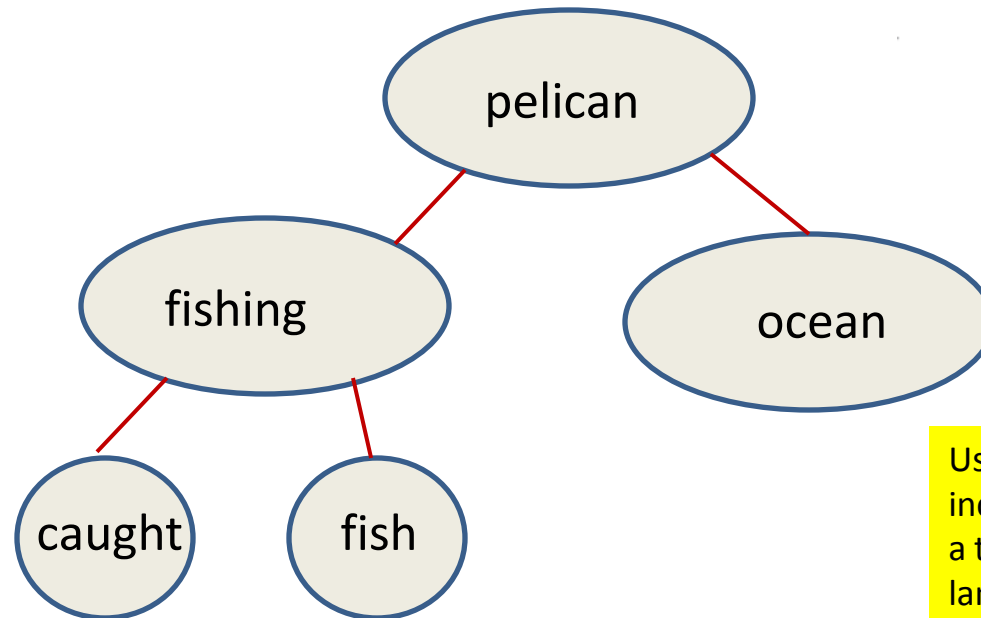
- Start small, using a picture and helping student decide how to organize 5-6 key words on a GO Chart (topic, main idea, supporting details); then use the key words to write a sentence(s) that has at least one grade level grammatical form.
- Using picture and 1 paragraph of text, help students decide how to organize 6-10 words with 2 subtopics and supporting details on the GO chart and write a sentence with elaborated phrases.
- Gradually add more complexity
- Focus on a subskill for several sessions when needed

# Hierarchical Graphic Organizers

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# Creating a Simple GO Chart



progressive

Prep phrase

The pelican **was fishing** **in the ocean**.

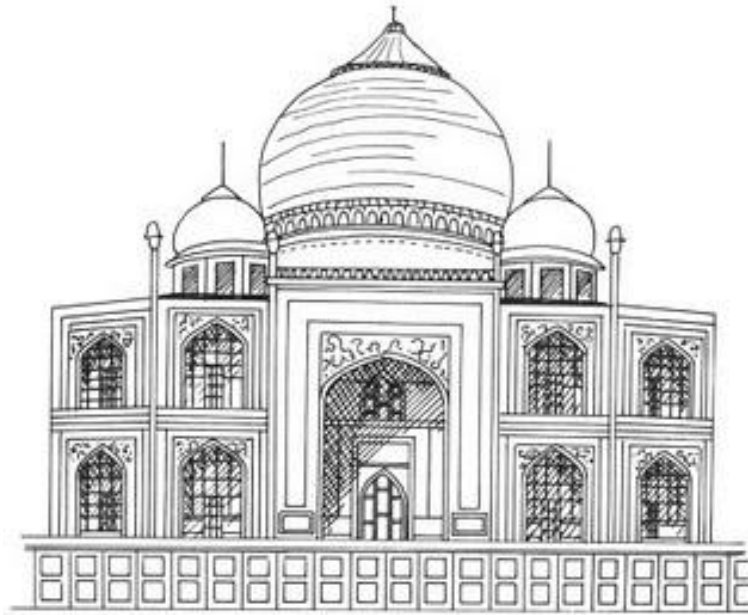
## Grade 4 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - 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.\*
  - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

Use the metalinguistic terms to increase awareness and provide a tool for thinking about language structure

Order adjectives





Emperor Shah Jahan created the Taj Mahal. He was inspired to create the building by the death of his beloved wife, Mumtaz Mahal. He loved her very deeply and was devastated when she died while giving birth to their fourteenth child.

<http://incredibleindia2.blogspot.com/2011/09/taj-mahal-indie-glimpse-of-taj-mahal.html>

# Taj Mahal



```
graph TD; TM([Taj Mahal]) --> CF[Created for]; TM --> CB[Created by]; CF --> MM[Mumtaz Mahal]; CF --> D[Died]; CB --> H[husband]; CB --> SJ[Shah Jahan]; MM --> W[wife]; D --> GB[Giving birth]; D --> FC[Fourteenth child]; H --> I[inspired]; SJ --> E[emperor];
```

Created  
for

Mumtaz  
Mahal

wife

Died

Giving  
birth

Fourteenth  
child

Created  
by

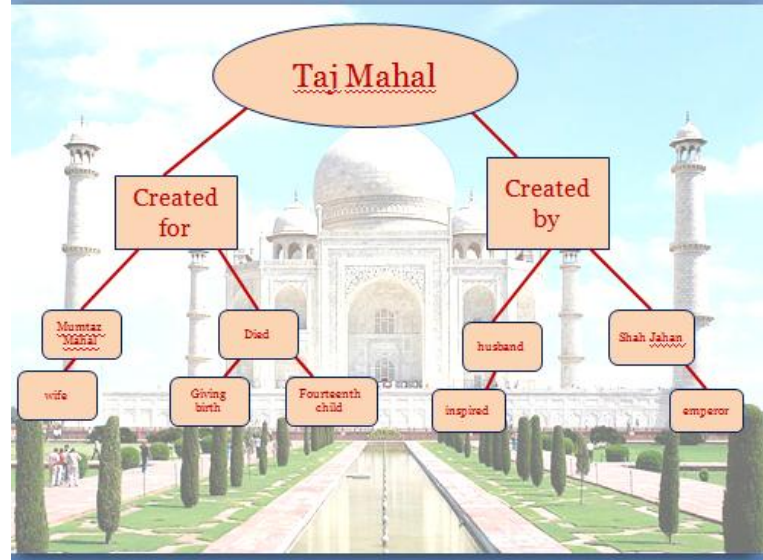
husband

inspired

Shah Jahan

emperor





The creation of the Taj Mahal was inspired by the death of **Mumtaz Mahal**, who

**Mumtaz Mahal** died while giving birth to Emperor Shah Jahan's fourteenth child.

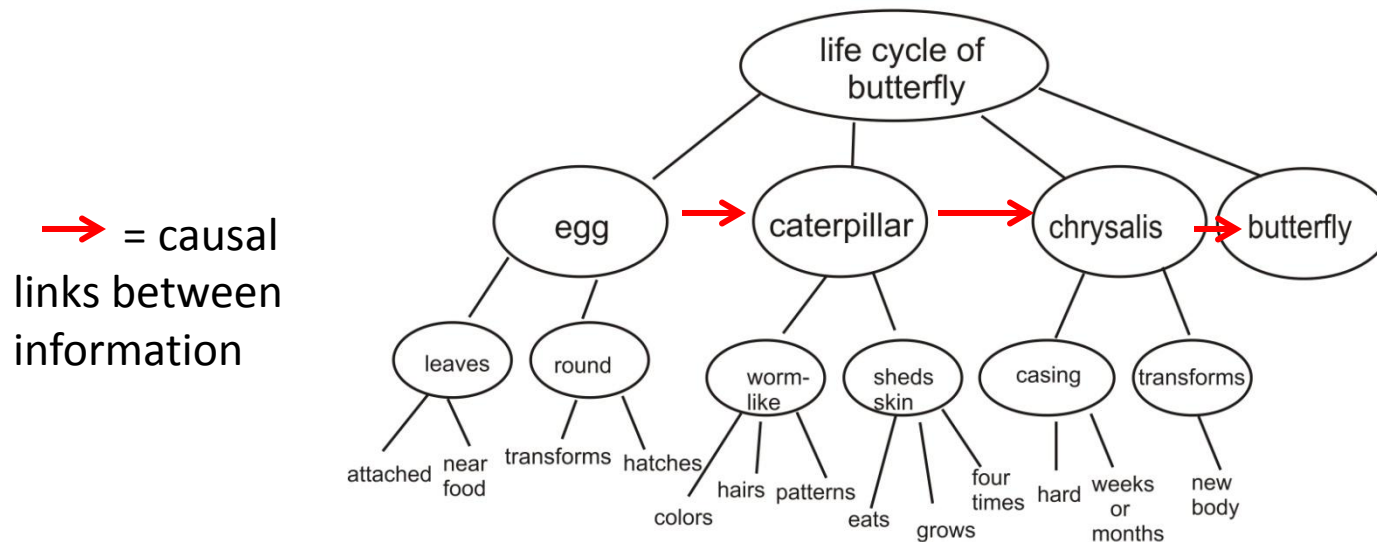
# Text Structure Unfolds Across Multiple Subtopics

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## Taj Mahal

- Visitors
- Creation
  - Purpose
  - Time and historical setting
- Construction
  - Materials
  - Cost
- Emperor's burial
- Symbol of true love

# GO Charts Organize Different Text Structures



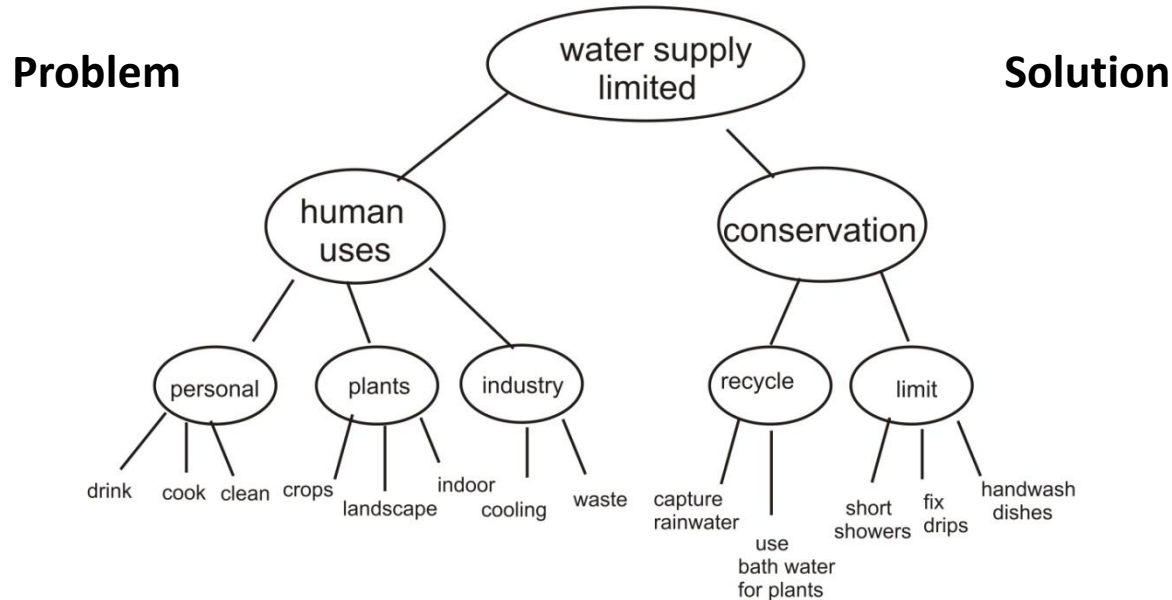
Norris, 2007

- The **reactive sequence** has a temporal sequence, but the nodes are *not* interchangeable
- the transformation of the egg *causes* the caterpillar to hatch; the eating *causes* the caterpillar to grow until it has enough energy to form a chrysalis etc.
- The causality is *physical* rather than psychological (no “plan”)
- Use the nodes to help the child generate **subordinating conjunctions** (because, after, when, until, so that), **embedded clauses** (the leaf *that* holds the egg is near food *that* the caterpillar will need), and **adverbs** (*sometimes* the caterpillar has hairs)

# Problem-Solution Text Structure

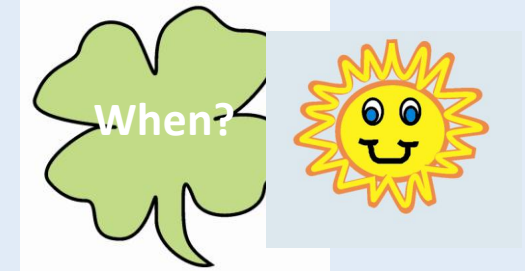
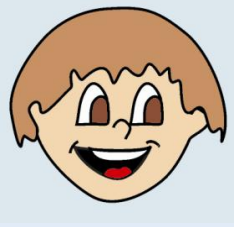
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Norris, 2007



- The **Problem-Solution** structure has conscious recognition of a problem and a subsequent plan to solve it
- Solutions need to address the specified problem
- Use the nodes to generate correlative conjunction (neither.. nor, either ... or), infinitive clauses, noun phrase complements (People know that they should conserve ...)

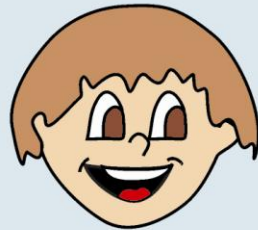
Literate language/syntax using reading text  
who lived down the street, Zack and Mark.



One spring day, Danny was playing with his friends one spring day.

his friends lived down the street.

One spring day, Danny was playing with his friends who lived down the street, Zack and Mark.



One spring day, Danny was playing with his friends

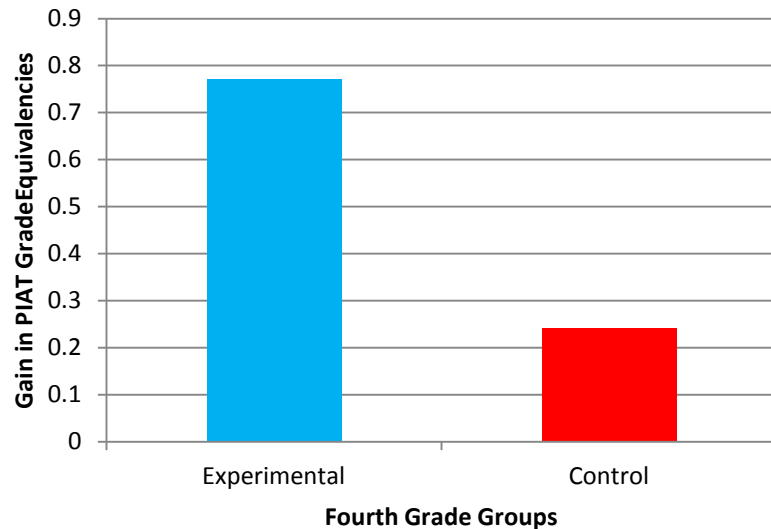
Relative  
Pronoun

ends lived down the street

his friends were Zack and Mark



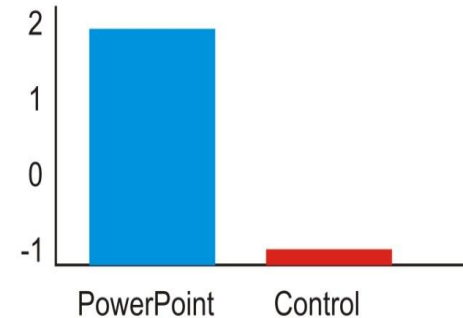
# Results of 4 Leaf Luck Intervention



Read Comprehension Gains + 8 months gain in 6 weeks!

This graph shows that students made significant gains in reading comprehension ...

Gain Scores Following 6-week Syntax PowerPoint Intervention for Sentence Combining (Test of Language Development)



TOLD Language Gains +1 standard score gain

... and that the language foundation improved significantly

# Lays Foundation for Higher Level CCSS Standards

## Speaking and Listening Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem; the former providing broad standards, the latter providing additional specificity.

### Grades 9-10 students:

#### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

## Reading Standards for Literature 6-12

The CCR anchor standards and high school grade-specific standards work in tandem; the former providing broad standards, the latter providing additional specificity.

### Grades 9-10 students:

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 1
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 2
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 3

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 4
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 5
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 6

#### Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). 7
8. (Not applicable to literature) 8
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). 9

#### Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. 10



# Value of CCSS to the SLP

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- Each grade level standard builds on the foundation of the previous matching standard
- Provides all educators with a continuum so we can see where students are within these levels
- SLPs work on the language foundation and have the flexibility to work on the language appropriate to the child's current abilities
- Teaming with special educators and classroom teachers provides collaborators to work on different elements
- CCSS makes it clear what outcomes are expected and they do not change from K-12, only the level so we know what is important to work on
- CCSS coordinates spoken and written language , showing us how working through literacy will strengthen both oral and written language abilities

# Service Delivery Models

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- No one right answer
- May include short and long-term interventions
- May include direct and indirect service delivery
- Workload model provides greater options than caseload model
- Collaboration results in more and better services to students throughout the day

# **Intervention Planning Evolves from Priority Formula**

Based on priorities, establish a plan of

- classroom enhancements
- short-term interventions
- progress monitoring
- re-evaluate and establish next phase based on priorities
- assumes a flexible schedule that changes focus across the school year

# Rethinking Service Delivery



# Problem: Children have articulation problems and reading delays

## Short term interventions

- Provide interventions that simultaneously work on oral and written language
- Focus on target sound, target phonological process, or target spelling pattern
- Use print to cue child when to produce target sound
- Increase complexity of target words and syntactic contexts
- Paraphrase passages to elicit spontaneous productions

## Parent training

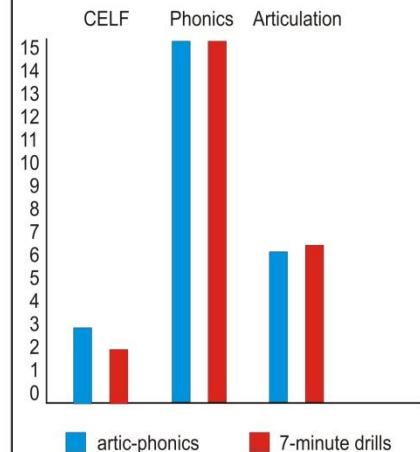
- As child is successful at producing the words on the page, send pages home as a homework assignment

th - Lesson 2b

Review:

Thelma	neither
mother	clothes
together	oilcloth
thin	thimble

The girl could sew **neither** clothes nor **oilcloth** using a **thimble** she got for her **birthday**. **Mother** helped **Thelma** sew the **clothes** and the **oilcloth** and put them **together** using the **thimble** and a **thin** needle.



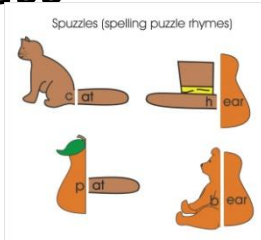


# Problem: Identified children plus many others have poor phonemic awareness and low reading achievement

## Short term interventions

## coaching

- Implement an 8-week intensive small group phonemic awareness intervention in the classroom
- Use words from classroom reading book
- Monitor progress weekly with teacher; modify goals as agreed
- Exchange strategies and principles with teacher



- Work intensively with aids or paraprofessionals in different classrooms for several weeks
- Coach on the use of better strategies and techniques
- Assure that phonemes are being produced correctly
- Improves instruction for a wide range of children now and in successive years



## Problem: Fourth graders showing problems with reading fluency and comprehension



### Co-teaching

- Teacher follows the reading curriculum
- Helps students decode words
- teaches new vocabulary
- Helps students figure out meaning from context
- asks factual and inferential comprehension questions
- activates background knowledge
- Elicits predictions about what will happen next

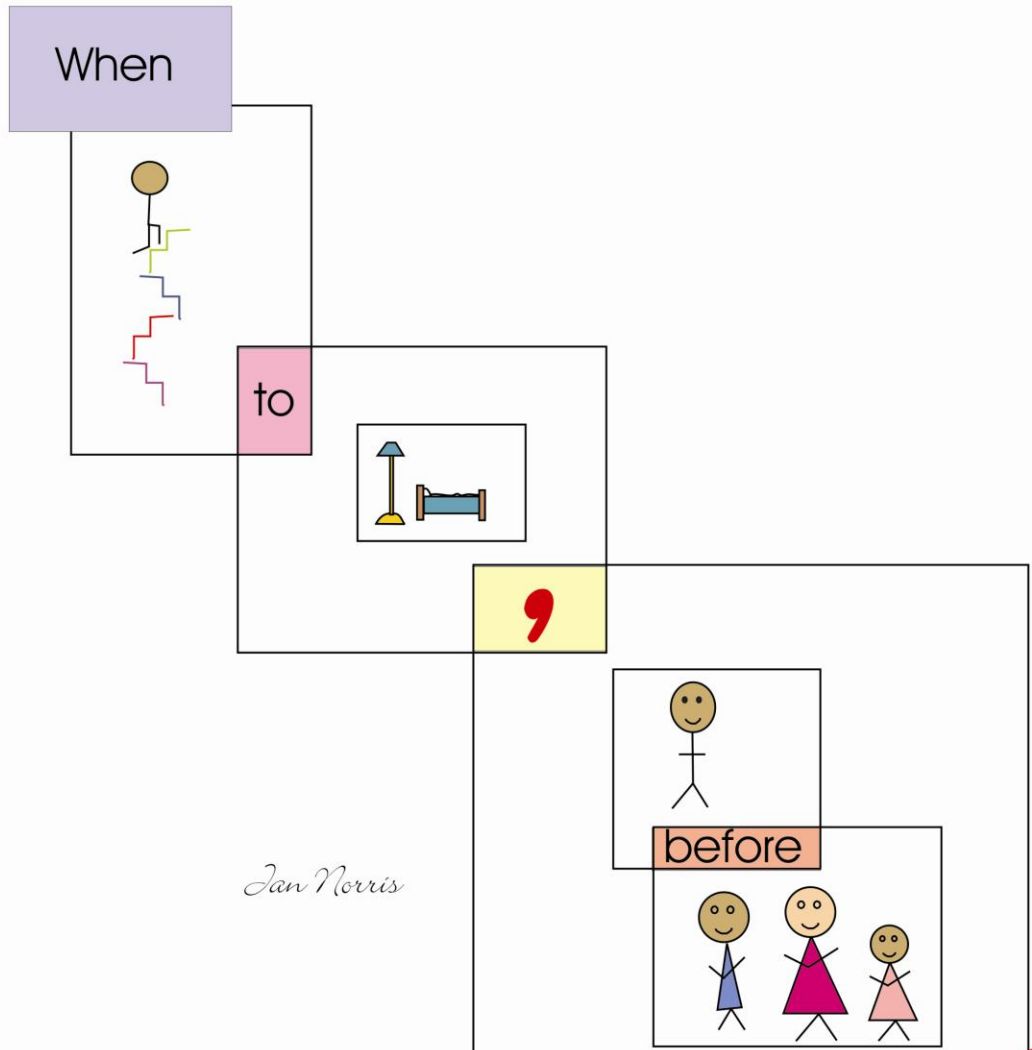


### Co-teaching

- SLP uses same story but addresses the language foundation
- Asks questions and then helps children figure out specifically where the language of the text states or implies this information
- Breaks complex sentences into constituent ideas and helps children understand the interrelated meanings
- Learn to identify and interpret complex language structures

# Picturing Complex Sentences

When she raced up four flights of stairs to the bedroom she got there before her sister



Visualize how to  
construct complex  
sentences for both  
meaning and form,  
including  
punctuation.

# Problem: Student demonstrates behavioral problems, doesn't listen, flips through book and other off-task behaviors.

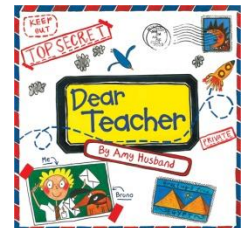
consulting

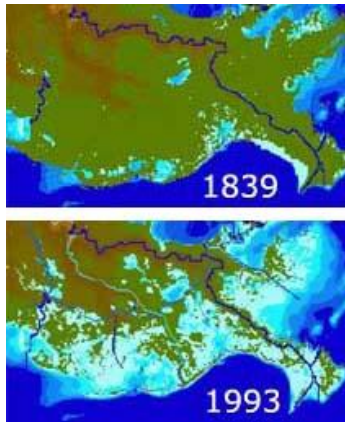


- View the behaviors using a language lens
- Flipping through book means student is looking for pictures or other context
- Is not understanding the information presented
- Needs reduced language input, visuals and demonstrations, repetition of information

newsletters

- Brief, useful newsletters
- Information about language, learning, and language-based problems
- Suggestions for classroom compensations
- Explain why children flip through the book and what that tells you about what they need in order to learn
- Provide concrete suggestions

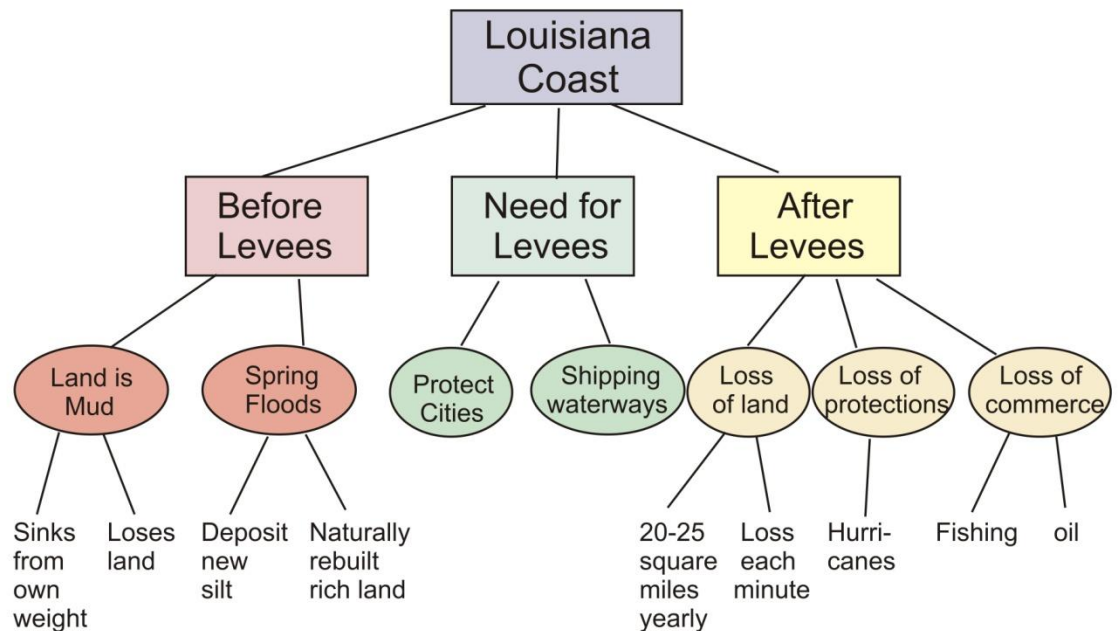




The middle school teacher's complaint is about the behavior problems in class. You observe him lecturing and, indeed, many students aren't taking notes and begin to play with their pencils and small objects

Pair the discussion with a visual that shows the important concepts; pictures provide learners an image to attach the words to and supports recall and understanding

Present lectures accompanied by GO chart with key concepts specified. Generate unit test by taking enough questions from this chart to earn a "c" (75%); another 15% further details; another 10% higher level questions





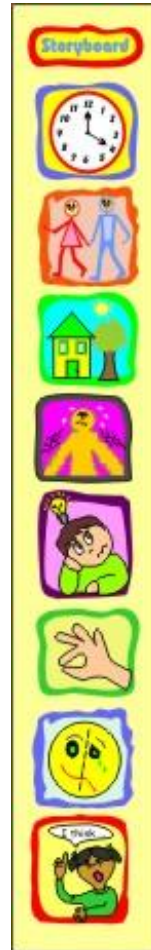


# Problem : Students are not writing despite being given story starters








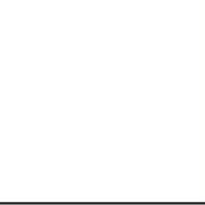






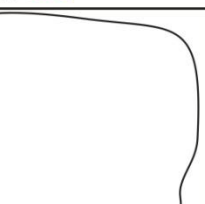
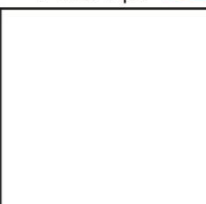
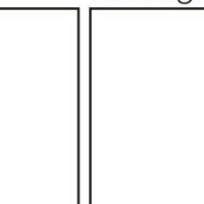
## consulting

- Discuss stronger supports for planning, organizing, and implementing the writing
- Break task into small steps and provide frequent feedback
- Use GO charts to provide words, spelling, potential sentences



## Short term interventions

- Teach narrative discourse structures
- Expand syntactic complexity of written sentences
- Increase syntactic awareness and its relationship to punctuation

Setting:    time, place, character	Beginning Action 	Problem 
		
Plan 	Attempt 	Ending:   outcome, evaluation
		

[illegible]

# Vocabulary Cartoons

New Monic Books, Inc

Sam Burchers, 1997

## ENGULF

(in GULF)

to surround or enclose completely

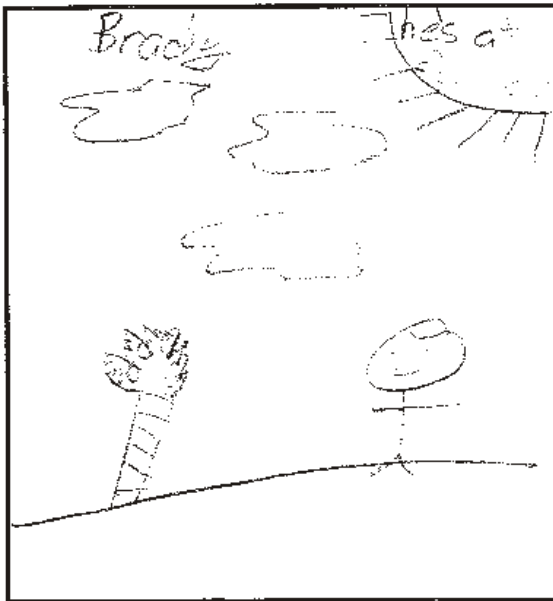
Link: GULF



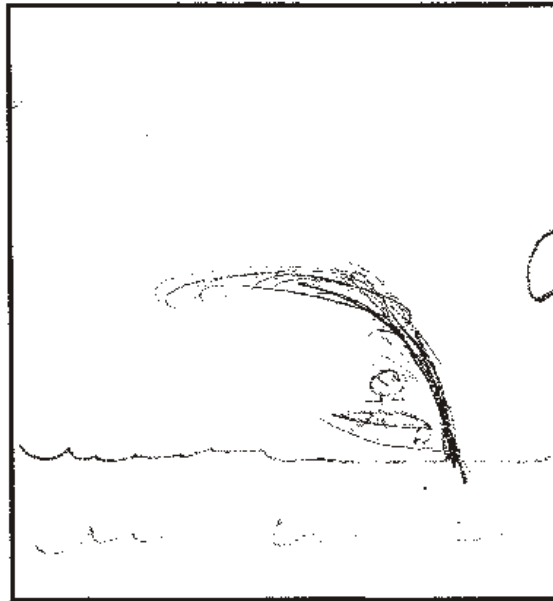
*"The GULF of Mexico ENGULFS  
many deserted islands."*

- ☐ The movie stars were ENGULFED by a swarm of paparazzi as they arrived at the Academy Award ceremony.
- ☐ An ENGULFING movement by the Union troops cut off the Confederate retreat.
- ☐ The hurricane completely ENGULFED the town in a surge of wind and water.

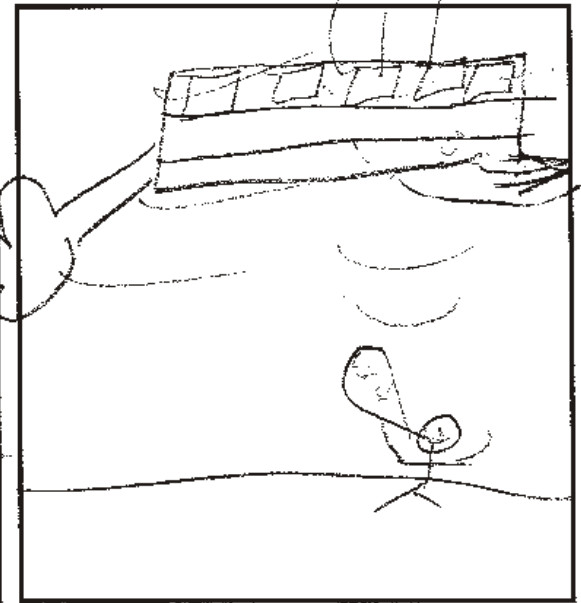
Setting: time, place, character



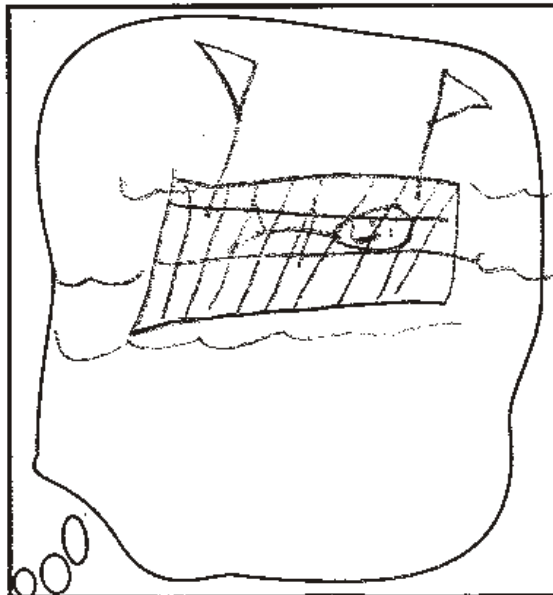
Beginning Action



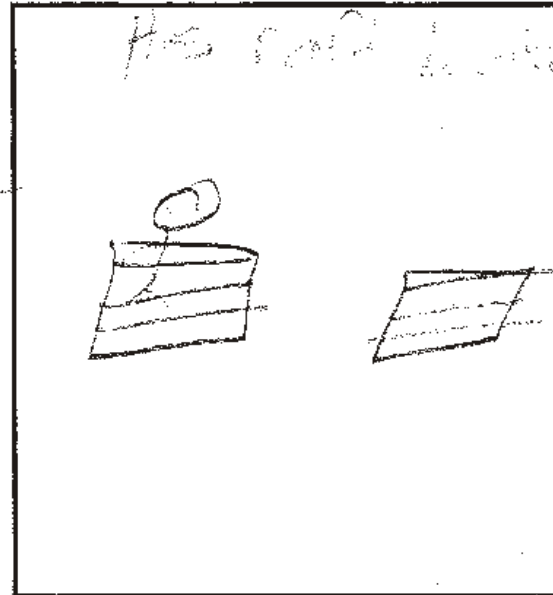
Problem



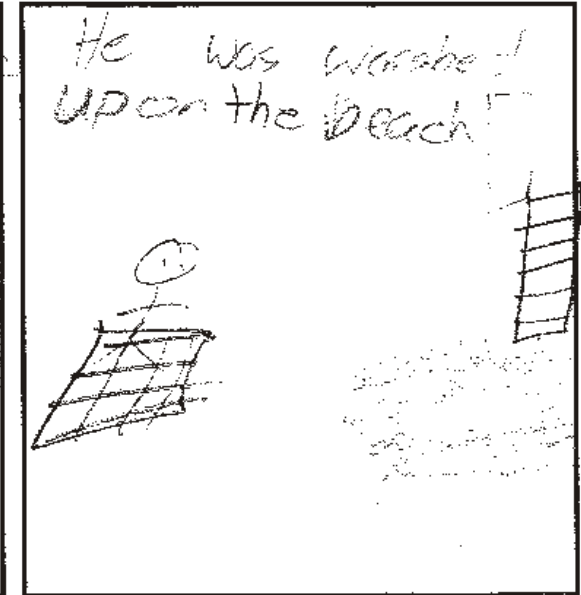
Plan



Attempt



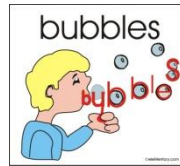
Outcome/Ending



# Problem: ASD children in developmental disabilities classroom are nonverbal

## Co-teaching

- Begin by teaching requesting using picture symbols that provide speech cues and prompt written word recognition
- Act as facilitator to assist child to use pictures to request turns or materials in the classroom activity
- Teach paraprofessionals to assist child to make requests throughout day



## Parent training

- Invite parent to participate, first as observer and then as facilitator
- Provide pictures to parent that can be used at home
- As child uses cards reliably to request, have parent point to sound cues on picture and emphasize sound production cues
- Add pictures at parent request





# Examples of Gains from Last Year



Student	PLS-4 Receptive (months)		PLS-4 Expressive (months)	
	Pre-Therapy	Post-Therapy	Pre-Therapy	Post-Therapy
DD1	9-10 mo	25 (+15 mo)	12-14	17 (+5 mo)
DD3	1-11	4*	3-11	11*

- nonverbal 6 and 7 year old children
- long-term study (20 weeks or 5 months) - two times a week for 30 minutes
- Picture Exchange Communication System (PECS; Bondy & Frost, 2001) was utilized
- MorphoPhonic picture symbols were used
- goals were to increase attempts of functional communication and increase communicative acts while incorporating print awareness.

By the end of the intervention:

- DD1 participated in turn-taking during conversation and in play.
- He also independently produced 5-10 words by the end of the school year.
- he began naming colors and counting therapy materials.
- DD2 increased steps in play sequences to 2 steps.
- He also increased the number of words imitated.

# DD: Nonverbal or Limited Language

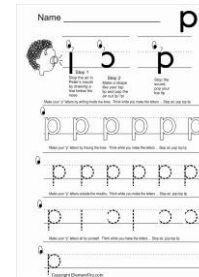
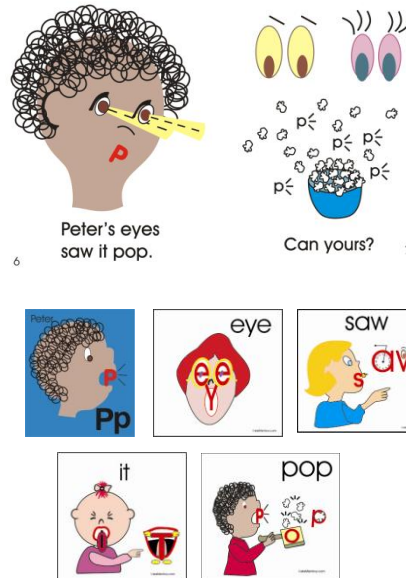
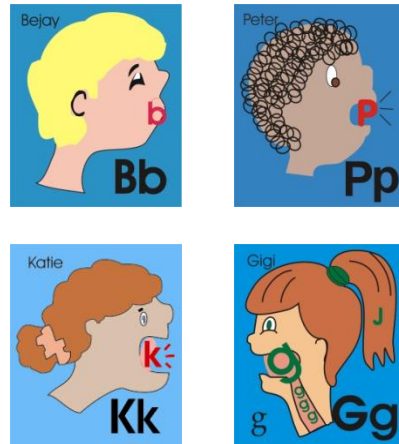
**Letter/Speech Learning:**

**Reading:** Learn words from book

**Teacher Centers:** writing, letters

**Pragmatics:** Requests

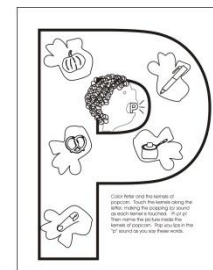
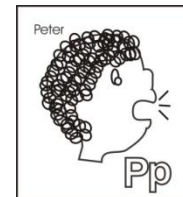
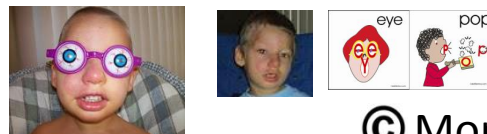
Letter units



Unit I: Stops

- early developing sounds
- letters cue sound production
- simultaneously learn oral and written codes
- Multisensory cues for letter learning
- Addresses IEP and curriculum goals

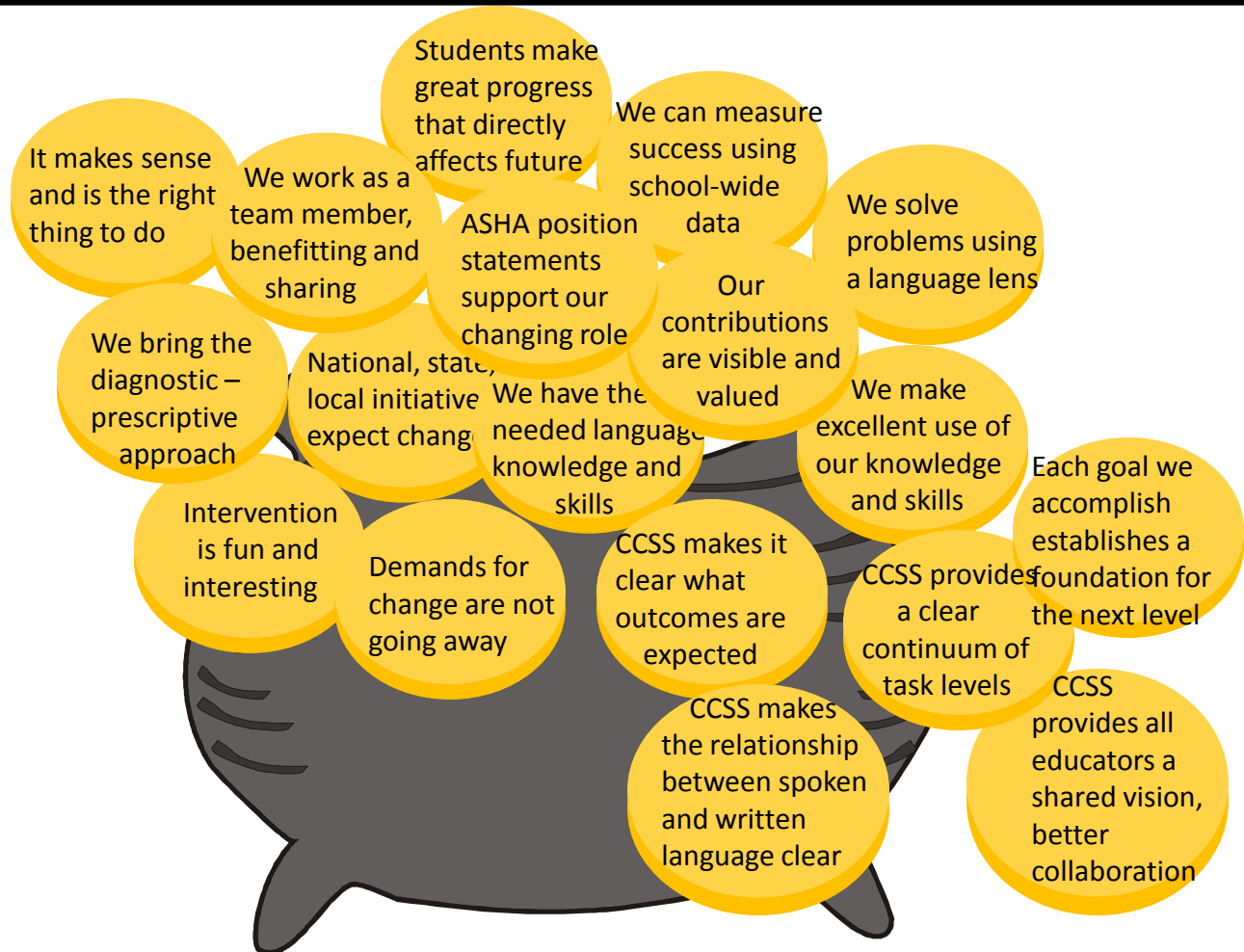
- Use sight words cards in place of other AAC pictures to talk about book
- Props and child's own actions used to request, comment



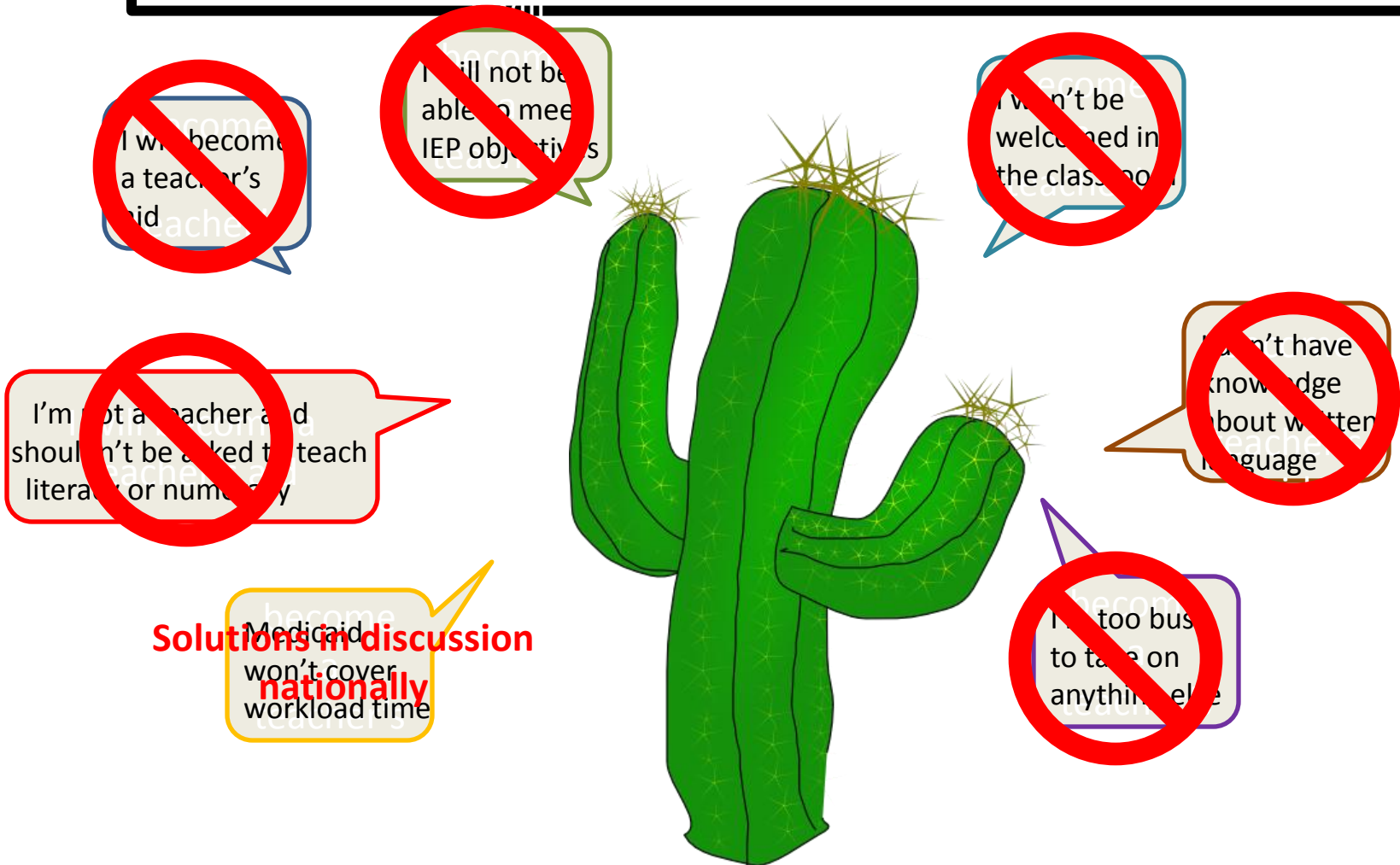
Use PECS procedures to teach requesting

# Why should we change? What is in it for us?

**Other  
reasons??**

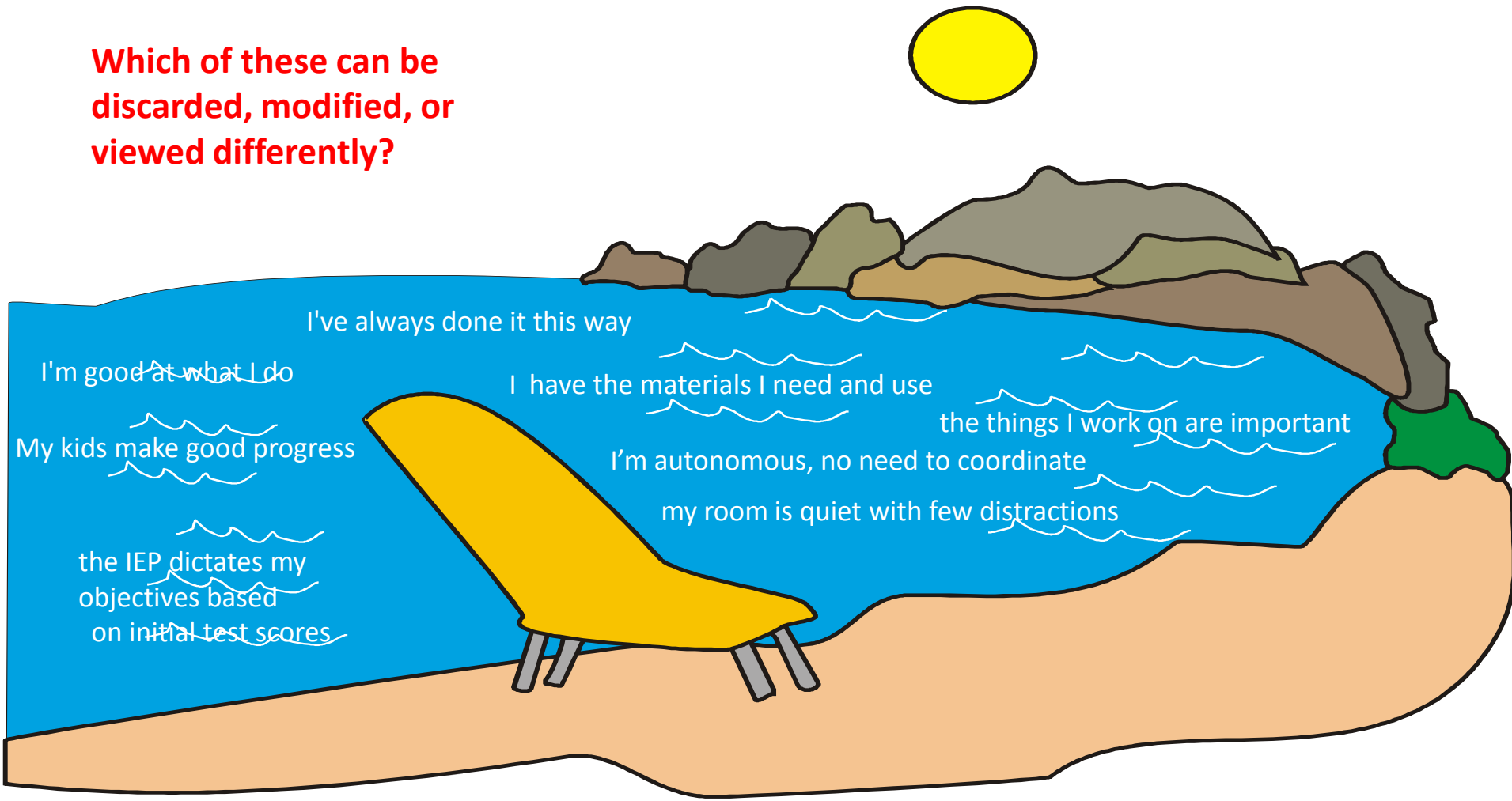


# What are the risks of change? I'm not a risk taker!



# I'm happy with the way things are! Look what I'm giving up!

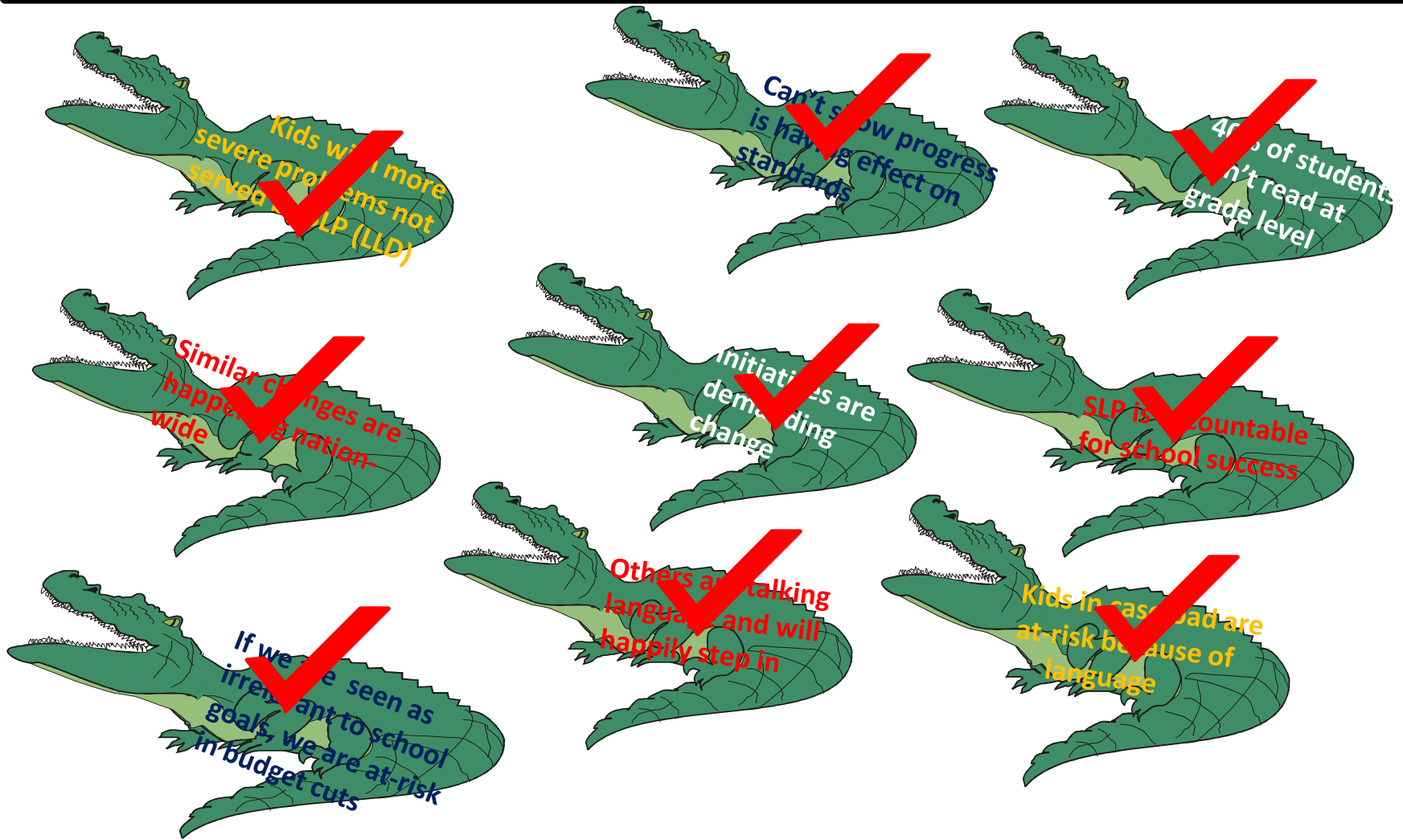
Which of these can be discarded, modified, or viewed differently?





# What are the risks of no change?

## What threats are lurking?



# References

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- *Adamczyk, D. (2011, April 05). The Value of Value-Added Assessment. The ASHA Leader*
- American Speech-Language-Hearing Association. (2001). Roles and Responsibilities of Speech-Language Pathologists with Respect to Reading and Writing in Children and Adolescents (guidelines). Rockville, MD: Authors: Nickola Nelson, Hugh Catts, Barbara Ehren, Froma Roth, Cheryl Scott, Maureen Staskowski, Roseanne, Clausen, Diane Paul-Brtown, Susan Karr, Alex Johnson, and Nancy Creaghead.
- Ehren, Barbara J. (2000). Maintaining a Therapeutic focus and Sharing Responsibility for Student Success: Keys to In-Classroom Speech-Language Services. *Language, Speech, and Hearing Services in the Schools*, 31, 219- 229.
- Ehren, B. J. (2007, Sept. 25). Responsiveness to intervention: An opportunity to reinvent speech-language services in schools. *The ASHA Leader*, 12(13), 10-12, 25.
- Norris, Jan. Phonic Faces, MorphoPhonic Faces, other visual strategies. [ElementOry.com](http://ElementOry.com)

thank you

