

Strategies for Classroom Success

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Objectives

- Define receptive, expressive, and pragmatic language skills and discuss strategies to be incorporated into the classroom to build success.
- Define literacy skills and discuss strategies to be incorporated into the classroom to build success.
- Define writing skills and discuss strategies to be incorporated into the classroom to build student success.

Receptive, Expressive, Pragmatic Language

- **Receptive language** is the ability to comprehend or understand language heard or read in his or her environment.
- **Expressive language** is the ability use language to effectively communicate ideas, feelings, and thoughts across different settings
- **Pragmatics Language** is also known as “social language” the child's ability to use language for different purposes, adapt language to the situation, and follow rules in conversations and storytelling

Receptive & Expressive Skill for Classroom Success **1st Grade**

Receptive Language

- Follows 2-3 step directions in sequence
- Understands how items are the same and different (comparing and contrasting)
- Understands opposites
- Identifies elements of a story (i.e. characters, setting) and understands stories have beginning, middle, & end
- Begins to make predictions based on context and keywords in a story
- Understands reality versus fantasy

Expressive Language

- Answers more complex yes/no questions
- Tells and retells stories and events in a logical order
- Expresses ideas in a variety of complete sentences
- Uses most parts of speech (grammar) correctly
- Uses negation regularly and accurately (e.g. don't & can't)
- Asks and responds to -WH questions
- Gives directions

Strategies for Classroom Success **1st Grade**

- Encourage role playing and other social language games
- Play games like I SPY or a barrier game to improve formulation
- After completing a task, have the child explain it to you or a peer.
For example, find/make an improbable picture and have the child explain why a picture is “silly” or “funny”. Or have the child explain why something doesn't belong in a category set
- Story retells are great for formulating longer narrative language as well as ensuring comprehension
- Books

Receptive & Expressive Skill for Classroom Success 2nd Grade

Receptive Language

- Follows 3-4 step directions in a sequence
- Understands direction words (e.g. location, space, and time).
- Answers questions about a grade-level story
- Understands more complex grammar
- Understands multiple-meaning words
- Understand abstract verbs (e.g. tell and promise)
- Understands jokes & riddles

Expressive Language

- Uses increasingly complex sentence structures
- Clarifies and explains words and ideas
- Gives directions with 3-4 steps
- Uses language to inform, persuade, and entertain
- Opens and closes conversations appropriately
- Word definitions include categories and synonyms

Strategies for Classroom Success 2nd Grade

- Encourage expository explanations: have the child explain “how to...” sequencing multiple steps
- Breakdowns in peer communication will occur; scaffold how to help the child verbally communicate wants/needs/emotions with peers
- Rhyming and songs are great tools for teaching language and linguistic patterns
- Practice using the imagination to make up stories with a beginning, a middle, and an end
- Word associations games during transitions (e.g. walking down the hallway, waiting in line for the bathroom.)
- Books

Social Language Skills for Classroom Success **Early Elementary**

- Able to express frustration without tears
- Work independently
- Cooperate with group of peers
- Own up to mistakes
- Eager to please teachers
- Helpful in the classroom
- Solve minor problems
- Using language to establish friendships



Receptive & Expressive Skill for Classroom Success 3rd Grade

Receptive Language

- Listens attentively in group situations
- Understands grade-level material
- Understands most figurative language
- Recognizes non-literal meanings.
- Listens to age-appropriate literature and can answer all types of questions

Expressive Language

- Speaks clearly with an appropriate voice
- Participates in conversations and group discussions
- Uses subject-related vocabulary
- Summarizes a story accurately
- Explains what has been learned
- Defines multiple meaning word pairs

Strategies for Classroom Success 3rd Grade

- Word wall focusing on specific vocabulary skills that come from curriculum (e.g. multiple meaning words, synonyms/antonyms, etc.)
- (Idiom, joke, or riddle) of the day
- Summarizing stories with all the parts: beginning, middle, and end
- Word associations games during transitions (e.g. walking down the hallway, waiting in line for the bathroom.)
- Books

Receptive & Expressive Skill for Classroom Success 4th Grade

Receptive Language

- Listens and understands information presented by others
- Forms opinions based on evidence
- Listens for specific purposes
- Understands figurative language, like common idioms

Expressive Language

- Uses words appropriately in conversation
- Summarizes and restates ideas
- Organizes information for clarity
- Uses subject area information and vocabulary(e.g. social studies) for learning
- Gives effective oral presentations



Strategies for Classroom Success 4th Grade

- Word wall focusing on specific vocabulary skills that come from curriculum (e.g. prefixes/suffixes, homophones/homographs, synonyms/antonyms, etc.)
- Summarizing stories with all the parts: beginning, middle, and end
- (Idiom, joke, or riddle) of the day
- Experiments (Make your own soap.)
- Books

Social Language Skills for Classroom Success **Late Elementary**

- Understands jokes and riddles
- Seeks praise from teachers
- Begins to set personal goals
- Asks complex questions
- Takes on responsibility
- Understands consequences
- Takes risks and expresses opinions
- Thinks for himself



Strategies for Classroom Success: **Social Language**

- Set aside time to have each child share something about his or her day with a peer
- Read social stories in the classroom that address issues that students face
- Think of a problem of the day that can be taught as group instruction
- Have students give and receive compliments
- Use Michelle Garcia Winner's Social Thinking
- Incorporate riddle of the week or joke of the week

Impact of Oral Language on Literacy

How does oral language prepare children for literacy:

1. Oral language develops vocabulary concepts.
2. Through speaking, children learn the structure of language and how to communicate needs and ideas.
3. Oral language teaches children cultural nuances and figurative language.
4. Speaking builds a desire to use language for a variety of purposes.

If language is impaired, reading and writing will be more difficult to learn.

Listening Comprehension vs. Reading Comprehension

Listening Comprehension

Understanding the meaning of **spoken** words

The difference between these skills decreases as the child gets older.

Reading Comprehension

Understanding the meaning of **written** words



Impact of Oral Language on Written Language

How does oral language prepare children for writing:

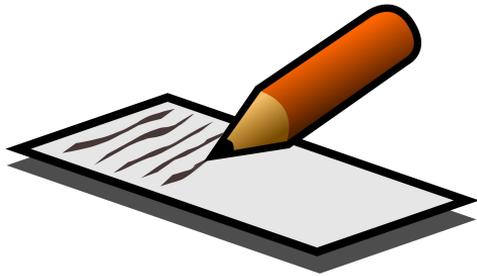
1. Oral language develops the ability to tell stories in a sequential order e.g. narratives
2. Oral language teaches the grammatical structure of the language
3. Teaches the ability to use language for a variety of purposes

If language is impaired, reading and writing will be more difficult to learn.

Narratives vs. Expository

Narratives

Tells a story often about a personal event or other life experience



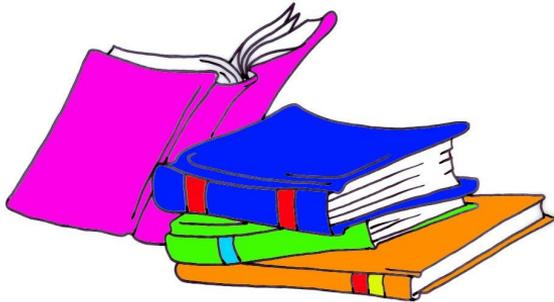
Expository

Conveying facts or describing procedures, relaying basic information, relating cause-effect relationships, or arguing a point of view

Teaching Literacy in the Impaired Population

- Be aware of areas of difficulty: grammar, vocabulary, reading, writing, attention, etc.
- Get training if possible: Wilson, Orton-Gillingham, Lindamood, Fast Forward etc.

Students learn best when:



- Relate new information to old information
- Control for child's impairments so they can be successful
- Use multi-modal learning when possible
- Attack the underlying cause of the deficit
- Engage the child in the learning process

Teaching Literacy in the Impaired Population

Modifications and Accommodations:

- Assessment
 - Center for Literacy and Disability Studies
- Increased presentations
- Visual
- Auditory
- Testing for Comprehension
- Attention to material



*Start with emergent literacy skills and build from there

Literacy: 1st Grade

Reading:



- Understands rhyming, initial sounds & final sounds
- Able to blend words with short vowels, silent /e/ long vowels and basic vowel teams
- Recognizes 50-100 early sight words
- Match spoken words to written words
- Basic understanding of what is read
- Reads smoothly at approximately 23 WCPM

Hasbrouck & Tindal (2005)

Literacy: 1st Grade

Writing:

- Learning the parts of narrative structure
- Prints legibly
- Uses basic punctuation: starts each sentence with capital letter, and ends sentences with a period, question mark or exclamation point
- Starts to write several sentences consecutively
- Uses alphabetic spelling with mastery of short vowels, digraphs, and consonant blends



Strategies for Supporting Literacy and Writing in the Classroom: 1st Grade

Literacy:

- Explore and talk about types of print and different aspects of literacy
- Rhyming games
- Try a letter hunt - give each child a letter to find in various print
- Incorporate reading for fun! Extra credit? Bonus reading log? Summer books?

Writing

- Introduce a “storytelling chair” - children are able to once a week/month tell a personal story to the classroom - Teacher could choose to write down the story
- Introduce photos from a story depicting the beginning, middle, and end. Talk as a class about the beginning and middle then as a class write the end

Literacy: 2nd Grade

Reading:



- Knows all letters and sounds
- Blends new words easily using familiar spelling patterns
- Emerging skills to self correct reading
- Scan reading passage to find answers to questions
- Attends to pictures and titles to support comprehension
- Identifies the major parts of a story like the main idea, characters and plot
- Reads and retells a story in the right order
- Reads smoothly at approximately 72 WCPM

Literacy: 2nd Grade

Writing:

- Narrative writing
- Writes neatly on lined paper with adequate spacing and appropriately sized letters
- Uses multiple types of sentences when writing (clauses, compound sentences, multiple agent/recipients)
- Uses capital letters and basic punctuation
- Writes basic stories that have a beginning, middle and an end
- Spells common words easily and uses “within-word” spelling patterns (e.g., vowel teams (ea, ie, etc) and complex consonant blends (spl, scr, etc)



Strategies for Supporting Literacy in the Classroom: 2nd Grade

Literacy

- Explore non-fiction, fiction, plays, and lots of other types of print
- Make a game of spotting spelling patterns including word beginnings and word endings
- Write letters to each child that they can read.
- Read a recipe and follow it to make a snack.
- Word manipulation games, and lots of phonological awareness activities are important
- Practice reading in different forms: paint, magnets, computer, sand, shaving cream
- Incorporate reading for fun! Extra credit? Bonus reading log? Summer books?

Writing

- Utilize graphic organizers that incorporate story elements and beginning, middle, end
- Journaling notebooks
- Have the students become the “I” of a story. Read a traditional story and have the students write as if they were one of the characters
- Build a recycled creature/person and have the students write a story about the creature including all the story elements

Literacy: 3rd Grade

Reading:

- Sounds out new words
- Uses context clues to determine new vocab
- Makes predictions in age-appropriate stories
- Asks and answers questions about books
- Re-reads words to correct them if needed
- Reads smoothly at approximately 92 WCPM



Hasbrouck & Tindal (2005)

Literacy: 3rd Grade

Writing:

- Shifts from narratives to expository writing
- Plans and edits what he/she writes.
- Uses details in writing.
- Can writes stories, letters, and short reports
- Early typing on the computer (searches for letters on the keyboard)
- Uses more advanced “within-word” spelling patterns (e.g., irregular vowel teams (igh, ng, oust) and complex consonant blends (str, thr, spr)



Strategies for Supporting Literacy in the Classroom: 3rd Grade

Literacy

- Explore comic, letters, newspapers/magazine articles, websites, and lots of other types of print
- Playing detectives with a story: making predictions about what might happen, identifying clues in the story, solving the mystery
- Read a travel book and build a fantasy vacation.
- Incorporate reading for fun! Extra credit? Bonus reading log? Summer books?

Writing

- Utilize graphic organizers
- Write 'how to' stories that inform the reader how to sequence and perform an everyday task
- Write about the students' 'favorites' which explain to a reader why the student like something and has to support their opinion
- Introduce basic 5 paragraph essay which establishes introduction, 3 supporting paragraphs, conclusion
- Edit rough drafts and create final drafts
- Journaling notebooks

Literacy: 4th Grade

Reading:



- Follows multi-step written directions
- Familiarity using online sources and books as references
- Understands the author's point of view
- Compares and contrasts different types of writing
- Emerging skills to identify root words and word bases
- Summarizes information
- Identifies main idea and details in a story
- Reads smoothly at approximately 112 WCPM

Hasbrouck & Tindal (2005)

Literacy: 4th Grade

Writing:

- Expository writing
- Constructs an appropriate story with a beginning, middle, and end with multiple paragraphs
- Maintains main idea topic for multiple paragraphs
- Edits writing for grammar, punctuation, and spelling
- Continues proficiency in typing skills (muscle memory for some letters on the keyboard)
- Uses “syllables and affixes” spelling patterns (e.g., inflectional endings, prefixes/suffixes, basic rules for endings, homophones)
- Writes using more detail within their sentences - “show me don’t tell me” sentences



Strategies for Supporting Literacy in the Classroom: 4th Grade

Literacy

- Explore poetry, historical fiction, journal entries, blogs, short stories, and lots of other types of print
- Compare and contrast types of passages as a class activity
- Perform a play - have the students read their parts to different people as practice
- Incorporate reading for fun! Extra credit? Bonus reading log? Summer books?

Writing

- Utilize graphic organizers
- Edit rough drafts and create final drafts
- Try an email activity – have students construct regular emails to a person/group in a pen-pal form
- Practice persuasive writing by having the students create brochures to inform/persuade
- Write poems
- Continue to refine 5 paragraph essays

Interactive Learning Experience



1. Break into groups.
2. Identify a student in your classroom you think could benefit from additional literacy support.
3. Work as a group to use at least one of the items in the toolbox to build a mini-lesson plan for that child.
4. Share with the room.

Questions?

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