

No One Can Whistle a Symphony Alone

Marva Mount, M. A., CCC-SLP

Disclosures

Financial Disclosure: Marva is a paid employee of EBS Healthcare

Non-Financial Disclosure: Marva will be discussing evidence-based instructional tools, but participants are under no obligation to purchase any of them. They are used for example only

Learning Outcomes

- ❖ Explain the importance of collaboration and/or interprofessional practice for a speech-language pathologist working in the school setting
- ❖ Describe at least two models of collaboration to utilize within the school setting
- ❖ Describe three classroom-based collaborative interventions for students with an identified speech impairment

Agenda for Today

- ❖ Why Is Collaboration Important?
- ❖ What Does It Look Like?
- ❖ Intervention and Strategy Ideas
- ❖ Q and A

Why Is Collaboration Important?

Why Collaborative Therapy?

- Provides opportunities to develop more ***coordinated*** approaches to service
- ***Collaborate*** and learn from our professional colleagues as they learn from us
- IDEA, 2004 provides ***greater emphasis*** on least restrictive environment (LRE) and ***better generalization*** of treatment results
- ***Improve intervention outcomes for students***

Collaborative Services:

- Support cohesive IEP goal and objective writing
- Offer students the benefit of a variety of teaching methods, strategies, resources, and supports
- Provides instruction on grade level
- **Aligns goals with academic standards**
- Allows us to use **educational materials** that are familiar to the student
- Allows for more appropriate scaffolding and accommodations
- Facilitates professional growth and development of staff

When Our Services are Integrated:

- **Children's social relationships are fostered**
(allows for appropriate social interaction with same-age peers)
- We observe whether our suggested strategies we develop are feasible
- We focus on skills that will be immediately useful to the student

Obstacles for students when we pull them out of class:

- Work on student identified challenges in isolation
- Work on those challenges with materials not found within the educational setting (for the most part)
- Hope the skills we teach will be generalized to the educational setting (if students could make this type of generalization, they would probably NOT need special ed!)

What does the law say?

- IDEA 2004 requires that public schools (districts and charters) serve students with disabilities with their nondisabled peers, **to the maximum extent appropriate**
- (34 CFR §300.114 (a)(2)(i)). This requirement specifically includes students in public or private institutions or other care facilities. Additionally, schools must ensure that a student with a disability is removed from the general educational environment (including removal to separate schools or special classes) **only when the nature or severity of the student's disability is such that he/she cannot be educated in general education classes**, even with the use of supplementary aids and services (34 CFR §300.114 (a)(2)).

Individuals With Disability Act of 2008

- Provides greater emphasis on Least Restrictive Environment (LRE)
- Encourages the *adoption of new approaches* that **promise** better student outcomes

IDEA: Focus on Individuals

- **Raise expectations** for children with disabilities
- **Increase parental involvement** in the education of their children
- Ensure **regular education teachers** are involved in planning and assessing children's progress
- **Include children with disabilities** in assessments, performance goals, and reports
- Support **quality professional development** for **all personnel** involved in education of children with disabilities

Special Education Commission Report:

Recommendations:

- Focus on **results**
- Embrace a model of **prevention**
- Consider children with disabilities as **general education children**

Including Students with Disabilities in “Standards-Based” Reform

- Must have systematic method of measuring student achievement
- Standards apply to ALL students
- System seeking results – individualized performance is no longer the only consideration

Our Guiding Questions Should BE

- **How to develop goals that align with the academic curriculum?**
- **How to determine specific goals/objectives at each grade/
grouping level?**
- **How to measure the goals/objectives?**
- How to integrate these into the IEP?
- How to align these with your treatment plan?
- How to show that your S-L Services are **improving the student's
academic and functional performance?**

What guidance does ASHA provide for us?

- Treatment of speech disorders is a ***DYNAMIC*** process
- Services should change over time as the needs of the student change

ASHA 2000

Make the case for Integrated/Collaborative Services

- Least restrictive environment (mentioned in the law)
- Natural learning environment (mentioned in the law)
- Impact on learning performance and success (evidence-based research)
- Educational relevance (evidence-based research)
- Joint goals, challenges, modifications, progress
- Opportunities for observation and modeling
- Access to classroom materials
- Incorporate assessment and intervention
- Reinforce targeted skills
- More class time (students need not miss class time!!)
- Practice time

Why Collaborate?

- Provides opportunities to develop more ***coordinated*** approaches to service
- ***Collaborate*** and learn from our professional colleagues as they learn from us
- IDEA, 2008 provides ***greater emphasis*** on least restrictive environment (LRE) and ***better generalization*** of treatment results
- ***Improve intervention outcomes for students***

Best reasons Are:

- Teachers make excellent collaborative partners
 - In depth knowledge of curriculum and skills needed for classroom success
 - Opportunity to observe student behaviors when challenged
 - Ability to describe how a student compares to their peers
 - Amazing opportunity for leading and reinforcing language skills in the classroom daily and for long periods of time
 - Activities for improved communication can be imbedded in classroom routines with very little interruption
 - Collaboration yields amazing results for everyone, especially the students

Why Is Collaboration Important?

CCC

- **Communication**
- **Curriculum**
- **Collaboration**

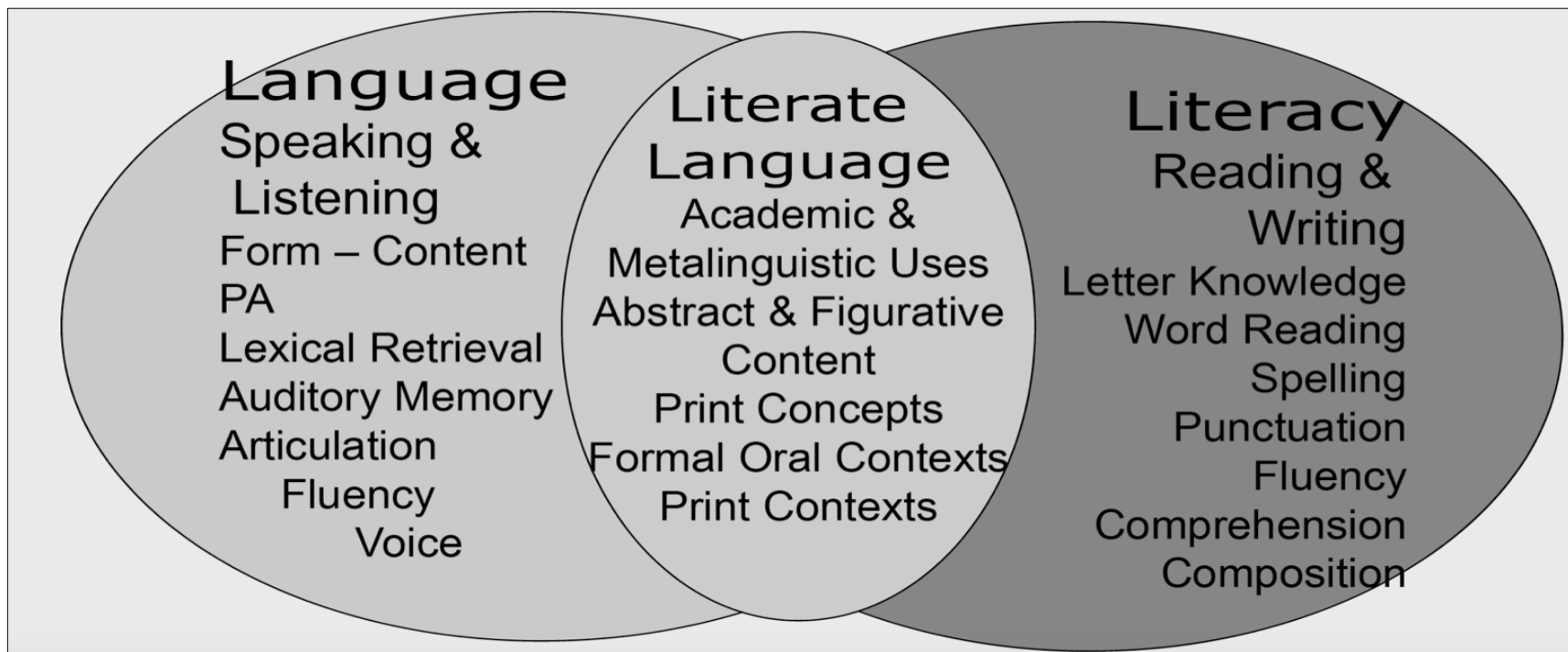
Communication

Language Systems	Receptive (Input)	Expressive (Output)
Primary	Listening Ears	Speaking mouths
Secondary	Reading Eyes	Writing Hand

What is Curriculum?

- **Rationale, Key Factors**
- **Process of Developing a Standards-Aligned Assessment**
- **Development of Curriculum-Aligned Assessment**
- **Meaningful Connections**

Curriculum: What *Isn't* Language?





Retrieved from www.elementary.com

How? Why?

- Redefine your planning and intervention processes to incorporate and prepare teachers
 - Build.....
 - Relationships
 - Understanding
 - Trust
 - Buy In
 - Effective Strategies
- Teaching – Learning **is communication** based activities
- Strengthen teacher understanding of the link between communication disorders, learning, and teacher instructional interactions and communication

Continuum of Service Delivery

- **Traditional pull out** (individual, paired, or small group)
 - Intervention should still be built around the curriculum - both materials and activities
- **Classroom-based** (individual, small group or large group)
- **Non-academic setting** (e.g. lunch room, playground, specials, special interest club)
- **Combined settings**
- **Community-based**
 - Direct or indirect services in the community (e.g. transition services, home-based services)
- **Self-contained classroom**
 - Highly individualized, closely supervised specialized instruction
- **Consultative (some states refer to this as “collaborative”)**
 - Examples: consultation about student needs and/or progress, programming and use of AAC devices in the classroom, strategies to enhance communication/participation in class

Integrated Services (Throneburg, et al., 2000)



Known as *push-in*, collaborative, classroom-based, et al

Pros:

- See carryover and generalization of skills
- Student progress across academic areas
- More consistent progress over time (Campbell, 1999)
- Train classroom teachers on differentiated instruction, learning modalities, accommodations
- Increase teacher resource library
- Greater collaborative partnerships
- Increase team building possibilities
- Gain **valuable knowledge about curriculum** and expectations for students
- Research has found this to be the most effective way to teach curriculum relevant vocabulary

“Collaborative” Services



“a collaborative service delivery model is to allow the speech-language pathologist to assess and treat communication impairments within **natural settings** (i.e., classroom) and, on a more global level, to ***enhance the learning experiences*** of children with and without handicaps”

ASHA

Types of Collaborative Services

- **Supportive Teaching**
 - This model involves a combination of pull-out services and direct teaching within the educational environment (classroom). The SLP will teach information related to curriculum, while addressing specific IEP goals, by pre-teaching the specific targeted skill one-on-one or in a small group. In addition, the SLP will also teach the specific targeted skill to an entire classroom with the assistance of the classroom teacher. The cycle is repeated until targeted objectives are mastered. In this type of model, **both the teacher and the SLP** will be working together to determine objectives to address, working jointly on lesson planning and development of materials, and taking data on specific students (ASHA)

Types Continued

- **Complementary Teaching**
 - This model utilizes the SLP in the role of tutor while utilizing the classroom teacher as primary instructor. The classroom teacher presents the curriculum content while the SLP assists specific students with work completion. The focus of the SLP is, obviously, the students for which objectives have been targeted. However, the SLP will assist all students who are struggling with the concepts being taught (ASHA)

Types Continued

- **Station Teaching**
 - This model suggests that instructional material be divided into two parts, with the SLP and the classroom teacher each taking a group of students. When the instruction is completed, the groups switch, thereby allowing instruction from both the teacher and the SLP (Capilouto & Elksnin, 1994)

Types Continued

- **Parallel Teaching**
 - This model divides the classroom in half and the classroom teacher and the SLP each instruct a designated group of students simultaneously. Ideally, the SLP will take the group of students that need more modification of content or slower pacing in order to master the educational content. The classroom teacher would take the group of students who respond well to a more standard format of teaching. The groups may change members, realistically, based on individual strengths and weaknesses that may be identified (Capilouto & Elksnin, 1994)

Types Continued

- **Team Teaching**
 - In this model, the SLP and the classroom teacher will teach the academic content together, with each professional able to address his or her level of expertise. An example of this model may be a classroom teacher providing instruction in a specific content area while the SLP focuses on a more precise area, such as content area vocabulary development (ASHA)

Formula For Success (Blosser)

- ❖ Create models of delivery that improve quality and quantity of intervention
- ❖ Use processes for accomplishing these goals that are effective and efficient given classroom and caseload sizes, time constraints, diverse student needs, and gaps in the teacher/SLP knowledge about each others' worlds

Keys to Successful Collaboration

(Mount, 2014)

Commitment

- Committed to working together FOR the STUDENT
- Let go of having to be “in charge”
- Share the leadership role
- One focus – THE STUDENT
- Embrace the attitude that EACH professional brings a unique dimension to helping the student in need
- Take advantage of learning NEW things from NEW people

Team Focus

- Communicate and cooperate
- Be open-minded
- Team relationships must be one of good humor, good will, positivity, common sense, common courtesy
- Talk through challenges
- Be understanding
- Demonstrate kindness and patience
- Praise successes

Collaboration

- Interpersonal savvy
- Establish rules and routines within the classroom structure so all are on the same page from the START
- Share research, resources and materials
- Adopt a “WE” mindset

Time

- Build in adequate time for developing instruction
- Build in adequate time for lesson planning
- Build in adequate time for developing and organizing materials needed
- Build in adequate time for planning the use of shared space and equipment

Regular Meetings

- Build meetings into weekly scheduling
- Come prepared for the meetings
- Follow through on duties that are assigned
- Participate in joint decision making
- Put the STUDENT FIRST!

Parent Buy-In

- Prepare parents for collaboration by communicating what it will look like
- Explain the WHY of the service delivery
- Explain the goals of the service delivery
- Explain what LRE is to the parent and why it is so important (and the lawful boundaries)
- EVERY team member should be able to explain the service delivery model and why it is being used
- Present a UNITED FRONT at all times

★★★Administrative Support★★★

- Provide resources
- Capitalize on “teachable moments”
- Communicate how this service delivery model interfaces with the school’s improvement plan 🍏🍏🍏
- Explain how YOUR expertise will assist with student mastery of the curriculum
- Demonstrate how YOUR expertise will lead to increased performance on district and state-wide assessment
- TOOT YOUR HORN every chance you get by sharing successes, both BIG and SMALL

Pros of Collaborative Practice (Campbell 1999)

- Allows for better generalization of student skills
- Allows for better carryover of student skills
- Allows for more consistent student progress over time
- Allows the SLP numerous opportunities to train staff on how to differentiate instruction (most learn by doing)
- Allows SLP to use a variety of learning modalities
- Allows SLP to add to a teacher's resource library
- Allows for team building opportunities
- Allows the SLP to gain valuable knowledge of the curriculum
- Allows the SLP to gain understanding of the classroom expectations for students we serve within the educational environment
- Allows us to educate and demonstrate the value of what we do (who better to promote you – than YOU)

Cons of Collaborative Practice (Campbell 1999)

- Traditional data collection methods may not work well
- SLP has to function outside of their comfort zone
- Difficult to engage and encourage teachers to participate in this type of service delivery
- Significant networking may be necessary to obtain “buy-in” from some teachers
- Parents may be initially skeptical
- SLP may feel uncomfortable with the role of “teaching teachers”

Make Time Count (Jean Blosser)

- Engage teacher in the assessment process
- Build understanding of the diagnosis and the impact on learning
- Jointly determine classroom/instructional situations that are difficult for the student due to communication disorder
- Explain clinical techniques and strategies teachers can use to improve classroom environment and instructional communication
- Identify **opportunities for incorporating** them into instructional communication
- Jointly discuss progress

Four Practical Tools for Coaching Teachers (Jean Blosser)

- Teacher –Therapist Chat
- Classroom Observation Guide
- Teacher Self Reflection
- Techniques and strategies to improve instructional communication

Teacher – Therapist Chat (Blosser)

- Meaningful Conversations!
 - Develop student profile of their interactive communication skills and performance in the classroom
 - Highlight strengths and challenge areas
 - Use specific questions to guide conversation
 - Review and analyze data gathered TOGETHER
 - Use information to formulate recommendations and strategies for use

Classroom Observation Guide (Blosser)

- Use the guide to identify variables that help, hinder student communication performance
 - Observe classroom lessons, activities, interactions
 - Focus on teacher manner and style while instructing
 - Note observations in major categories
 - Discuss when/why learning challenges occurred

In the classroom observation...

- Five questions to review:
 - How are directions generally conveyed?
 - How are concepts and new vocabulary presented and explained?
 - What are expectations of verbal communication throughout the day?
 - Is information presented in lecture format?
 - How do students demonstrate their comprehension and understanding of facts and concepts?

Observations are KEY

- Presentation of info
- Explanation of assignments
- Seating arrangements
- Classroom environment
- Distractions
- Textbooks/materials
- Student responses
- Testing practices
- Participation requested
- Transitions
- Organizational skills
- Study skills
- Verbal organizational skills
- Request for assistance
- Level of independence
- General discipline

Teacher Self Assessment (Blosser)

Teacher Self Assessment	
Average Rate of Speech	
Typical length and complexity	
Use of sarcasm, humor, puns	
Word Choice	
Attentiveness during conversations	
Organization	
Use of hand and body gestures	
Use of objects	
Manner or responding to questions	
Patience while awaiting response	
Ability to understand communication efforts	

Top 5 Strategies for Teachers (Blosser)

- Model good speech and language skills during all interactions
- Reduce the complexity, length, and/or rate of instructions
- Repeat instructions and check to ensure student understands
- Provide prompts, assistance, visual/auditory/tactile cues
- Reinforce good communication attempts when they occur

Techniques to Modify Instructional Communication

- Giving instruction and directions**
- Explaining new concepts and vocabulary**
- Reading to the student
- Practicing memory skills**
- Teaching higher-level thinking and communication**
- Announcing and clarifying the topic of instruction**
- Attending to the student's behaviors, queries, **and comments**
- Conveying important information to students

Intervention and Strategy Ideas- Vocabulary

Research Indicates (Montgomery 2007)

- Limited vocabulary is a hallmark of language learning disability and is a serious obstacle to critical literacy skills
- Vocabulary is first learned indirectly, then more directly, leaving some students with a small number of words at their disposal due to a disability, or due to lack of instruction or experiences

Vocabulary MYTHS

- Children do **NOT** learn vocabulary words based on their age or their grade
- They learn words based on their **EXPERIENCES**

Beck et al 2002

Vocabulary (Dr. Judith Montgomery)

- Our students need direct instruction in vocabulary, as they do not learn it “indirectly”
- Learned from ***experiences***, not age or grade related necessarily
- Increase vocabulary by:
 - Wide range of experiences (personal and through reading)
 - Sufficient number of exposures
 - Active engagement
 - Consistent direct instruction
 - Useful word learning strategies

Vocabulary Development

- Begins very early in life
- Is a marker of intellect as well as language skills
- Launches turn taking, or the language “dance”
- Plays a critical part in learning to read
- Helps a child make sense of the words they see by comparing them to the words they have heard
- Is one of the five building blocks of reading
- Can be divided into four types

Risley 2006

Four Types of Vocabulary

- Listening
- Speaking
- Reading
- Writing

Beck's Three Word Tiers (Beck)

- Tier 1- basic words (**happy, clean, fast**)
- Tier 2- high frequency words for
 - mature language users
 - (**cluster, sympathy, estimate**)
- Tier 3- low frequency, specific words
 - (**lathe, chasm, warp**)

Which do we choose? (Beck et al, 2002)

- Intervene Using Tier 2 Words
- Choose fiction or non-fiction being read in class
- Read one page
- Highlight all the Tier 2 words
- Select 3 of the most useful ones
 - Student definitions from context
 - Provide student friendly definitions
 - Practice repeatedly
 - Use in oral communication
 - Reinforce in reading and writing

Instead of working on Curriculum Specific Areas.....

- Work on **SKILLS**
- Take to Next Level
- Help Interpret Questions
- Cheat Sheets

Work on Skills

- Target a skill to master
- Transfer mastered skill across curriculum
- Think Strategies!

Example:

Teach context clues and how to use them in controlled situations.

Once mastered, “when you come across new vocabulary in science, if you don’t know the word, use cues around the word to help you figure it out”.

Take to Next Level

- Higher and higher level thinking skills are required
- Not just asked to retrieve facts
- Work on WH questions first and then expand questions to the next level and so on.....
 - Example: “Who flies a plane?” Then, “who do you think would fly a plane?” “Why would they fly a plane?” “How can you compare _____ and _____ that fly planes?”

Help Interpret Questions

- Teach the VOCABULARY OF questions
- What vocabulary will they encounter across curriculum/ subjects and in a variety of situations (seat work, silent reading, tests)?
- Actually TEACH the question vocabulary
- Teaching these terms helps ACROSS CURRICULUM
 - Ex: support, evidence, compare, contrast, infer, summarize, describe, predict, explain, claim, excerpt, problem, solution, main idea, detail, topic, theme.....(possibilities are endless)

Cheat Sheets

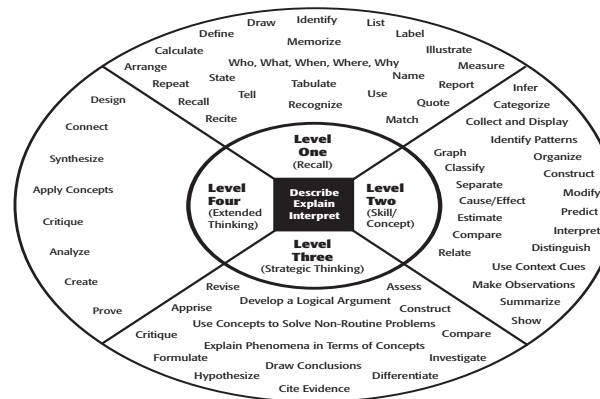
- Bloom's level of questions
- Depth of Knowledge level of questions
- Learn what teachers use and how kids are expected to use that information
- Keep cheat sheet posters
- Pre-write your questions on post-its to help you remember (also a great strategy for Middle and High School Kids) and word exactly as seen on assignments or tests

Challenge Student's Thinking

- Use Bloom's taxonomy for higher level thinking skills
- Do so even if vocabulary and expressive skills are limited
- Lessons focus on vocabulary and producing short statements
- The important point is that we are aware of language proficiency levels and adjust language expectations accordingly

DOK – Depth of Knowledge

Depth of Knowledge (DOK) Levels

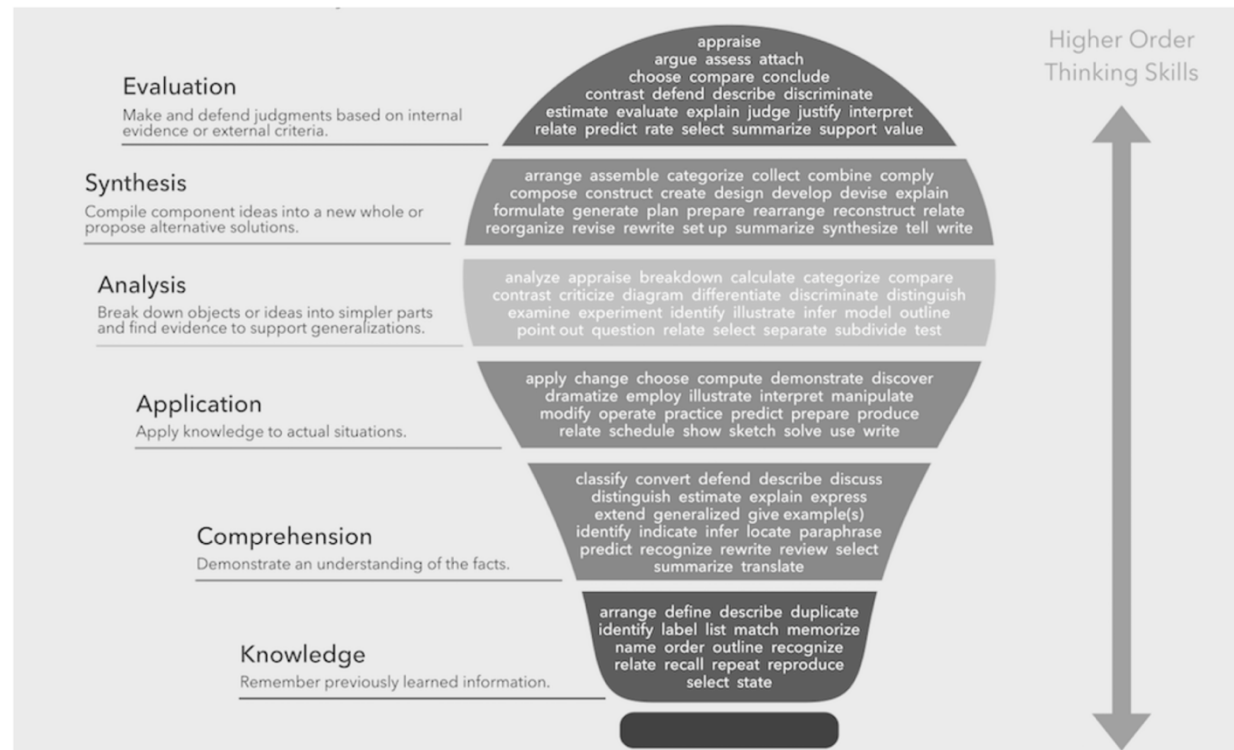








Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multi-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a given situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

https://www.aps.edu/sapr/documents/resources/Webbs_DOK_Guide.pdf

Bloom's Taxonomy (use for vocabulary too)



<h2>REMEMBER</h2> <p>Retrieve relevant knowledge from long-term memory.</p>  <ul style="list-style-type: none"> • Can you recall...? • Where is...? Who is...? • Can you list four...? • How would you describe...? • How could you explain...? • Which of these is true...? false...? <p>Showing Naming Listing</p> <p>Restating Finding Recognizing</p> <p>Choosing Matching Relating</p>	<h2>ANALYZE</h2> <p>Separate a whole into parts and determine their relationships.</p>  <ul style="list-style-type: none"> • Why do you think...? • What is the relationship...? • Can you compare...? contrast...? • What idea is relevant to...? • How would you categorize...? • What can you infer...? <p>Classifying Investigating Dissecting</p> <p>Experimenting Dividing Discovering</p> <p>Simplifying Differentiating Researching</p>
<h2>UNDERSTAND</h2> <p>Construct meaning from instructional messages.</p>  <ul style="list-style-type: none"> • What is the main idea of...? • Can you find an example of...? • How would you summarize...? • What might happen next...? • How do you explain...? • What ideas or facts show...? <p>Organizing Discussing Interpreting</p> <p>Paraphrasing Extending Outlining</p> <p>Reviewing Inferring Showing</p>	<h2>EVALUATE</h2> <p>Make judgments based on criteria and standards.</p>  <ul style="list-style-type: none"> • Which is more important? • Is there a better solution to...? • Can you defend...? • What are the pros of...? cons...? • Why is... of value? • How would you feel if...? <p>Validating Debating Assessing</p> <p>Justifying Monitoring Prioritizing</p> <p>Critiquing Selecting Rating</p>
<h2>APPLY</h2> <p>Carry out or use a procedure in a given situation.</p>  <ul style="list-style-type: none"> • What would happen if...? • How could you clarify...? • Who do you think...? • Which approach would you...? • How would you use...? • What is a situation like...? <p>Practicing Choosing Planning</p> <p>Implementing Operating Developing</p> <p>Interviewing Solving Generalizing</p>	<h2>CREATE</h2> <p>Combine elements or ideas to form a new whole.</p>  <ul style="list-style-type: none"> • What is an alternative...? • Could you invent...? • Can you compose a...? • What is your theory about...? • How can you imagine...? • What could you design to...? <p>Building Combining Formulating</p> <p>Constructing Devising Improving</p> <p>Changing Adapting Producing</p>

Wake County Public School System Academically Gifted Department

From Revised Bloom's Taxonomy Resources

Six Steps to Better Vocabulary (Marzano 2004)

- Provide a description, explanation, or example of new term
- Ask students to restate the description, explanation or example in their own words
- Ask students to construct a picture or symbolic representation of the term
- Engage students in activities that help them add to their knowledge of the term in a vocabulary notebook
- Give students opportunities to discuss terms with each other
- Involve students in games that enable them to play with new terms

8 Specific Strategies (Paula Gibbons)

- Encourage students to read diverse texts
- Introduce summary frames
- Help students translate from academic to social language (and back)
- Have students complete scripts of academic routines
- Dynamically introduce academic vocabulary
- Help students to diagram similarities and differences
- Have students write with a transition handout
- Teach key words for understanding standardized test prompts (Kechia Williams)

Teaching Academic Language

- Uncover the subject
 - Make ways of using language explicit
 - Make thinking in the subject explicit
- Still need social language for
 - Social bonding
 - Cooperative learning opportunities
 - Information processing

Translate from social to academic language

- Model how to say something in a more academic way
- Model how to paraphrase academic language into more conversational language
- Provide students with a difficult expository text
- Have teams reinterpret the text using everyday language

Dynamically introduce Academic Vocabulary

- Repeated encounters with various authentic texts
- Internalize definitions
- Make the first encounter “sticky” (funny or personal)
- EX: 300 SAT words – categorize the vocabulary by grade level

Academic Vocabulary

The vocabulary critical to understanding the concepts of the content taught in schools. Academic vocabulary includes content related vocabulary and high frequency academic words such as Bloom's verbs.

"BRICKS"

Academic Discourse

Academic discourse provides students with the language tools (vocabulary and syntax) necessary to competently discuss the topic using complete sentences. Structured dialogue in the form of "sentence stems" provides a scaffold for students to appropriate academic language in meaningful contexts.

"MORTAR"

Informal Language VS Academic Language

<i>Informal Language</i>	<i>Academic Language</i>
repetition of words	variety of words, more sophisticated vocabulary
sentences start with “and” or “but”	sentences start with transition words, such as “however”, “moreover”, and “in addition”
use of slang such as “dude”, “whatever”, and “like”	replaces slang with accurate descriptors
appropriate for use in casual, social settings	appropriate for use in all academic and work place settings
can vary greatly by ethnicity, region, gender, age	common language register for all

Translate from social to academic language

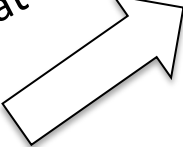
- Model how to say something in a more academic way
- Model how to paraphrase academic language into more conversational language
- Provide students with a difficult expository text
- Have teams reinterpret the text using everyday language

Example of Social to Academic:

- *Social: “The light off the surface makes it all rainbowy”*
- *Academic: “A prism is a transparent optical element that refracts light”*

5th grade student

What I know



Verbal and Visual Word Association (VVWA)


Word

Visual Representation

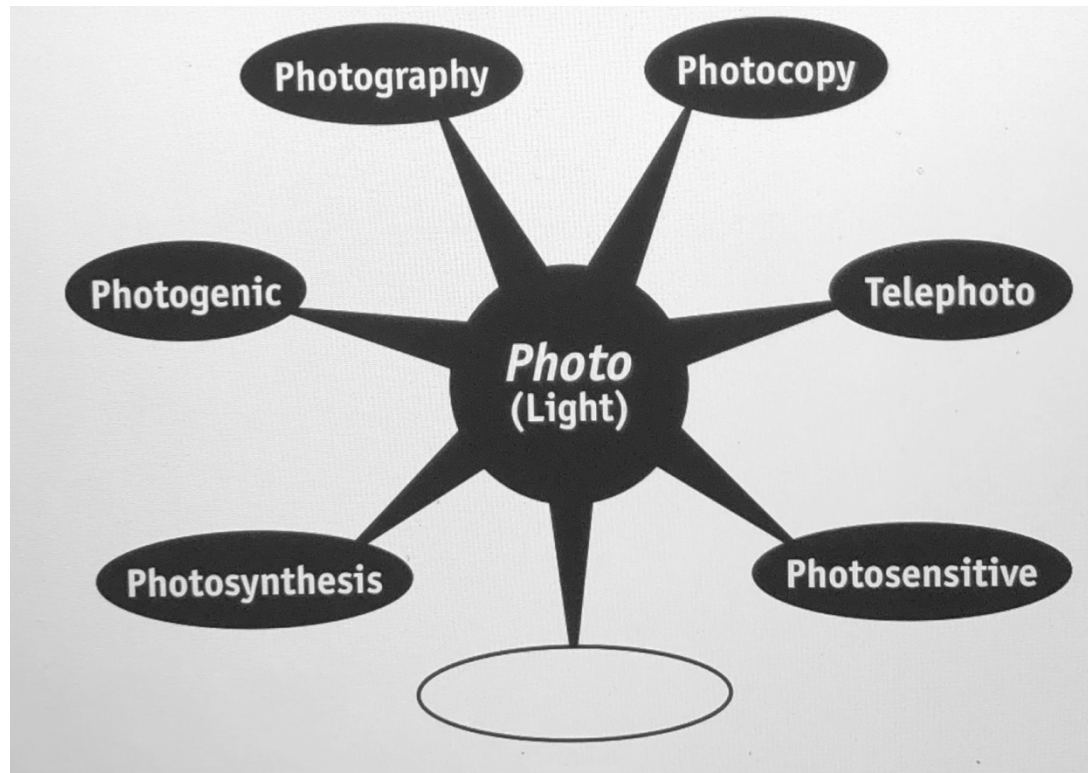
Definition

**Personal Association or
Characteristic**

What makes it memorable to me



Expanding Academic Vocabulary



The Frayer Model

The Frayer Model: Content Area Examples

English/Language Arts

www.middleschoolinstitute.org

Definition	Characteristics
A novel set in the past that contains references to significant events in history. The writer may blend factual information with fictional characters, dialogue, details, and events.	<ul style="list-style-type: none">• Based on historical fact• Set in the past• Set in real time and place• Some fictional aspects, such as characters, details, or events
historical fiction	
<p>Novel about the Civil War</p> <ul style="list-style-type: none">• Story about a fictional family during the Great Depression• <i>Esperanza Rising</i> by Pam Munoz Ryan• <i>Number the Stars</i> by Lois Lowry	<ul style="list-style-type: none">• A general's account of events leading to the Iraq War• Story about a family who lives on the moon• <i>The Lord of the Rings</i> by J.R.R. Tolkien• <i>Tuck Everlasting</i> by Natalie Babbitt
Examples	Non-examples

Science

www.middleschoolinstitute.org

Definition

A characteristic of matter that can be seen, felt, heard, smelled, or tasted

Characteristics

- Can be measured
- Describes an object
- Information that can be observed without changing the matter into something else

physical property

- Color
- Texture
- State (solid, liquid, gas)
- Boiling point
- Odor

Examples

- The way a material behaves in a chemical reaction
- Chemical properties
- Can be observed only when one substance changes into a different substance

Non-examples

Mathematics

www.middleschoolinstitute.org

Definition

A polygon with four sides and four angles

Characteristics

- Sum of the interior angles = 360 degrees
- Exactly four sides
- Exactly four angles
- Made of line segments
- Has two diagonals
- Closed figure

quadrilateral

- Parallelogram
- Rhombus
- Square
- Rectangle
- Trapezoid

Examples

- Circle
- Triangle
- Oval
- Straight line
- Star

Non-examples

Social Studies

www.middleschoolinstitute.org

Definition

People moving from one place, region, or country to another

Characteristics

- Involves major change (long distance or large group)
- Could be forced by natural disaster, economy, warfare
- Could be choice
- Permanent or semi-permanent, not temporary

human migration

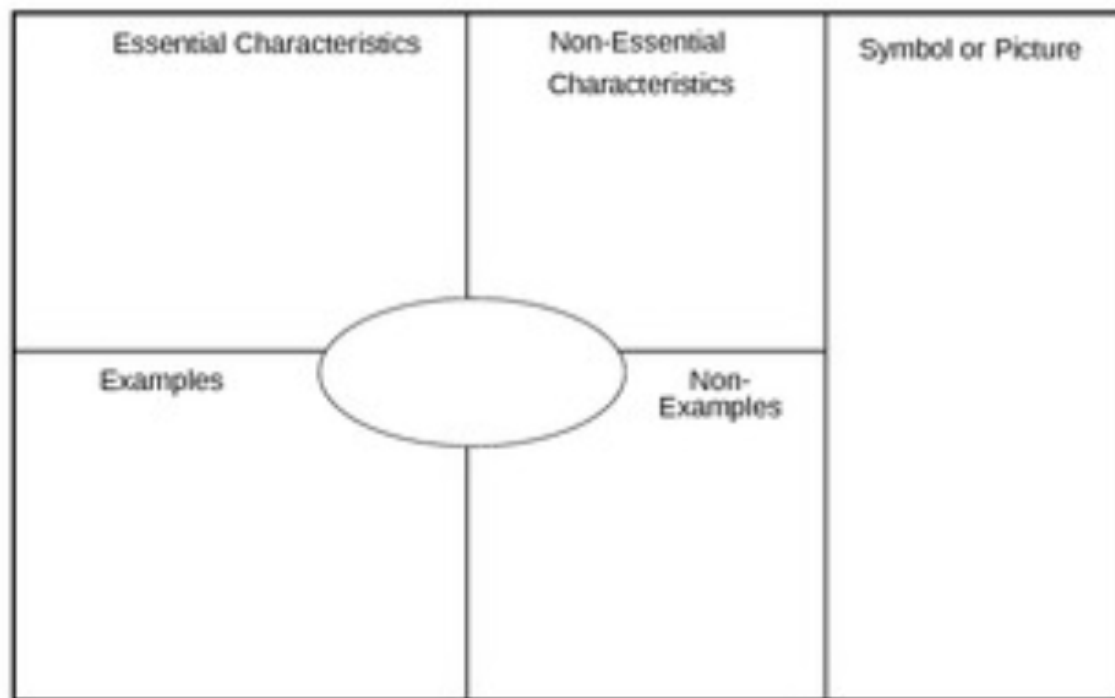
- Move from Dar es Salaam in Tanzania to Zanzibar
- People moving from rural areas in the southern US to cities in the North

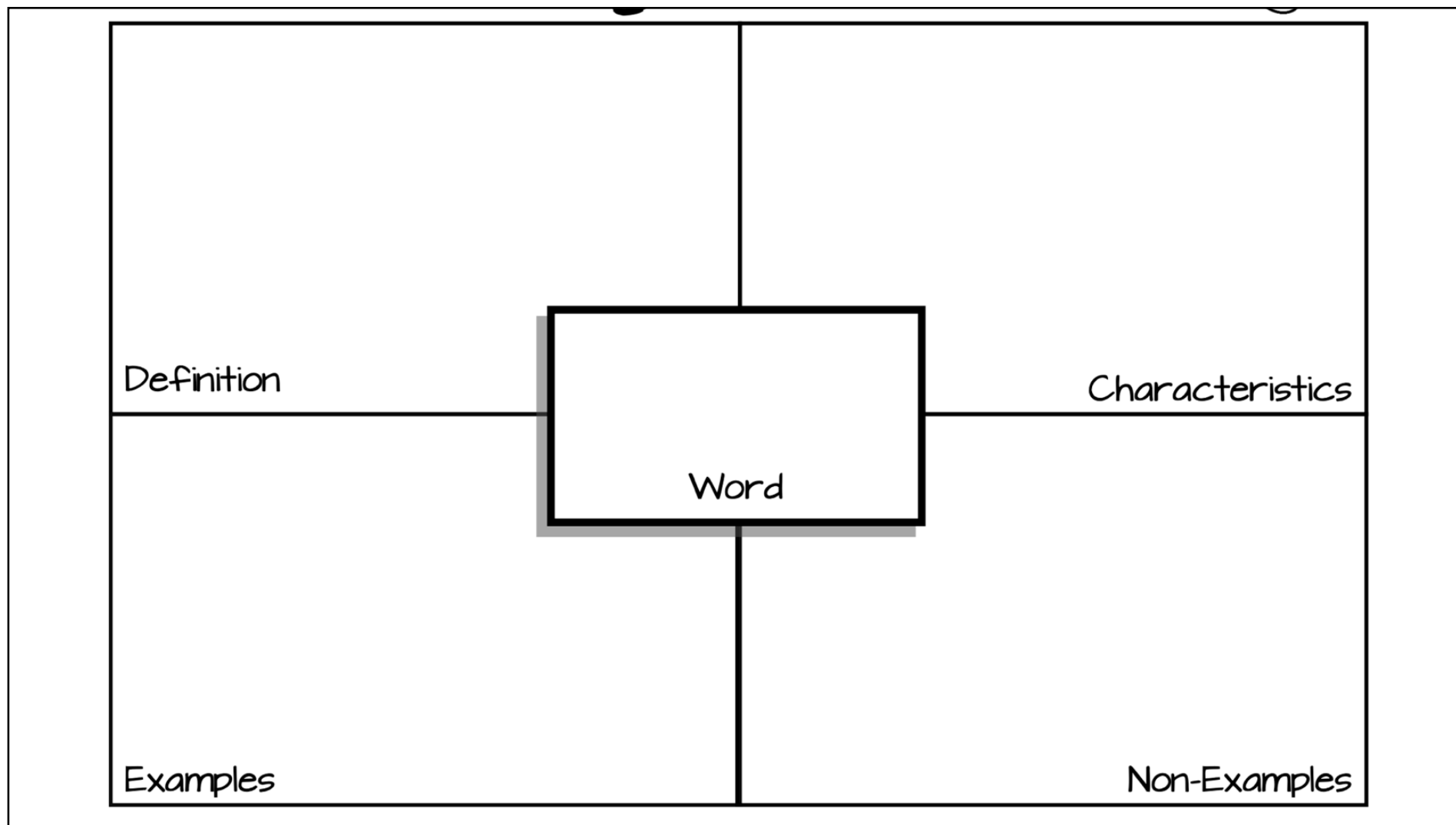
Examples

- People staying in one place all their lives
- Geese flying from Canada to Mexico
- Driving from home in the suburbs to a job in the city

Non-examples

Fraye Model





Explain It

What Are the Facts?

Vocabulary Word

Model It

Can It Be Shown Another Way?

Indirect Ways to Practice

- Group or paired-learning projects focused on a particular subject area
- Inviting guest speakers to share information about their jobs using specific vocabulary from workplace
- Listening to and participating in informal debates addressing current or historical events
- Brainstorm the meaning of academic vocabulary terms using a variety of work webs
- Use student writing logs as an activity at end of day (or end of subject) to note challenging vocabulary, write down questions, or practice specific vocabulary of the day in context
- Monitor student comprehension in a variety of contexts: flash cards, answering questions, writing short paragraphs, use a game show format, oral question and answer sessions in small groups
- Provide word lists to parents for home practice in a variety of contexts

Top 10 Key Words

- Analyze
- Persuade
- Compare
- Contrast
- Summarize
- Demonstrate
- Describe
- Explain
- Interpret
- Infer

THE A-LIST: Essential Academic Words

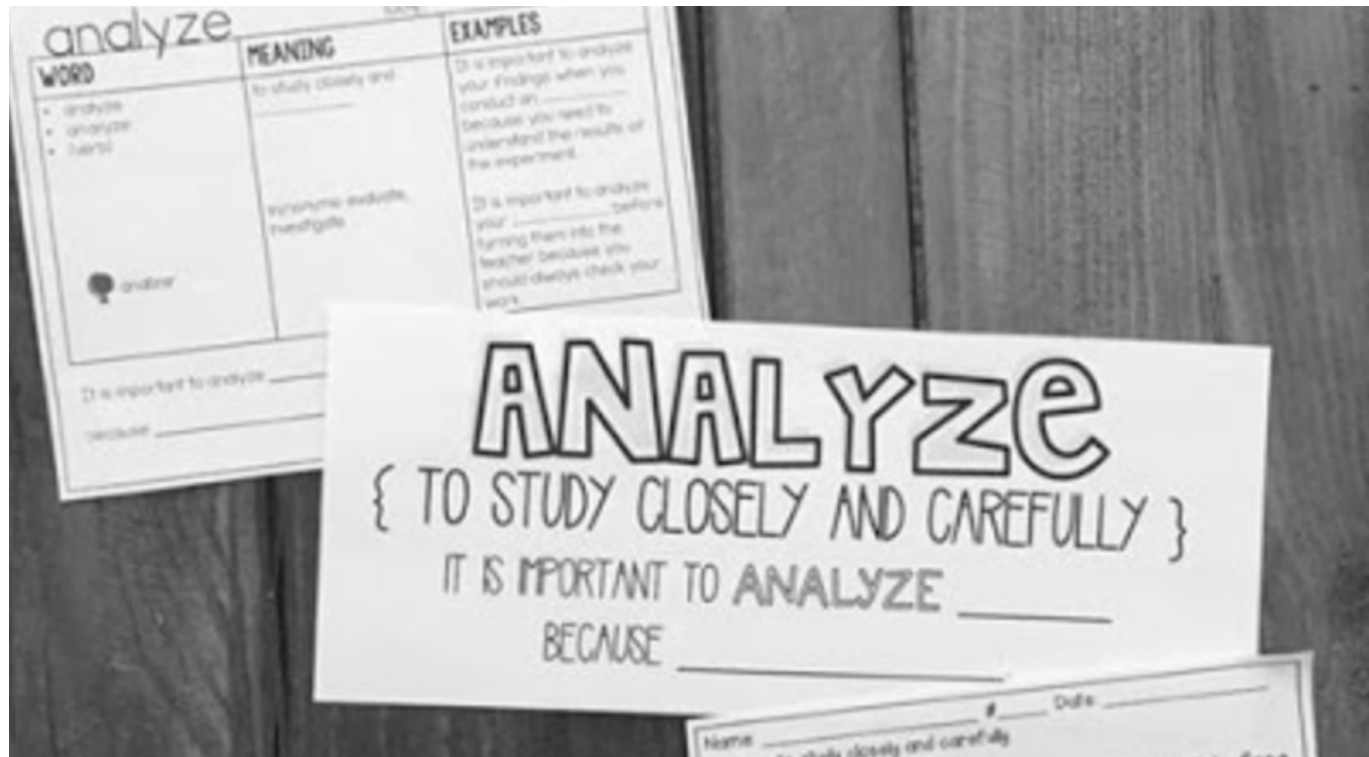
Created by Jim Burke

1	Analyze break down • deconstruct • examine	break something down methodically into its parts to understand how it is made, what it is, how it works; look at something critically in order to grasp its essence
2	Argue claim • persuade • propose	provide reasons or evidence in order to support or oppose something; persuade another by reason or evidence; contend or maintain that something is true
3	Compare/Contrast delineate • differentiate • distinguish	identify similarities or differences between two or more items in order to understand how they are alike, equal, or analogous to each other
4	Describe illustrate • report • represent	report what one observes or does in order to capture and convey to others a process, impression, or a sequence of events in a narrative
5	Determine establish • identify • resolve	consider all possible options, perspectives, results, or answers in order to arrive at a decision; provide guidance by establishing what is most important or relevant
6	Develop formulate • generate • elaborate	improve the quality or substance of; extend or elaborate upon an idea in order to give it greater form; add more complexity or strength to an idea, position, or process
7	Evaluate assess • figure out • gauge	determine the value, amount, importance, or effectiveness of something in order to understand if it matters or means something
8	Explain clarify • demonstrate • discuss	provide reasons for what happened or for one's actions in order to clarify, justify, or define those events, actions, causes or effects
9	Imagine anticipate • hypothesize • predict	form a picture of in one's mind; speculate or predict what might happen under certain conditions; envision a range of possible outcomes, obstacles, or opportunities
10	Integrate combine • incorporate • synthesize	make whole by combining the different parts into one; join or make something part of a larger unit; synthesize many disparate parts into one form
11	Interpret conclude • infer • translate	draw from a text, data set, information or artwork some meaning or significance; make inferences or draw conclusions about what an act, text, or event means
12	Organize arrange • classify • form	arrange or put in order according to some guiding principle; impose coherence, order, structure, or function according to type, traits, or other quality
13	Summarize outline • paraphrase • report	retell the essential details of what happened, what someone did or said, in order to better understand and remember it; outline key details in accessible language
14	Support cite • justify • maintain	offer evidence, examples, details, or data in order to illustrate or bolster your claim or conclusion; cite those sources of information that justify your position
15	Transform alter • change • convert	change in form, function, or nature in order to reveal or emphasize something; convert data from one form into another; alter something through a process

© 2014 Jim Burke. For more information visit englishcompanion.com. Teachers may photocopy for classroom use only.

Jim Burke – www.theenglishcompanion.com

Independent Practice



These terms are ***CROSS- CURRICULAR***

Useful in ALL classes/subjects

5 Academic Vocabulary Teaching Strategies

- **Semantic map**
- **Word Wizard**
- **Word Detective**
- **Word Connect**
- **Concept Cubes**

Word Map

Name _____

Date _____

4

(synonym)

5

(antonym or “nonexample”)

3

(the matching
dictionary definition)

1

(Vocabulary Word)

Page Number

6

(other forms of the word)

Word Wizard

- Assign # of words to each student
- Kids find the definition of the words and write them out in their own words
- Come back together, and the kids teach the words to each other

Word Wizards

Title of Book: _____ Author: _____

Chapters or Page Numbers: _____ Literature Circle Name: _____

Directions: After reading the assigned pages or chapters, go back and re-read the sections looking for words that sparked interest. You can look for words you didn't understand, words that were familiar to you, or words that you were curious about. Pick five words from the assigned reading and use them to fill out the chart below. Be ready to share this with your Literature Circle group.

Chp	Page #	Word	Definition Look up the word in a dictionary.	Use the word in a sentence.

Word Detective

- Key words are written out on sticky notes as they read the text
- Sentence with the word is written on another sticky note
- Review at end of lesson, or at end of day
- Add to notebook

Word Detective

```
graph TD; Word[WORD:]; Sentence[Sentence where I found the word:]; Context1[Context Clue:]; Context2[Context Clue:]; Def[My Own Definition:]; PartSpeech{{Part of Speech:}}; MySentence[My Own Sentence:]; Picture[A picture that will remind me of what this word means to me:]; Word --> Sentence; Word --> Context1; Word --> Context2; Word --> Def; Word --> PartSpeech; Word --> MySentence; Def --> Picture;
```

Detective's Name:

Sentence where I found the word:

Context Clue:

Context Clue:

WORD:

Part of Speech:

My Own Sentence:

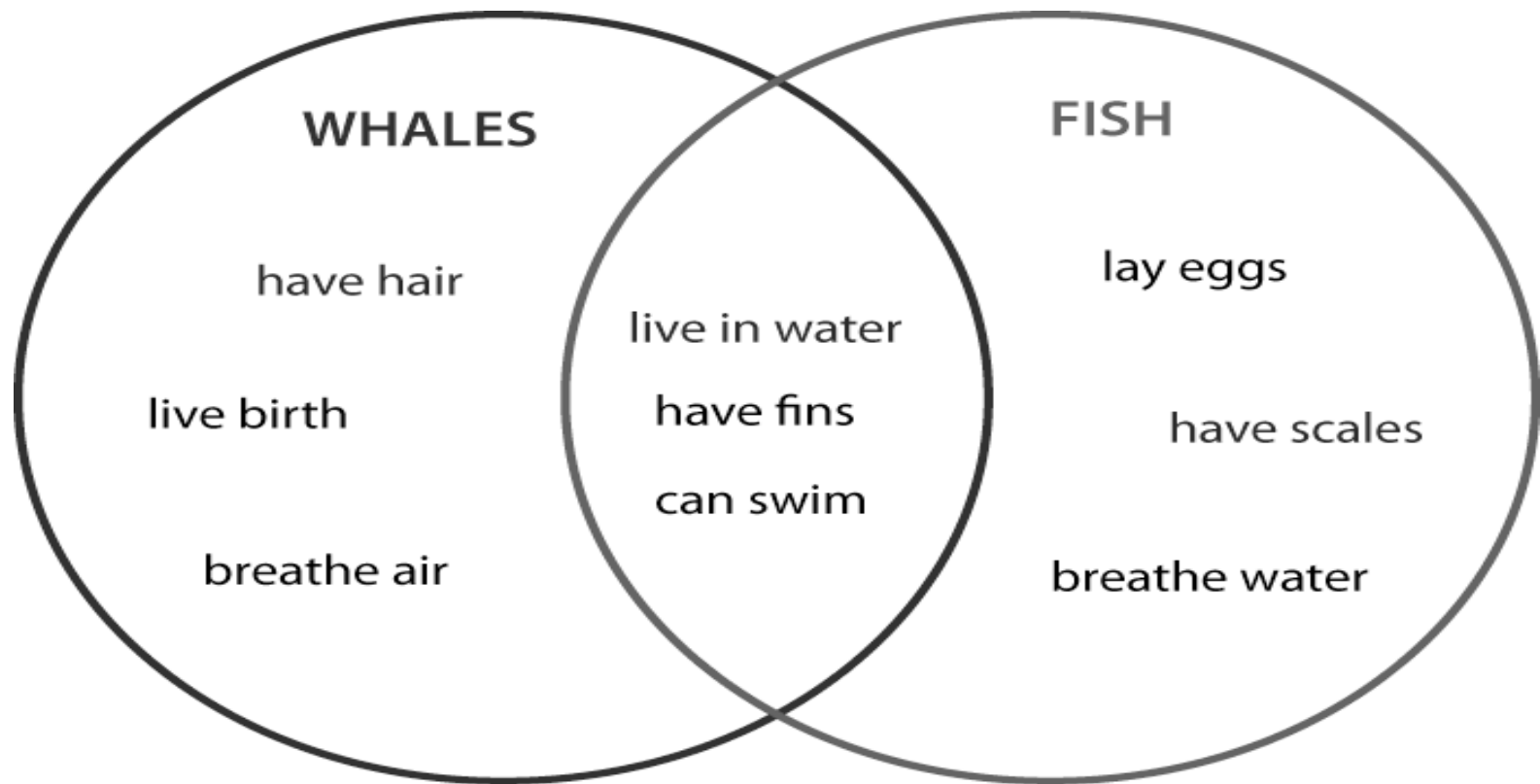
My Own Definition:

A picture that will remind me of what this word means to me:

Word Connect

(eduplace.com, readingrockets.org)

- Use VENN Diagram
- Match the word with a similar word
- Use VENN diagram to show differences, similarities, things in common

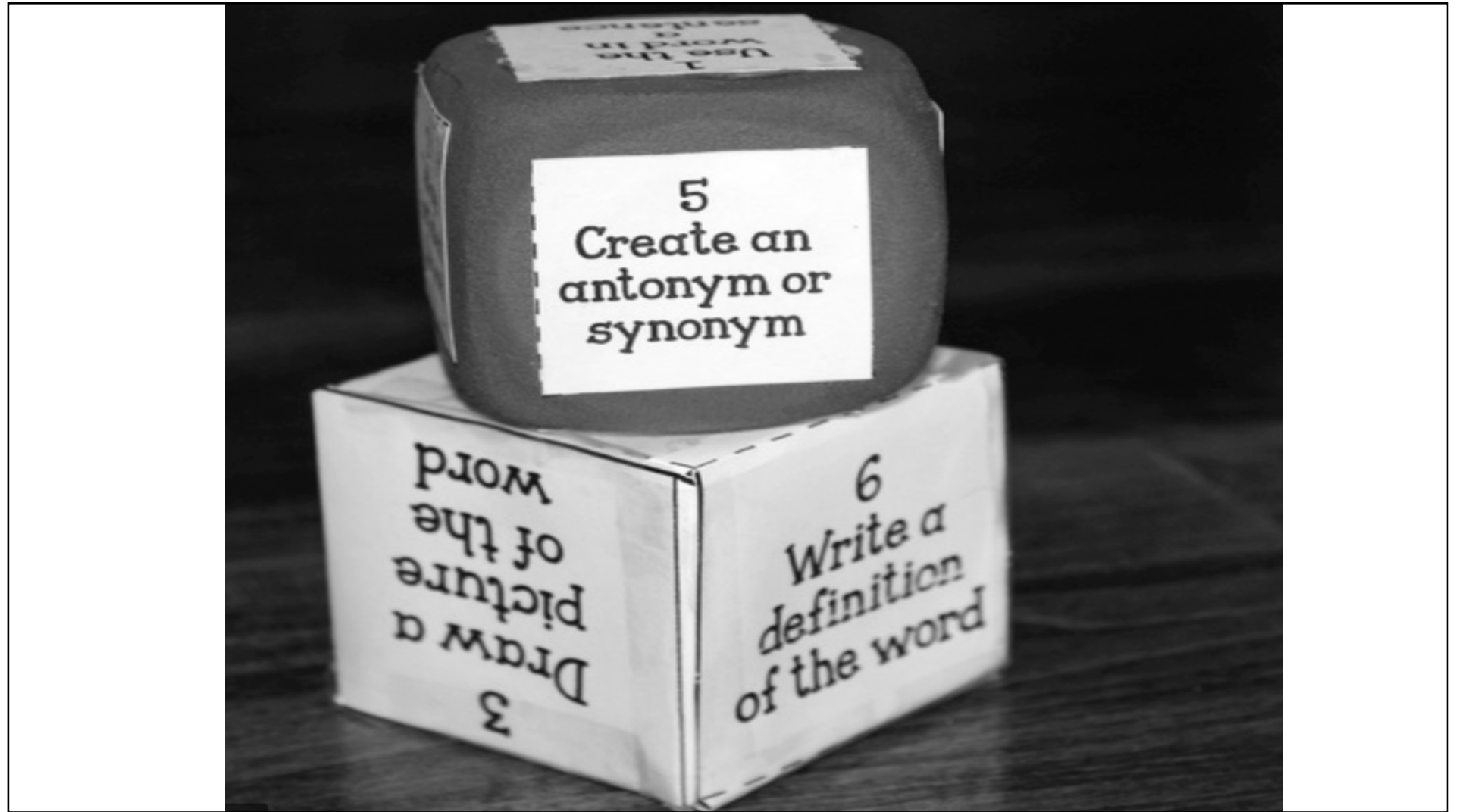


Concept Cube (readingquest.org)

- Vocabulary Word
- Antonym
- Synonym
- Category it belongs to
- Essential characteristics
- Example

What is a Context Cube?

- A concept cube is a **pattern that is printed on paper or cardstock, cut out, folded, and taped into a three-dimensional cube**. Students write, type, or draw on the pattern prior to assembling the cube, and then they “play” with the cube to explore concepts.



Categories





















- Baseline where students are with understanding or word relationships
- Gather information on sorting skills and matching skills
- The ability to categorize is also very dependent on a student's experiences also (so if never been to the beach, or to the zoo, etc)

Categories “Hierarchy”

- Match Identical objects and pictures
- Sort a group of objects or pictures into two identical sets
- Sort a group of objects by one feature
- Choose an item to match a given category description/name
- Sort into 2 or 3 categories
- Name categories
- What does not belong and why
- What goes together and why
- Name multiple items of a given category
- Express similarities and differences

Category APPs

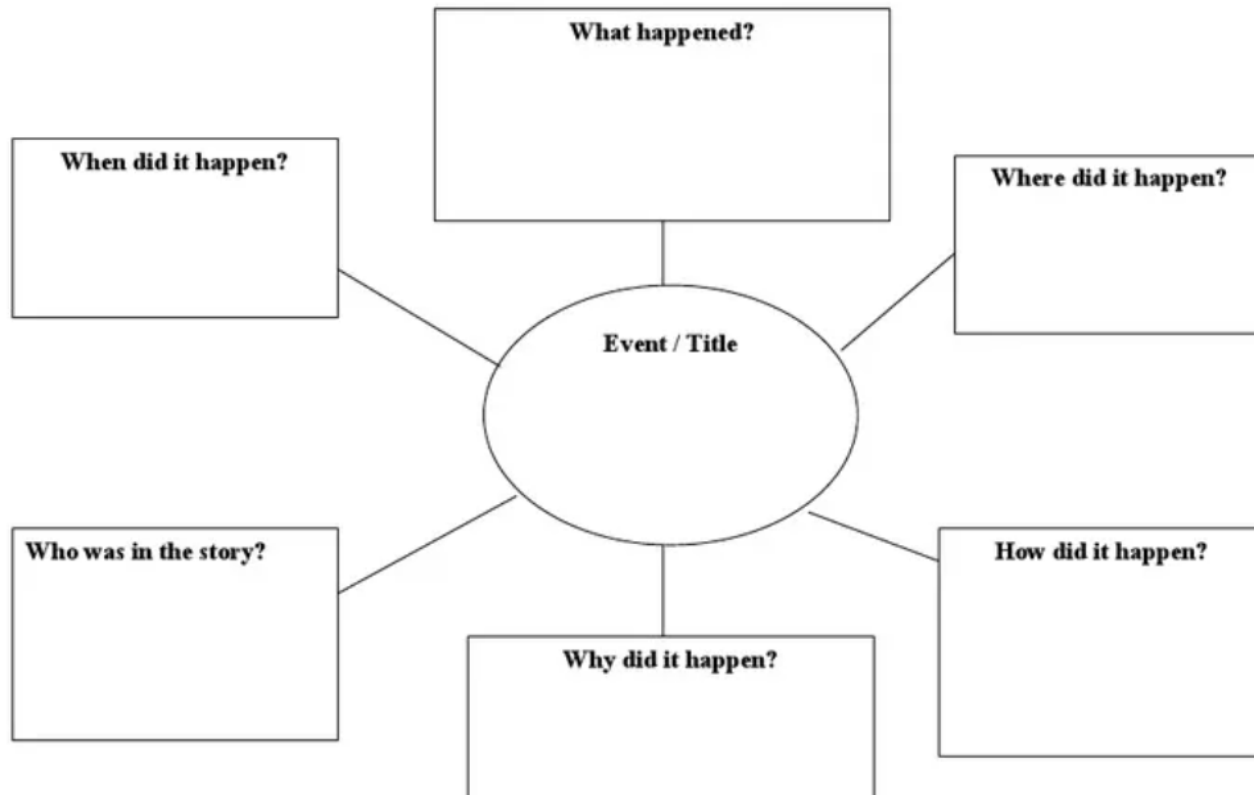
- Categories from I CAN DO apps – great for baselining
- Smarty Ears Go TOGETHER app – categorizing through matching
- Smarty Ears CATEGORY LEARNING CENTER – different levels for differentiation

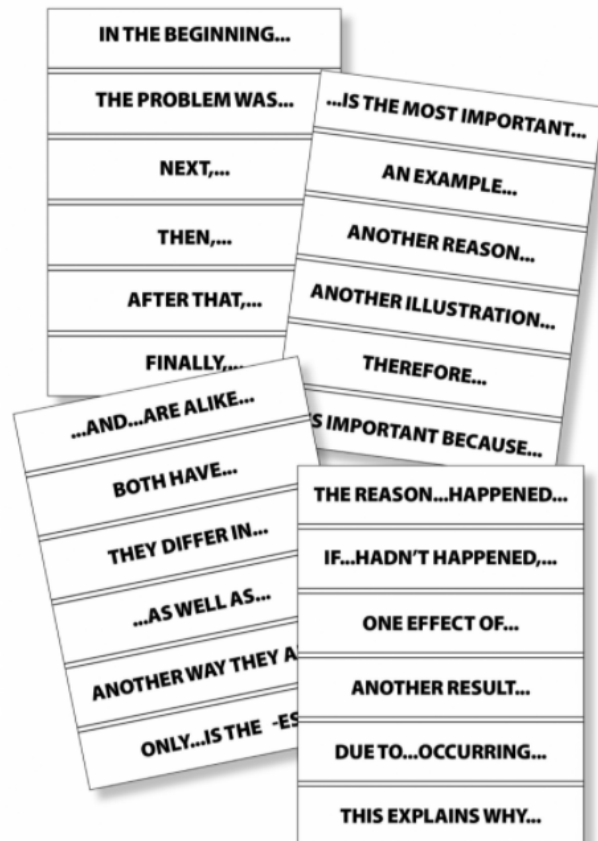
I Spy Categories		I Spy Categories			
	I spy an animal.	<input type="checkbox"/>		I spy something hot.	<input type="checkbox"/>
	I spy a piece of clothing.	<input type="checkbox"/>		I spy something cold.	<input type="checkbox"/>
	I spy a type of food.	<input type="checkbox"/>		I spy a beach item.	<input type="checkbox"/>
	I spy a vehicle.	<input type="checkbox"/>		I spy furniture.	<input type="checkbox"/>
	I spy an instrument.	<input type="checkbox"/>		I spy a baby item.	<input type="checkbox"/>
	I spy an ocean creature.	<input type="checkbox"/>		I spy a vegetable.	<input type="checkbox"/>
	I spy an insect.	<input type="checkbox"/>		I spy a fruit.	<input type="checkbox"/>
	I spy a dessert.	<input type="checkbox"/>		I spy something that flies.	<input type="checkbox"/>
	I spy a tool.	<input type="checkbox"/>		I spy a utensil.	<input type="checkbox"/>
	I spy a school supply.	<input type="checkbox"/>		I spy a breakfast food.	<input type="checkbox"/>

Felice Clark, the Dabbling Speechie

Summarizing

- Use short films, videos, old TV shows, TV commercials
 - You pick out vocabulary that may not be known from the video beforehand
 - Students view first
 - Review together as a group
 - Define any vocabulary not known
 - Summarize the video clip together
 - Have each student write the summary





Choose the appropriate frame to correlate with the category of main idea for the paragraph. Plug the keywords into the frame so it reads as a comprehensible sentence that is a summary of the paragraph.

If the main idea of the paragraph is **description/definition**, use the frame:

"A _____ is a kind of _____ that _____."

If the main idea of the paragraph is **problem/solution**, use the frame:

" _____ wanted _____ but _____ so _____."

If the main idea of the paragraph is **compare/contrast**, use the frame:

"X and Y are similar in that they both _____, but X _____, while Y _____."

If the main idea of the paragraph is **sequence** use the frame:

" _____ begins with _____, continues with _____ and ends with _____."

If the main idea of the paragraph is **cause/effect**, use the frame

" _____ happens because _____."

Introduce summary frames

- Simple and fail-safe approach to academic language activities
- Read a section of a text
- Summarize to a partner
- Use sentence frames as a guide for summarization

Sample Summary Frames

- If the main idea of the paragraph is problem/solution:

“_____ wanted _____ but _____ so
_____.”

- If the main idea of the paragraph is cause/effect:

“_____ happens/happened
because _____.”

Main Idea (activity by Kalena Baker, Teaching Made Practical)

Chickens can be useful as pets, as they provide eggs that can be eaten. However, chickens must be taken care of carefully. If you have a chicken, you must make sure that they have plenty of food and water. Also, their chicken coop must be cleaned regularly, and their eggs collected! Eating potato skins or chocolate can be fatal for chickens, so make sure your chickens avoid these two foods!

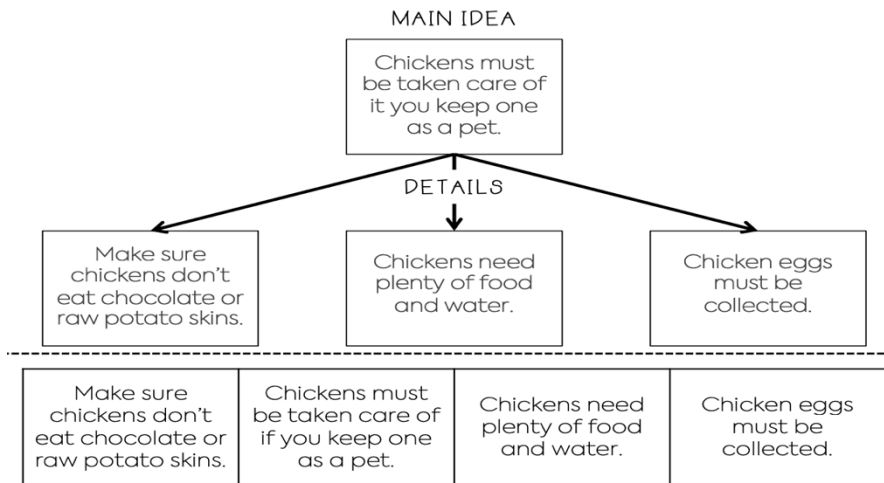


Diagram similarities and differences

- Generate a list of similarities and differences between the words with a Venn diagram
- Robert Marzano's high yield instructional strategies

Compare and Contrast (activity from Kalena Baker, Teaching Made Practical)

How and Where Hurricanes Form

Hurricanes are very powerful storms that are capable of causing severe damage. Some hurricanes produce winds stronger than 155 mph that are able to devastate homes and buildings. Knowing how and where hurricanes form can help keep you safe if a hurricane does strike.

Hurricanes form over warm water after the ocean has been heated up during the hot summer months. Because hurricanes need warm water, they occur most often during late summer and early fall. In the Atlantic Ocean, hurricane season is from June to November.

Also, since hurricanes need warm ocean water to form, the people that are affected by hurricanes live in areas near the coast. People who don't live near the coast have no reason to worry about staying safe during a hurricane.

If you live somewhere that hurricanes might occur, it is important for you to know

Hurricanes: Staying Safe from Destruction

Hurricanes can be very dangerous and deadly storms. When a hurricane moves ashore, it can cause damage in a number of ways. It is important to know how to keep yourself safe during a hurricane.

Hurricanes can cause destruction several ways. For example, wind damage during a hurricane can be harmful. Even though hurricanes occur near coast lines, strong winds can still strike farther inland. Also, since hurricanes come with an abundance of rain, they sometimes cause mud slides or flash floods.

Everybody should know how to stay safe in case of a hurricane, whether you live in a place that hurricanes are likely to occur or not. First, have a plan of evacuation (a plan to leave the area), and listen to local weather stations for any weather advisories. If you don't have time to evacuate, then find a place to stay that is safe. Make sure your shelter is on higher ground, the windows are

Compare and Contrast

Comparing Two Nonfiction Texts

Think about similarities and differences between "How and Where Hurricanes Form" and "Hurricanes: Staying Safe from Destruction." Use that information to follow the directions below.

1. Read through the passages again. Highlight all of the details that were mentioned in both "How and Where Hurricanes Form" and "Hurricanes: Staying Safe from Destruction." List the most important detail below.

2. Circle 3 details in "How and Where Hurricanes Form" that are not in "Hurricanes: Staying Safe from Destruction." Write the most important detail below.

3. Circle 3 details in "Hurricanes: Staying Safe from Destruction" that are not in "How and Where Hurricanes Form." Write the most important detail below.

4. Which passage gives more details about how to stay safe in a hurricane? How do you know?

5. Which author do you think gave the most useful information? Explain your reasoning.

© 2014 Kalena Baker, Teaching Made Practical. Updated 2020. All rights reserved.

Activity from Kalena Baker, Teaching Made Practical

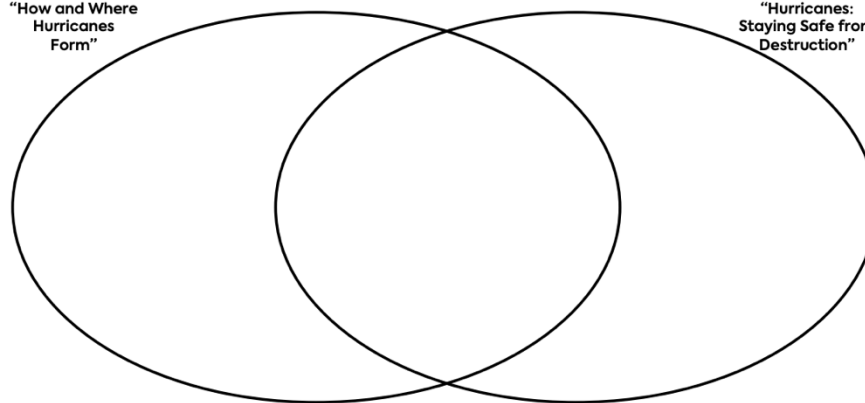
Compare and Contrast

Comparing Two Nonfiction Texts

Think about similarities and differences between "How and Where Hurricanes Form" and "Hurricanes: Staying Safe from Destruction." Cut and paste the statements below, and then glue them in the appropriate spot on the Venn Diagram.

"How and Where
Hurricanes
Form"

"Hurricanes:
Staying Safe from
Destruction"



The author discusses how winds in a hurricane can cause damage.

The author believes that everybody should know how to stay safe during a hurricane.

The author explains how to stay safe in a hurricane.

The author gives details about evacuating in case of a hurricane.

The author believes that only people who live where hurricanes form should know how to stay safe during a hurricane.

The author gives details about how hurricanes form.

Teach key words for understanding standardized test prompts

(Kechia Williams)

- Understanding prompts is key to mastery on standardized tests
- We often forget to ensure understanding of those *key words*, and our students get the answer wrong
- Teach key words in a specific context

Vocabulary Intervention Strategies

- Use research based strategies
 - Select words in clinically relevant way
 - Provide explicit instruction
 - Tie to life experiences of students
 - Increase number of repetitions
 - Engage students and have fun
- (Beck, et al, 2002; Nelson & Van Meter,2005)

Four Fundamental Obstacles

- Size of the task
- The differences between spoken English and written English (“literate” English)
- The limitations of sources of information about words
- The complexity of word knowledge

McKeown and Curtis 1990

Size of Task

- Skilled readers learn vocabulary words by the thousands
- Unskilled readers fall farther and farther behind
- Difference in life experiences
- Gap widens over time
- Explicit instruction is necessary

Difference Between Spoken and Written English

- Spoken is less rich in vocabulary
- Spoken language has a variety of tools to assist (facial expressions, tone of voice, body language)
- Conversations involve shared experiences
- Written English must have precise word choice
- Conversational versus writing fluency

Limited Sources Regarding Words

- Dictionaries – superficial, fleeting, most do not know how to use a dictionary as an effective tool
- Word parts – prefixes, suffixes, root words; not always reliable (*casual/casualty*)
- Context – more long term due to this being a strategy to acquire new words “over time”

Complexity

- Knowing definition of a word does not equate with being able to use that word in context
- Or use that word in writing
- Definitions are ways we talk about word meanings, but are different than word meanings
- Function words (syntactic function) and content words – where function words are finite, but content words are limitless

To KNOW a Word

- Students need
 - To encounter it in context
 - See how its meaning relates to words around it
 - How it relates to another word that might be used in its place
 - How the meaning of words shift and change as they are used in different contexts

Scenarios

- Have student make up a story with new words used prominently – word list before story
- If too young to write, have the student draw a picture story for new word(s)

Create Silly Questions with New Words

EX: new words are actuary, hermit, villain
philanthropist

Question 1: Can a hermit be an actuary?

Question 2: Can a villain be a
philanthropist?

Question 3: Could a villain be a hermit?

Vocabulary Cartoons

Vocabulary Cartoons

Vocabulary Term:

Definition:

COWER

(KOW ur) v.
to cringe in fear; to shrink away

Link: [COW](#)



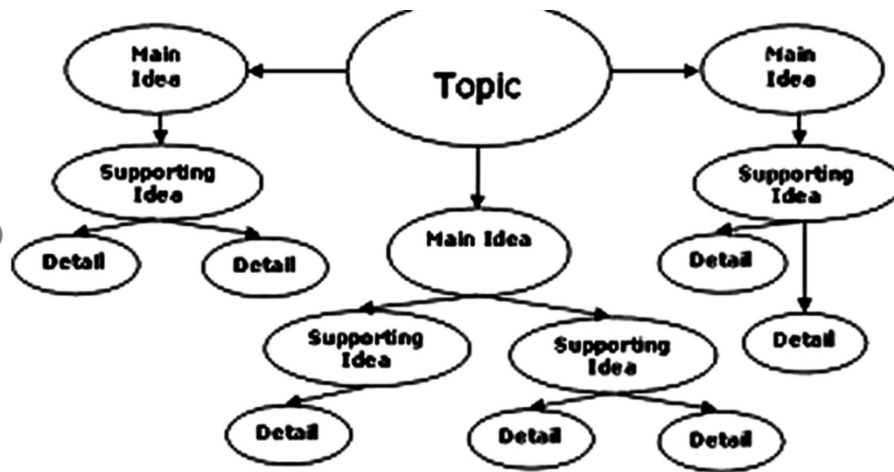
"Bessie, the **COWERING COW**, never could stand the sight of her own milk."

Use it in a sentence:

Involve students ACTIVELY in New Word Learning

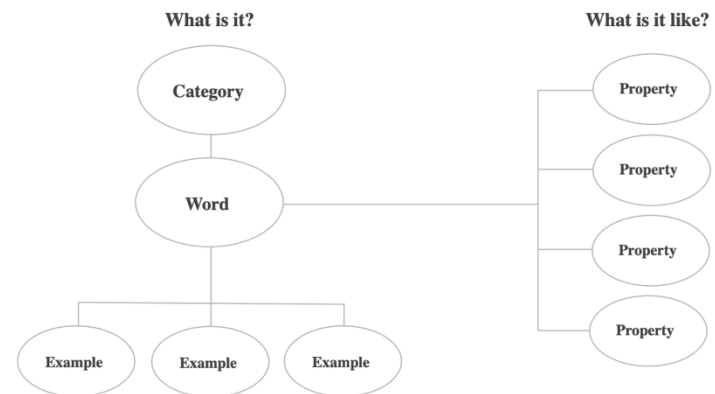
- Remember more when related to KNOWN information
- When transforming it using their OWN words
- When they generate examples vs. non-examples
- When they use synonyms and antonyms
- When they use in sentences of all types

Using Definition Map



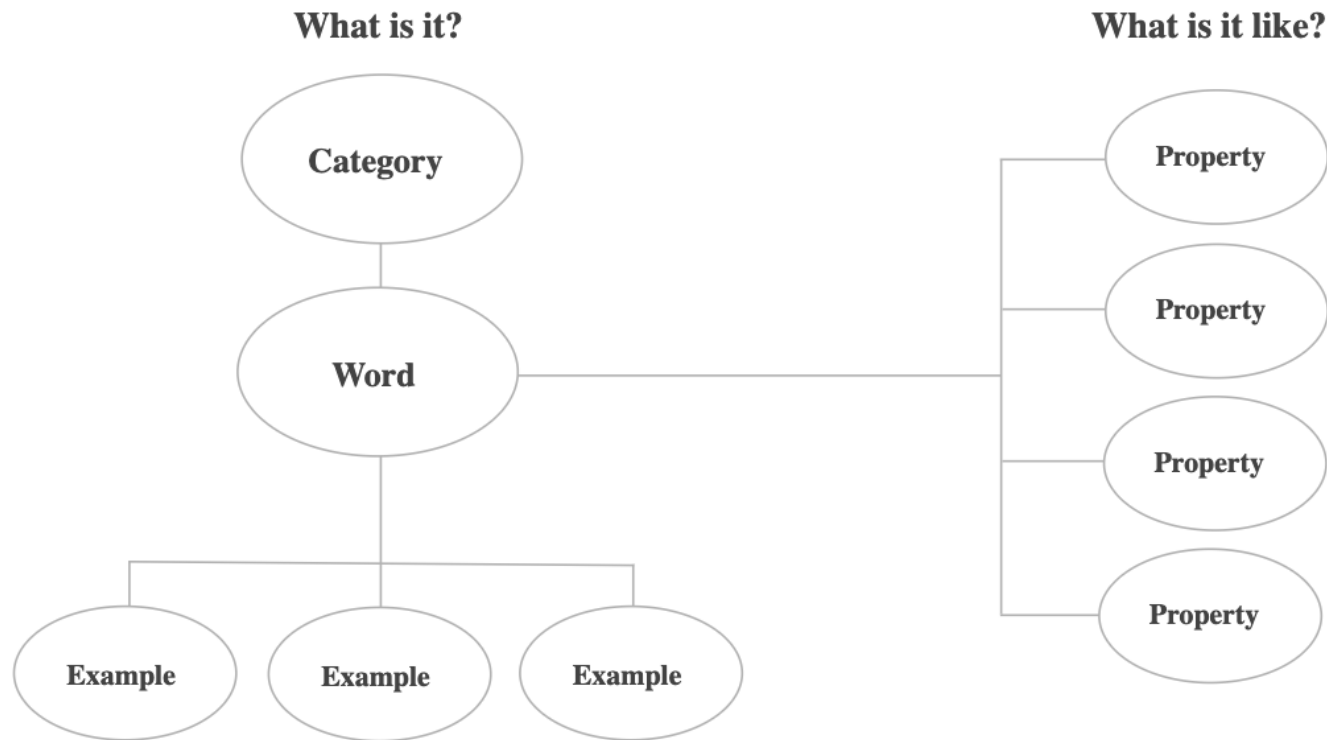
Example of the mapping method.

Concept Definition Map



Stahl and Vancil 1986

Concept Definition Map



Word Map Diagram

What is it?

food

What is it like?

cold

creamy

delicious

hard/soft

butter pecan

ice cream

chocolate

vanilla

strawberry

What are some examples?



WORD

What do you think the word means?

What does the dictionary say the word means?

Write a definition of the word using your own words.

What are some other words that mean the same thing as the word?

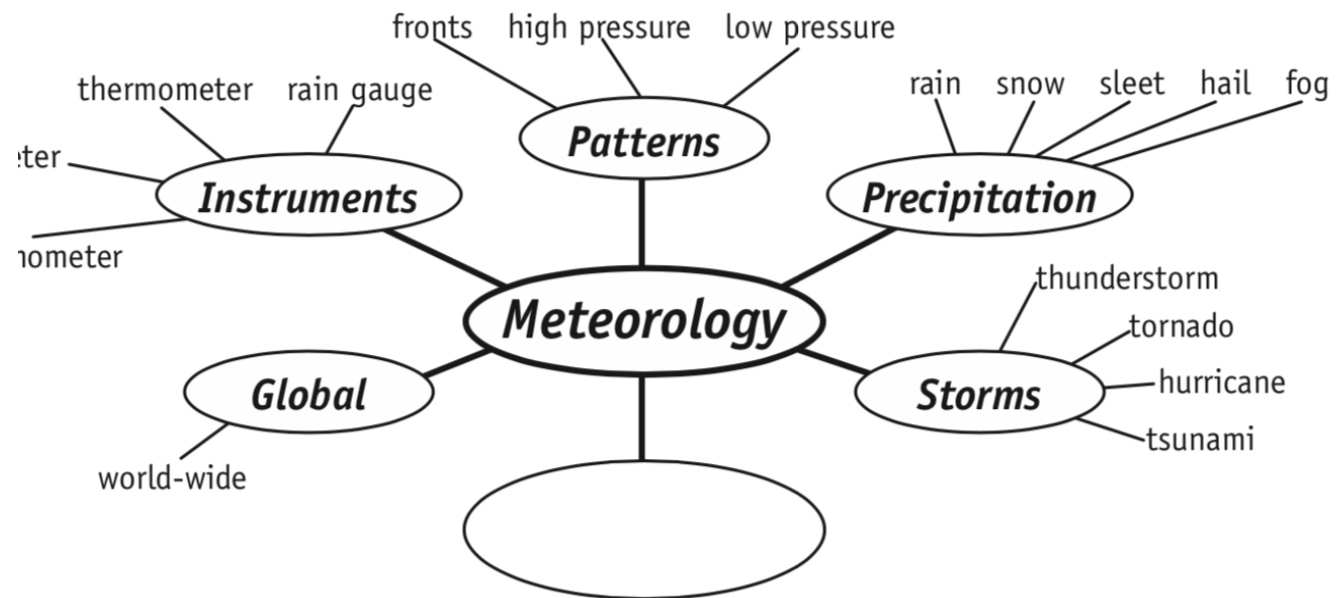
What are some other words that mean the opposite of the word?

Sketch of Word

Picture Caption Using the Word

Semantic Mapping

Semantic Map



Heimlich and Pittleman 1986

Semantic Feature Analysis




Semantic Feature Analysis

	two wheeled	four wheeled	one wheeled	foot powered	motor powered	on land	in the water	in the air
bicycle	+	-	-	+	-	+	-	-
car	-	+	-	-	+	+	-	-
unicycle	-	-	+	+	-	+	-	-
airplane								
boat								
hovercraft								
supersonic transport								
velocipede								

Stahl 1999

KIM Strategy

- Key idea
- Information
- Memory Clue

K - Key idea	I - Information	M - Memory Clue
1. <i>drought</i>	Little or no rain over a period of time	
2. <i>coup</i>	Takeover of government by military	
3. <i>sovereignty</i>	Political independence	


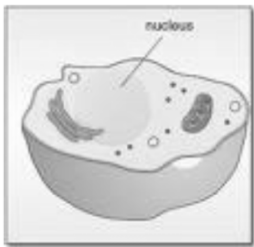
Verbal and Visual Word Association

- Uses visual and personal associations
- Very affective with lower achieving students
- Great for math and science vocabulary
- Quick and dirty way to assess if a student actually understands the word or not 😊

Verbal and Visual Word Association (VVWA)

Word	Visual Representation
Definition	Personal Association or Characteristic

Verbal and Visual Word Association (VVWA)

Word	Visual Representation
	
Definition	Personal Association or Characteristic
<p>It is a very tiny structure that makes up all plants and animals.</p>	<p>It reminds me of the rooms in a house. They have different uses, but together they make a home.</p>

Alphaboxes

- Like a student's own personal word wall
- Use to collect vocabulary on new topic
- Can fill in all the vocabulary they know about the topic
- Add to as new words are introduced
- Can refer back to as they explain what they are learning

Alphaboxes

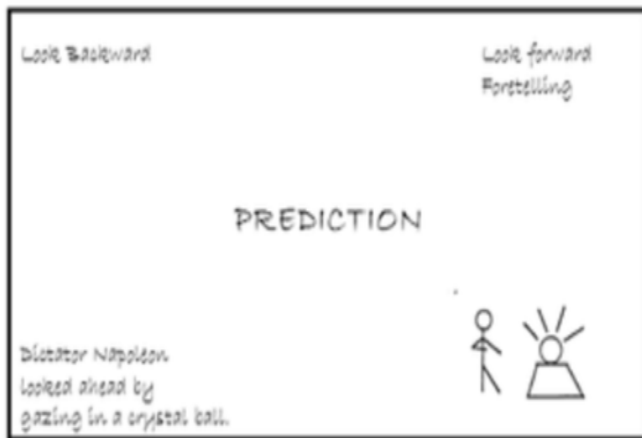
A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X,Y,Z

Linear Arrays:

Linear arrays are a strategy to extend vocabulary by asking students to extend their understanding of words. Using opposites on each end, students add words that are in between.



Vocabulary Frames:



Turn the traditional vocabulary review index card into a higher order thinking strategy for learning new words. In this activity, students will create vocabulary frames using concept terms. They will develop a definition based on their own understanding (right corner), as well as the opposite (left corner). Finally, they will write a quirky sentence to remind them of the word's meaning (lower left corner) and a quick sketch (lower right corner).

Teaching Word Parts

- Another tool in their tool box
- Makes words more memorable
- Very easy strategy to employ when a word is not known
- Many words derived from the same word parts

White, Sowell and Yanagihara 1989

What Parts to Teach

- Most commonly used, important elements
- Teaching and modeling of general strategy for breaking words apart
- Combination of word-part information with information from sentence context

Most Frequently Used Affixes

The Most Frequent Affixes in Printed School English

Rank	Prefix	% of All Prefixed Words	Suffix	% of All Suffixed Words
1.	un-	26	-s, -es	31
2.	re-	14	-ed	20
3.	in, im-, li-, ir- (not)	11	-ing	14
4.	dis-	7	-ty	7
5.	en, em-	4	-er, -or (agent)	4
6.	non-	4	-ion, -don, -ation, -ition	4
7.	in-, im- (in)	3	-able, -ible	2
8.	over-	3	-al, -ial	1
9.	mis-	3	-y	1
10.	sub-	3	-ness	1
11.	pre-	3	-ity, -ty	1
12.	inter-	3	-ment	1
13.	fore-	3	-ic	1
14.	de-	2	-ous, -eous, ious	1
15.	trans-	2	-en	1
16.	super-	1	-er (comparative)	1
17.	semi-	1	-lye, -alive, -five	1
18.	anti-	1	-ful	.1
19.	mid-	1	-less	1
20.	under- (too little)	1	-est	1
	All others	3	All others	7

Source: Stahl, S.A.: (1999). Vocabulary development. Brookline Books.
(Kate Kinsella, San Francisco State University, 7/01)

Prefixes

- Only 20 prefixes account for 97% of prefixed words used in education setting
- Teaching the most frequently occurring 9 is a great start

Prefixes – TEACH THEM DIRECTLY

Prefixes	Number of words with Prefix
un (not)	782
re (again)	401
in, im, ir, il, (all mean " not ")	313
dis (opposite)	216
en, em (make)	132
non (not)	126
in, im (all mean "into ")	105
over (too much)	98 (75% of words)
mis	83
sub	80
pre	79
inter	77
fore	76
de	71
trans	47
super	43
semi	39
anti	33
mid	33
under	25
Total	2,859 Words

Adapted from: Graves, 2006; White, Sowell & Yanagihara, 1989.

Suffixes

- Most frequently occurring in school setting are inflectional endings, such as noun endings (-s, -es), verb endings (-ed, -ing, -en) and adjective endings (-er, -est)
- Derivational suffixes (-y, -ly, -ial, -ic) appear in fewer than a quarter of all words containing suffixes but can be very useful to students as they encounter academic vocabulary (EX: exponential, unwieldy)
- Long words can overwhelm our students, so learning to recognize letter patterns that make common suffixes can really assist them with distinguishing root from suffix (they can focus then on relevant info within the word)

Sternberg and Powell 1983

Scripts of Academic Routines

- Discourse routines are obvious to adults
- Very complex for young learners and for learners with challenges
- Provide scaffolding:
 - “The topic of my presentation is _____.”
 - “In the first part, I will _____.”
 - “In the second part, I will explain _____.”
 - “In part three, I am going to show _____.”

Classroom Centers/Work Stations

The Structure of Labs...Just the Basics

- Labs are most effective when established outside the general education classroom
- Labs should be available year round in every school
 - Students can attend the lab daily or 2-3 times weekly
 - Optimal time for each session is 45 minutes to 1 hour
- Students work at their own pace while enriching reading skills, vocabulary development and writing skills
- Labs have a low teacher-student ratio and are designed by an instructor who specialize in language and literacy
- Labs are designed to address all learning styles and differences

Visual Learners (Kechia Williams)

- About 65% of the population are visual learners
- Visual learners benefit from seeing information written or in an illustration and may grow impatient listening for long periods of time.
- Strategies for visual learners include:
 - Using flash cards
 - Studying charts, tables, and maps
 - Drawing illustrations
 - Writing things down and reviewing notes
 - Highlighting and underlining
 - Color-coding information

Auditory Learners (Kechia Williams)

- About 30% of the population are auditory learners
- Auditory learners are typically good at absorbing information from spoken words.
- Strategies that work well for auditory learners include:
 - Talking to themselves or with others about what they're learning
 - Reciting important information aloud, perhaps recording it and playing it back
 - Reading a book and listening to the audio book at the same time
 - Using word associations
 - Setting information to a tune and singing it to help remember it
 - Limiting distracting noises

Kinesthetic Learners (Kechia Williams)

- About 5% of the population are kinesthetic learners although the percentage is higher in younger children
- Kinesthetic learners prefer to be active while studying and may not be able to focus while sitting still.
- Strategies for kinesthetic learners include:
 - Reading aloud and tracking words on a page with a finger
 - Writing things down multiple times to commit them to memory
 - Highlighting and underlining
 - Playing with a stress ball or toy while studying
 - Moving around or taking frequent breaks
 - Doing hands-on activities, such as building models or playing games

Lab Design

- Child centered focus should be top priority
- Should be designed to meet the needs of a wide variety of students with different learning styles and struggles
- All major aspects of language and literacy should be represented in developmentally appropriate ways
- Lab should be a print-rich environment with a wide variety of mediums
- Labs may be rotated throughout the year with 3-4 different labs available each 6-9 week period
- The environment of the lab should be comfortable with good lighting, non-traditional seating and a friendly ambiance
- It should be a “safe” place for students

General Goals for Labs

- Getting students excited about language, reading and writing
- Providing lots of experiences in reading, writing and language
- Rapid progression of skills
- Helping students to be independently successful

Student Goals and Objectives

- Use an IEP grid to help establish well defined goals for each lab station
- Very specific goals and objectives may be assigned to the lab stations with broader overall goals addressed in non-specific ways

Word Study Workstation

- Materials
 - Bulletin board or pocket chart
 - Board games and crossword puzzles
 - Dictionaries
 - Dry erase boards and markers
 - Magnetic board or cookie sheet
 - Word sort materials
 - Word study notebooks and/or vocabulary rings
 - Word tiles
 - Paper and writing instruments
 - Sticky notes
 - Graphic organizers
- Activities in this workstation can address vocabulary, word analysis, pre-fixes, suffixes, root words and much more

Word Building Workstation

- Materials
 - Color coded letter tiles
 - Dry erase board and colored markers
 - Word wall either on a bulletin board or in a pocket chart
 - Play dough, sand or other tactile means of writing words
 - Letter stamps and stamp pads
 - Paper and writing instruments
 - Phonics games
 - Tape player, headphones and tapes with pre-recorded words
- This station is designed for younger students who are still working on phonics
- Activities in this station can address letter identification, letter/sound correspondence, blending and segmenting, rhyming

Listening Station

- Materials
 - Books on tape/CD
 - Commercially available
 - Make your own
 - Have older students make tapes for younger students
 - CD players/tape recorders/iphones
 - Headphones
- Students listen to books on tape and follow along
- Can be adapted into a recording studio to keep students interested
- Activities in this station can address auditory discrimination, auditory processing, auditory comprehension and literacy

Buddy Reading Station

- Materials
 - Books
 - Can use different color tubs to differentiate between reading levels
 - Can use text book or other grade level curriculum
 - Include discussion cards to help students with ideas on what to discuss
 - Paper and writing instruments
- Students work in pairs
 - Sit beside each other
 - Each has the same book
 - Each reads the same text silently and then discusses
 - May use discussion cards
- Activities in this station can address comprehension, WH questions, vocabulary and oral expression

Newspaper/Magazine Station

- Materials
 - Chart of topic options
 - Templates for the different types of articles
 - Laminated newspapers and magazines
 - Vis-à-vis markers
 - Paper and writing instruments
- Give students the opportunity to “play” with print
 - Write articles for a lab newspaper
 - Read articles from the newspaper or magazines
- Activities in this station can address literacy, comprehension, parts of speech, story development and character analysis

Writing Workstation

- Materials
 - A variety of paper, notepads, sticky notes, envelopes, and stationary
 - Writing instruments
 - Drawing instruments
 - Clipboards
 - Stapler
 - Dictionary
 - Thesaurus
 - Samples of different forms of writing
 - Photographs, clip art, etc for inspiration
 - Bulletin board or pocket chart with samples and information about the writing process
 - Writing folder for each child to store their work & a crate to store the folders in
- Activities in this station can incorporate everything from simple invented spelling/stories to complex narratives

Vocabulary Intervention Strategies

- Use research based strategies
- Select words in clinically relevant way
- Provide explicit instruction
- Tie to life experiences of students
- Increase number of repetitions
- Engage students and have fun

(Beck, et al, 2002; Nelson & Van Meter,2005)

Classroom Strategy Suggestions:

- Have the student sequence events which occurred during a lesson, field trip, activity where they learned something they did not already know, focusing on new vocabulary they encountered.
- Have a center staged where student can write sentences or stories using the new words that they learned during the activity for continued practice of new words
- Ask questions that stimulate language rather than those that require a “yes/no” answer
- Select relevant and appropriate reading material and use transparent sticky notes and dry erase markers to have student underline words they do not know in the reading passage. Then have student work on defining the words through semantic maps – remember practice is KEY to learning new words
- Give the student a list of words from classroom activities and have student find the opposite of the word
- Give the student a list of words from classroom activities and have student find words that have similar meaning
- Have student paste a picture from a newspaper or magazine on a piece of paper and have them write all the vocabulary words they can think of that can go with that picture
- Use a classroom “theme” and have the student list all the words he/she can think of that go with that theme. Ex: Astronaut – space, rocket, launch, shuttle
- Always refer back to previous topic discussions when introducing new vocabulary words
- Teach students how to classify by category, function, antonym, synonym, so they have a way to “file” unfamiliar vocabulary
- Teach mnemonics for difficult, tier three words needed for specific educational subjects
- Use a “word of the day” for the class – give the students activities in a center to practice the word of the day as often as possible
- Give students the opportunity to apply new vocabulary to personal experiences through written and verbal sharing with a buddy
- Point out words that have a variety of meanings, and have the student use those words in appropriate contexts
- To reinforce newly learned vocabulary, write the word on an envelope and put pictures inside. Include pictures that do not belong, and have the student remove the inappropriate pictures and explain why they do not belong there. Ex: “artic” – polar bears, ice caps, snow, ski suit, etc. and place other pictures that do not belong, such as parrot, palm tree, etc.
- Maintain a notebook of newly learned vocabulary, complete with all activities completed, so the student has a “reference” guide to refer back to when needed

Great Tech Resources

- www.wordsift.com
- www.pictionary.com
- www.wordle.com
- www.visuwords.com
- www.wordsmith.org
- www.thesaurus.com
- www.metaglossary.com
- www.thsrs.com
- www.dictionary.com
- www.alphadictionary.com

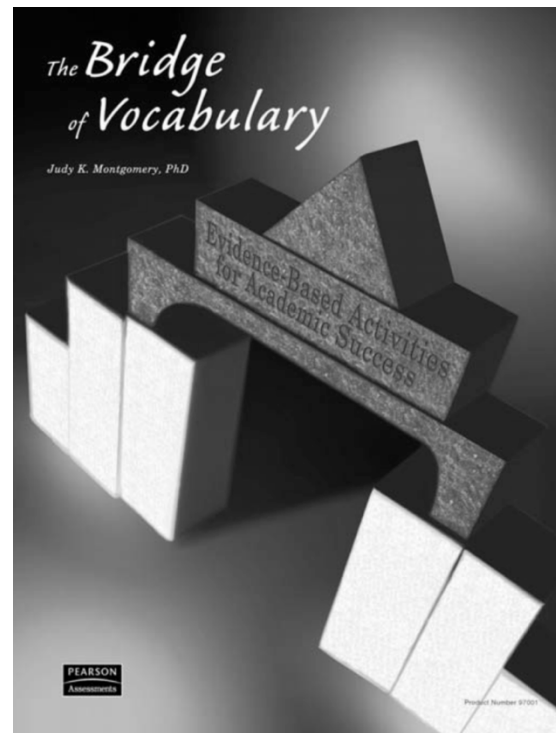
Online Resources

- West Virginia Department of Education
 - <https://wvde.state.wv.us>
- 15 Vocabulary Strategies in 15 Minutes
 - <http://learningtasks.weebly.com/vocabulary-strategies.html>
- Learning Tasks
 - www.learningtasks.weebly.com
- Pre-Reading Strategies
 - <http://prereading.weebly.com/vocabulary-strategies.html>
- Vocabulary Games
 - <https://www.vocabulary.co.il/>

Books to Invest In:

- **Speech and Language Classroom Intervention Manual** from Hawthorne Educational Services, Inc.
- **Pre-Referral Intervention Manual Third Edition** from Hawthorne Educational Services, Inc.
- **RTI Took Kit: A Practical Guide for Schools** from National Publishing Resources
- **Teaching Vocabulary across the day, across the curriculum** by Tony Buzan from Amazon
- **Mind Maps for Kids: An Introduction. The Shortcut to Success in Schools** by Tony Buzan from Amazon
 - www.buzanmindmap.com - can get a program called iMINDMAP (free 30 day trial)
- **The Syntax Handbook: Everything You Learned About Syntax - - But Forgot!** by Laura Justice from ProEd

Bridge to Vocabulary by Judy Montgomery (AGS/Pearson)



Prefix Activity from Judy's Book



Materials Needed:

Word cards

Prefix cards

Scissors

IPW

Related Activities:

UE 6.2–6.6

Directions:

- 1) Before the lesson, print out the word cards and prefix cards (*dis-*, *im-*, *in-*, and *un-*) provided on the CD-ROM and cut them out.
- 2) Lay out the cards in front of the student. Explain that one of the prefixes, when added to a target word, will form a word that means the opposite of the target word.
- 3) Read one target word definition from the list below. Ask the student to find the word card, then to form the antonym by choosing the right prefix card.
- 4) Reinforce correct responses. If the student does not know or responds incorrectly, provide the correct response.
- 5) Keep track of the words the student has difficulty with and return to these at the end of the lesson for further practice.

Target Word Definitions and Antonyms

1. *Reasonable* means something is fair and sensible because there are good reasons for it. What is the opposite of *reasonable*? [unreasonable]
2. *Stable* means that something is fixed in one position and will not move. What is the opposite of *stable*? [unstable]
3. *Honest* means telling the truth and not hiding anything. What is the opposite of *honest*? [dishonest]

Recommended Reading

- The Way They Learn
 - Cynthia Tobias
- Literacy Workstations: Making Centers Work
 - Debbie Diller
- Worksheets Don't Grow Dendrites
 - Marcia L. Tate
- Becoming a “Wiz” at Brain-Based Teaching
 - Marilee Sprenger
- Teaching with the Brain in Mind
 - Eric Jensen

Recommended Reading

- Think Small: Engaging Our Youngest Readers in Small Groups – Debbie Diller
- Growing Independent Learners: from Literacy Standards to Stations (K-3) – Debbie Diller
- Simply Small Groups: Differentiating Literacy Learning in Any Setting – Debbie Diller (series of books)
- Removing Labels: 40 Techniques to Disrupt Negative Expectations About Students and Schools – Smith, Fisher, & Frey

All available from [www. US.corwin.com](http://www.US.corwin.com)

References

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- American Speech-Language Hearing Association. (2000). Guidelines for the Roles and Responsibilities of the School-based Speech-Language Pathologist [Guidelines]. Available from www.asha.org/policy.
- American Speech-Language Hearing Association. (2004). Preferred Practice Patterns for the Profession of Speech-Language Pathology [Preferred Practice Patterns]. Available from www.asha.org/policy.
- American Speech-Language Hearing Association. School-Based Service Delivery in Speech-Language Pathology. Retrieved from www.asha.org on 7/17/2021.
- Anderson, L. W., Krathwohl, D. R., et al. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Blooms Taxonomy of Educational Objectives.
- Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 77–117). Newark, DE: International Reading Association.
- Anderson, R. C., & Nagy, W. E. (1991). Word meaning. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 690–724). New York: Longman.
- Anderson, R. C., & Nagy, W. E. (1992). The vocabulary conundrum. *American Educator*, 16, 14–18, 44–46.
- Anglin, J. M. (1993). Vocabulary development: A morphological analysis. *Monographs of the Society for Research in Child Development*, 58 (Serial No. 238).
- Balthazar, C. H., & Scott, C. M. (2018). Targeting complex sentences in older school children with specific language impairment: Results from an early-phase treatment study. *Journal of Speech, Language, and Hearing Research*, 61, 713-728. doi:10.1044/2017_JSLHR-L-17-0105
- Baumann, J. F., & Kame'enui, E. J. (1991). Research on vocabulary instruction: Ode to Voltaire. In J. Flood, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 604–632). New York: Macmillan.
- Beck, I. L., & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 789–814). New York: Longman.
- Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74(4), 506–521.
- Beck, I. McKeown & Kucan, L., (2002). *Bringing words to life*. NY: Guilford.

References

- Biemiller, A. (2005). Size and sequence in vocabulary development: Implications for choosing words for primary grade vocabulary instruction. In E.H. Hiebert and M. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 223-245). Mahwah, NJ: Erlbaum.
- Blosser, Jean. (2016). Improve Students' Language Skills by Modifying Teachers' Instructional Communication. Presentation.
- Brown, R. (1973). The early stages. London: George Allen and Unwin.
- Collis, Harry. (1987). 101 American English Idioms.
- Brice Heath, S. (1983). A lot of talk about nothing. *Language Arts*, 60, 39–48.
- Brice Heath, S. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York: Cambridge University Press.
- Carver, R. P. (1994). Percentage of unknown vocabulary words in text as a function of the relative difficulty of the text: Implications for instruction. *Journal of Reading Behavior*, 26, 413–437.
- Carver, R. P., & Leibert, R. E. (1995). The effect of reading library books at different levels of difficulty upon gain in reading ability. *Reading Research Quarterly*, 30, 26–48.
- Chall, J. S., Jacobs, V. A., & Baldwin, L. E. (1990). *The reading crisis: Why poor children fall behind*. Cambridge, MA: Harvard University Press.
- Collier, V. P. (1989). How long? A synthesis of research on academic achievement in a second language. *TESOL Quarterly*, 23, 509–631.
- Cunningham, A. E., & Stanovich, K. E. (1991). Tracking the unique effects of print exposure in children: Associations with vocabulary, general knowledge, and spelling. *Journal of Educational Psychology*, 83, 264-274.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, 22, 8–15.
- Dale, E., & O'Rourke, J. (1986). *Vocabulary building*. Columbus, OH: Zaner-Bloser. PROMOTING VOCABULARY DEVELOPMENT.

References

- Datchic, S. M., & Kabina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. *Remedial and Special Education, 34*(3), 180–192. doi: 10.1177/0741932512448254
- Dickinson, D. K., & Smith, M. W. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly, 29*, 104–122.
- Dudek-Brannan, K. L. (2018). *Language development: An ultimate guide*. Retrieved from: <https://drkarenspeech.com/language-development-ultimate-guide/>
- Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading, 18*(1), 5-21.
- Ehri, L. C., & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading & Writing Quarterly, 14*(2), 135-163.
- Fielding, L. G., Wilson, P. T., & Anderson, R. C. (1986). A new focus on free reading: The role of trade books in reading instruction. In T. Raphael & R. E. Reynolds (Eds.), *The contexts of school-based literacy*. New York: Random House.
- Frey, N. & Fisher, D. (2007). *Reading for information in elementary school*. Upper Saddle River New Jersey: Pearson.
- Fry, E. (2004). *The vocabulary teacher's book of lists*. San Francisco: Jossey-Bass.
- Fry, E. B., Fountoukidis, D. L., & Polk, J. K. (1985). *The new reading teacher's book of lists*. Englewood Cliffs, NJ: Prentice-Hall.
- Gibbons, Pauline. *Scaffolding Language, Scaffolding Learning, Second Edition: Teaching English Language Learners in the Mainstream Classroom*. Heinemann.
- Gillon, G, Dodd, B (1995). The effects of training phonological, semantic, and syntactic processing skills in spoken language on reading ability. *Language, Speech, and Hearing Services in Schools, 26*, 58-68. doi:10.1044/0161-1461.2601.58
- Gillon, G, Moran, C. & Page, F. (2007). Semantic intervention: Enhancing vocabulary knowledge in children with language impairment. In A. Kamhi, J.J. Masterson & K. Apel (Eds). *Clinical decision making in developmental language disorders*. (pp. 165-184). Baltimore: Brookes.
- Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology, 99*, 445–476. doi: 10.1037%2F0022-0663.99.3.445
- Graves, M. F. (2006) *The vocabulary book*. NY: Teachers College Columbia.

References

- Graves, M. F., Juel, C., & Graves, B. B. (1997). *Teaching reading in the twenty-first century*. Boston: Allyn & Bacon.
- Hart, B. & Risley, T. (1995). *Meaningful differences in the everyday lives of young American children*. Baltimore: Brookes.
- Guthrie, J. T., Schafer, W. D., Wang, Y., & Afflerbach, P. (1995). Relationships of instruction to amount of reading: An exploration of social, cognitive, and instructional connections. *Reading Research Quarterly*, 30, 8–25.
- https://dese.mo.gov/divimprove/sia/msip/DOK_Chart_.pdf.
- Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, pp.4-9.
- Hart, B., & Risley, T. R. (1999). *The Social World of Children Learning to Talk*. Baltimore, MD: Paul H. Brookings Publishing Co.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experiences of young American children: The everyday experience of one and two year old American children*. Baltimore: Paul H. Brookes.
- Hayes, D. P. (1988). Speaking and writing: Distinct patterns of word choice. *Journal of Memory and Language*, 27, 572–585.
- Heimlich, J. E., & Pittleman, S. D. (1986). *Semantic mapping: Classroom applications*. Newark, DE: International Reading Association.
- Herman, P. A., Anderson, R. C., Pearson, P. D., & Nagy, W. E. (1987). Incidental acquisition of word meanings from expositions with varied text features. *Reading Research Quarterly*, 23, 263–284.
- Hoover, J.R. & Storkel, H.L. (2005). Understanding word learning by preschool children: Insights from multiple tasks, stimulus characteristics, error analysis. *ASHA Perspectives on Language Learning and Education*, 12 (3), 8-12.
- Irvin, J. L. (1997). *Reading and the middle school student* (2nd ed.). Boston: Allyn & Bacon.
- Krashen, S. (1993). *The power of reading: Insights from the research*. Englewood, CO: Libraries Unlimited
- Justice, L. M. (2016). *The Syntax Handbook: Everything You Learned about Syntax—But Forgot*. Second Edition. Pro Ed Publishing.
- Koegel, Lynn & Singh, Anjileen & Koegel, Robert. (2010). Improving Motivation for Academics in Children with Autism. *Journal of autism and developmental disorders*. 40. 1057-66. 10.1007/s10803-010-0962-6.
- Loban, W. (1976). *Language development: Kindergarten through grade twelve*. (Research Report No 18). Urbana, IL: National Council of Teachers of English.
- Marinellie, S. (2004). Complex syntax used by schoolage children with specific language impairment (SLI) in child-adult conversation. *Journal of Communication Disorders*, 37, 517–533. doi.org/10.1016/j.jcomdis.2004.03.005
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- McKeown, M. G. (1993). Creating effective definitions for young word learners. *Reading Research Quarterly*, 27, 16–31.

References

- Montgomery, J.K. (2004). *Funnel toward phonics*. Greenville, SC: Super Duper Publications.
- Montgomery, J.K. (2007). *The Bridge of vocabulary*. Bloomington, MN: AGS Pearson Assessments.
- Montgomery, J.K. & Moreau, M. R. (2004). *East Meets West: Using Children's Books as Clinical Intervention for Language and Reading Disabilities. Vol. 1 and 2*. Springfield, MA: Mindwing Concepts
- Mount, Marva (2014). Facilitating Cohesive Service Delivery Through Collaboration. Perspectives, ASHA Special Interest Group 16: School Based Issues. March Edition.
- Nagy, W. E., Anderson, R. C., & Herman, P. A. (1987). Learning word meanings from context during normal reading. *American Educational Research Journal*, 24, 237–270.
- Nagy, W. E., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 19–36). Hillsdale, NJ: Erlbaum. PROMOTING VOCABULARY DEVELOPMENT — 34 —
- Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20, 233–253.
- Nagy, W. E., Winsor, P., Osborn, J., & O'Flahaven, J. (1994). Structural analysis: Some guidelines for instruction. In F. Lehr & J. Osborn (Eds.), *Reading, language, and literacy: Instruction for the twenty-first century* (pp. 45–58). Hillsdale, NJ: Erlbaum.
- Nelson, N. W. & Van Meter, Adelia M. (2007). Measuring Written Language Ability in Narrative Samples. *Reading and Writing Quarterly*, 23:3, 287-309.
- Nippold, M. A. (2017). Reading comprehension issues in adolescents: Addressing underlying language abilities. *Language, Speech, and Hearing Services in Schools*, 48, 125-131. doi:10.1044/2016_LSHSS-16- 0048
- Nippold, M. (1992). The nature of normal and disordered word finding in children and adolescents. *Topics in Language Disorders*, 13 (1), 1-14.
- O'Rourke, J. (1979). *Prefixes, roots, and suffixes: Their testing and usage*. Paper presented at the annual meeting of the International Reading Association, Atlanta, GA.
- Owens, R. E. (2016). *Language development: An introduction* (9th ed.). Upper Saddle River, NJ: Pearson. Karen Dudek-Brannan ©, 2018, "The Ultimate Guide to Sentence Structure" www.drkarenspeech.com
- Paivio, A. (1963). Learning of adjective-noun paired associates as a function of adjective-noun word order and noun abstractness. *Canadian Journal of Psychology*, 17, 370–379.

References

- Paul, R., & Norbury, C. F. (2012). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (4th Ed.). St. Louis, MO: Mosby.
- Paul, R. (2001). *Language disorders from infancy through adolescence: Assessment and intervention*. (2nd ed). St. Louis: Mosby-Year Boo
- Pence, K.L. & Justice, I.M. (2008). *Language development from theory to practice*. Upper Saddle River, NJ: Pearson.
- Pressley, M. (1988). *Elaborate interrogation*. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA.
- Raphael, T. & Reynolds, R. (2014). *Contexts of Literacy*. New York: Longman.
- Richels, C. G., Schwartz, K. S., Bobzien, J. L., Raver, S. A. (2016). Structured Instruction With Modified StoryBooks to Teach Morphosyntax and Vocabulary. *J Deaf Stud Deaf Ed*. 2016 October; 21(4): 352-61.
- Risley, T. R. & Hart, B. (2006). Promoting early language development . In N. F. Watt, C. Ayoub, R. H., Bradley, J. Puma, & W. A. LeBoeuf, *The Crisis of Mental Health; Critical Issues and effective programs*, Volume 4, Early Intervention Programs and Policies. (pp. 83-88). Westport, CT: Praeger.
- Sanders, E. J. & Erickson, K. A. (2018). WH – Question Answering in Children with Intellectual Disability. *Journal of Communication Disorders*. Nov-Dec 2018; 76: pp. 79-90.
- Schatz, E. K., & Baldwin, R. S. (1986). Context clues are unreliable predictors of word meaning. *Reading Research Quarterly*, 21, 439–453.
- Scott, J. A., & Nagy, W. E. (1997). Understanding the definitions of unfamiliar verbs. *Reading Research Quarterly*, 32, 184–200.
- Shefelbine, J. L. (1990). Student factors related to variability in learning word meanings from context. *Journal of Reading Behavior*, 22, 71–97.
- Snow, C. E., Barnes, W., Chandler, J., Goodman, I., & Hemphill, L. (1992). *Unfulfilled expectations: Home and school influences on literacy*. Cambridge, MA: Harvard University Press.
- Stahl, S. A. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.
- Stahl, S. A., & Clark, C. H. (1987). The effects of participatory expectations in classroom discussion on the learning of science vocabulary. *American Educational Research Journal*, 24, 541–556.
- Stahl, S. A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research*, 56, 72–110.
- Stahl, S. A., & Kapinus, B. A. (1991). Possible sentences: Predicting word meanings to teach content area vocabulary. *The Reading Teacher*, 45, 36–38.

References

- Stahl, S. A., Richek, M. G., & Vandevier, R. (1991). Learning word meanings through listening: A sixth-grade replication. In J. Zutell & S. McCormick (Eds.), *Learning factors/teacher factors: Issues in literacy research. Fortieth yearbook of the National Reading Conference* (pp. 185– 192).Chicago: National Reading Conference.
- Stahl, S. A., & Vancil, S. J. (1986). Discussion is what makes semantic maps work. *The Reading Teacher*, 40, 62–67.
- Stahl, S. (1999). *Vocabulary development*. Cambridge, MA: Brookline. White,T.G., Sowell, J. & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. *Reading Teacher*, 42, 302-308. Wilson, M. S. (2008). LanguageLinks. Winooski, VT: Laureate Learning.
- Sternberg, R. J. & Powell, J. S. (1983). Comprehending Verbal Comprehension. *American Psychologist*, v38, n8, pp. 878-893; August 1983.
- Thorneburg, R., Calvert, L. K., Sturm, J. J., Paramboukas, A. A., Paul, P. J. (2000). A comparison of service delivery models: Effects on curricular vocabulary skills in the school setting.
- Westby, C. (2012). Assessing and remediating text comprehension problems. In A. G. Kamhi & H. W. Catts (Eds.), *Language and reading disabilities* (3rd ed., pp. 1–23). Upper Saddle River, NJ: Pearson.
- White, T. G., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302–309.
- Williams, Kechia. 8 lessons learned on differentiating instruction. Retrieved from www.scholastic.com.
- Wixson, K. K. (1986). Vocabulary instruction and children’s comprehension of basal stories. *Reading Research Quarterly*, 21, 317–329.
- Zipoli, R. P. (2017). Unraveling difficult sentences: Strategies to support reading comprehension, *Intervention in School and Clinic*, 52, 218–227. doi: 10.1177/1053451216659465



Contact me:
marva.mount@ebshealthcare.com