



Structured Language

Instruction

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Objectives

Define

- Oral language
- Components of language
- Dialect

Research

- Language development
- Typical and atypical
- Instructional recommendations

Assessments

- Oral language assessment
- Dynamic assessment

Instruct

- Systematic and explicit language lesson examples
- Lesson format

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Phonology

Study of sounds in spoken words including phonemic awareness

Sound-Symbol

Mapping sounds to letters (graphemes) to read and spell words

Syllables

Study of word parts based on their vowel sound. The syllable type helps readers determine the vowel sound based on its position

Syntax

study of word function (grammar) and word order (syntax) and their impact on comprehension and writing.

Morphology

Study of word parts based on their meaning

Semantics

Study of word meaning



Defining Oral Language

“The ability to **produce** or **comprehend** spoken language, including semantics and syntax.”

Shanahan & Logan, 2013, pp. 46-47



Oral language is both...

Receptive = heard

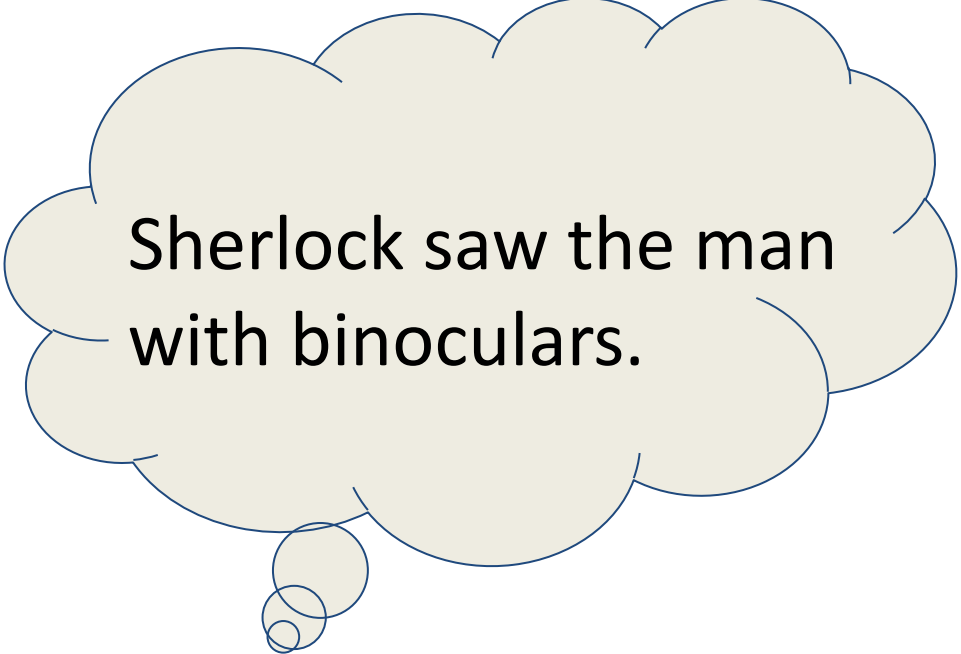
Expressive = spoken



Components of Language: Syntax

Sentence structure matters

- Allows us to express the intended message
- Ensures we understand the speaker's message



Sherlock saw the man
with binoculars.

Components of Language: Syntax



Dialect Differences

- Inflected endings
- Verb tense
- Subject-verb agreement
- Double/multiple negatives
- Appositives
- Possessives



Components of Expressive and Receptive Language

Vocabulary

- Breadth and depth

Semantics and Pragmatics

- Precise meaning
- Implied or inferred meaning



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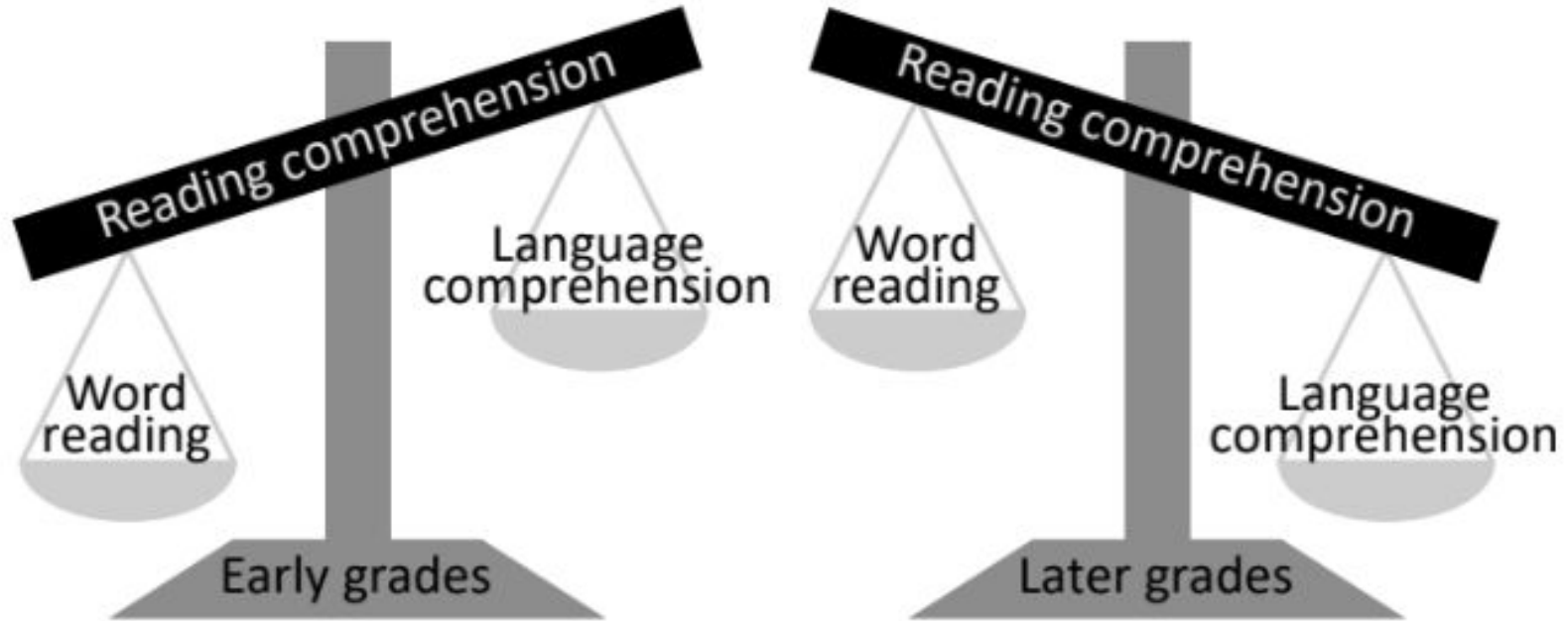
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Reading Comprehension + Language Comprehension



National Early Literacy Panel

Largely Predictive

1. Alphabetic Knowledge
2. Phonological Awareness
3. Naming Fluency letters,
4. Naming Fluency objects
5. Writing name
6. Phonological Memory

Moderately Predictive

1. Print Knowledge
2. Concepts of Print
3. **Oral Language and Production**
4. Vocabulary

Results showed
intervening earlier
before the age of 3
versus later produce
better results for
developing children's
language.

NELP, 2008



/g/ /l/ /ō/ /t/



Word recognition is critically dependent on phonological awareness, reading comprehension is dependent upon higher-level language skills such as vocabulary knowledge and grammar. Becoming a competent reader who understands text requires age appropriate language skills.

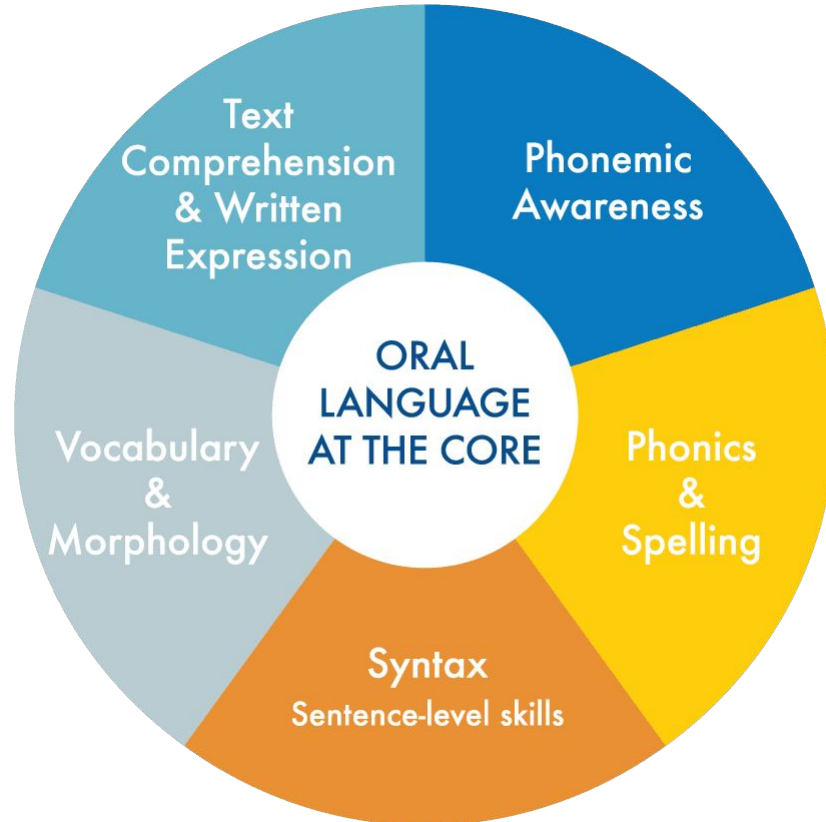
(Dickinson et. al., 2010)

Sentence and Text comprehension

Oral language skills that contribute to later reading ability

- Semantic knowledge
 - Expressive and receptive vocabulary
- Syntactic knowledge
- Conceptual Knowledge
- Narrative Discourse

Oral Languages Impact on Later Comprehension



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WHAT?

- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

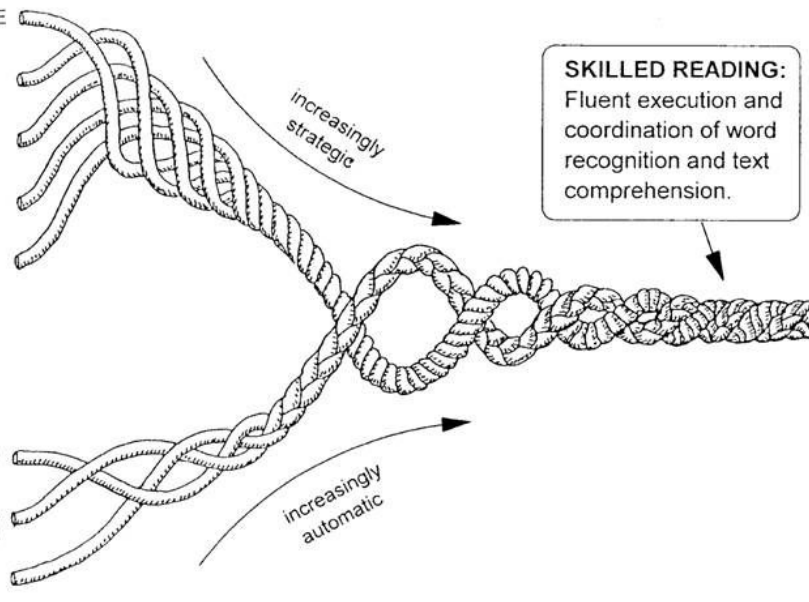
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



WHY?



Children's oral language competence is ***strongly predictive of their facility in learning to read and write***... listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand ***no matter how well they can decode***.

(CCSS; Appendix A, pg. 26)

WHO?



HOW?

Universal Screener of Oral Language



Preschool Benchmark: STORY 1



FALL




Child/ID _____ Audio File _____ Examiner _____ Date _____



LISTENING
RETELL



Examiner says, "I'm going to tell you a story. Please listen carefully. When I'm done, you are going to tell me the same story. Are you ready?" Examiner reads the story word for word at a moderate pace with normal inflection.



Pictures No Pictures

Last week,  Morgan was  waiting in the doctor's office. She was there because she was sick.

 Morgan's throat hurt. She had a  terrible cough. She was  sad because she did not like

being sick. When the  nice doctor came into the room, Morgan  said, "I need help. Can I

 get some medicine to make me feel better?" The doctor  gave her some medicine. Then

Morgan  was better. Her  cough quickly went away.

Cipolletti, Ferlito, and Peavler 2022

HOW?

Universal Screener of Oral Language

STORY GRAMMAR (SG)		2 POINTS		1 POINT		0		LANGUAGE COMPLEXITY (LC)			EPISODE (E) (from green 2 point SG)			
LISTENING RETELL	Character	Morgan / any name	2	a girl / the girl	1	0	Word #Times Used			P+A or P+C or A+C	2			
	Setting	sitting in the doctor's office	2	waiting / doctor's office / at the doctor	1	0	then	1		P+C+E or P+A+E	3			
	Problem	was sick / throat hurt / had a bad cough	2 [P]	felt bad / throat	1	0	because	1	2	3	P+A+C	4		
	Feeling	sad / mad / angry	2	didn't like it / cried	1	0	when	1	2	3	P+A+C+E	5		
	Attempt	asked for medicine / said, "Can I get medicine?"	2 [A]	said to doctor / asked for help	1	0	after	1	2	3	E SUBTOTAL	/5		
	Consequence	doctor gave her some medicine	2 [C]	helped her / medicine	1	0	LC SUBTOTAL			/9				
	Ending	felt better / cough went away	2 [E]	did it / good job	1	0	OTHER TARGETS							
								Target #Times Used						
								✓						
								✓						
SG SUBTOTAL										/14		LISTENING RETELL SCORE (SG+LC+E)		/28

STORY QUESTIONS (SQ) 1x			
Who was this story about?	👤	2	1 0
Where was Morgan in the beginning of the story?	📍	2	1 0
Why was Morgan sad?	🗨️	2	1 0
What did they do to fix the problem?	👨🩺/👩🩺	2	1 0
How did the story end?	👍	2	1 0
What will Morgan do when she gets sick again?		2	1 0
STORY QUESTIONS SCORE (SQ)		/12	

VOCABULARY USE (VU)		
Circle 1 for every modifier or less common word the child uses		
TARGET WORDS	OTHER POSSIBLE WORDS	
terrible	1	horrible, nasty, yucky
nice	1	kind, sweet, gentle, helpful
quickly	1	fast, suddenly, rapidly
Notes:		
VOCABULARY SCORE (VU)		/6

PERSONAL GENERATION

(Turn on audio recorder). Examiner says, "In this story, Morgan got sick. Tell me a story about a time when you got sick." If the child doesn't tell a story, encourage the child (up to 3x) to produce a thematically related story. Score the child's story using the Flow Chart (see Examiner's Manual for details).

HOW?

Diagnostic Assessment of Oral Language

- Story Coherence/Text Structure
- Listening Comprehension
- Syntactic Knowledge/Grammar
- Morphological Awareness
- Vocabulary/Word Knowledge

HOW?

Diagnostic Assessment of Oral Language



*For students whose language
and dialect is Standard
American English*

For SLPs who have had training

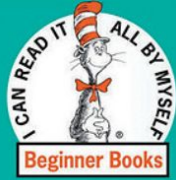
Transcribe 50 child-only utterances
Quantitative analysis
Identify intervention targets

The SUGAR metrics can identify almost
10 out of 10 children with LI and
exclude 8 out of 10 TD children

The K-12 English Learner population grew by 60% over the last decade compared with 7% growth for the general population.

Graham et al., 2019

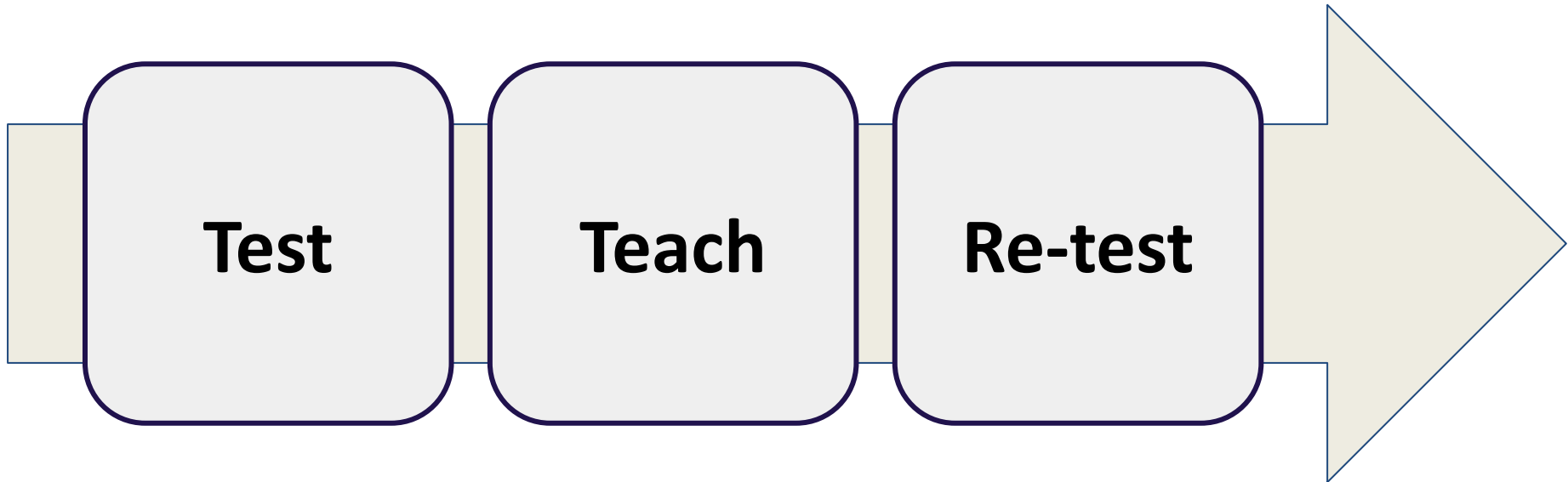
Are You My Mother?



by P. D. Eastman

“Is you my mama?” the girl exclaimed. “I ain’t none a yo’ mama!”

Washington, 2019



How much adult effort is required to produce student learning?

Minimum
Moderate
Maximum

How responsive is the student to the instruction?

High Response
Moderate Response
Low Response



Test

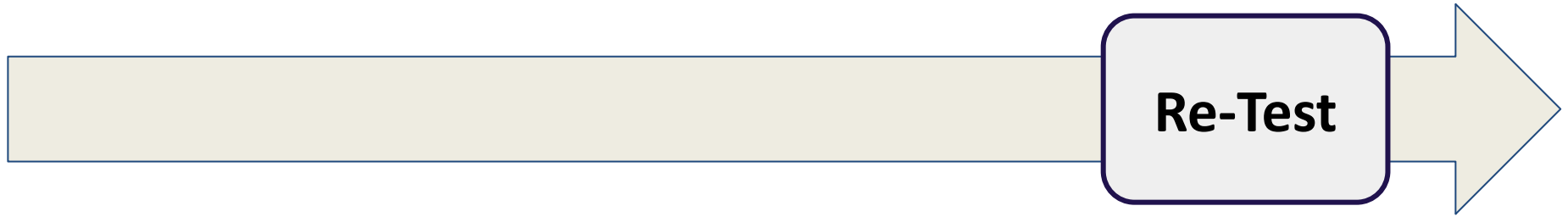
- Choose a testing area where a student did not perform well.
- Then select an informal tool or task to gather baseline data that targets that area of need for the student. This tool or task will also be used to measure learning at Re-test.
- Even though the word “test” is used to describe this step, **formal measures are not required.**
 - Rubrics, classroom tasks, ESL data, teacher report, work samples, standardized tests, curriculum-based measures, writing prompts or language sample prompts are valid tools for gathering baseline data.



Teach

“Mediated Learning Experience” (aka 5-Step Teaching Procedure):

Intentionality	“Today we are working on... so that... ” Attention
Meaning	“When we... it is important to... because...” Purpose/preview
Transfer	“What would happen if...” Guided practice - we do
Application	“This time, when I do ... I want you to ... I’ll do it first and then it will be your turn!” do - you do
Competence	“Remember it’s important to ... Now tell me what we practiced and why it’s important. Think about when you might need to...” Review



How much adult effort is required to produce student learning?

Minimum
Moderate
Maximum

How responsive is the student to the instruction?

High Response
Moderate Response
Low Response

Consider Alex:

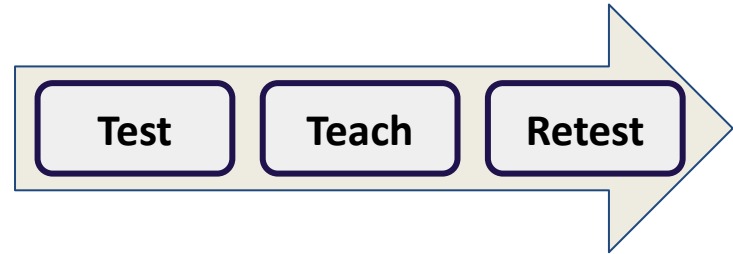
How much adult effort is required to produce learning?

Minimum

How responsive is the student?

High Response

- 2 demonstrations
- Modeled *in, out, next* to 1x



0/5 early
developing
location
prepositions

5/5 early
developing
location
prepositions

Consider Jordan:

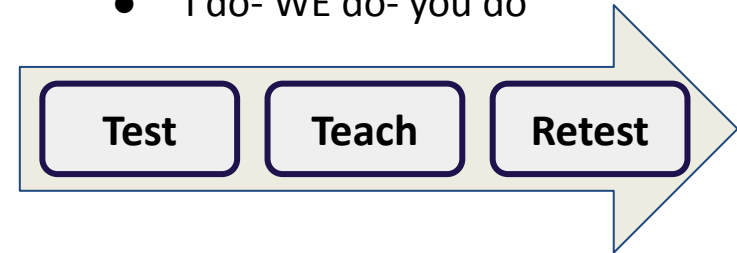
How much adult effort is required to produce learning?

Maximum

How responsive is the student?

Low Response

- 10 demonstrations
- Multiple models of preposition phrases
- Manipulatives
- I do- WE do- you do



0/5 early
developing
location
prepositions

1/5 early
developing
location
prepositions

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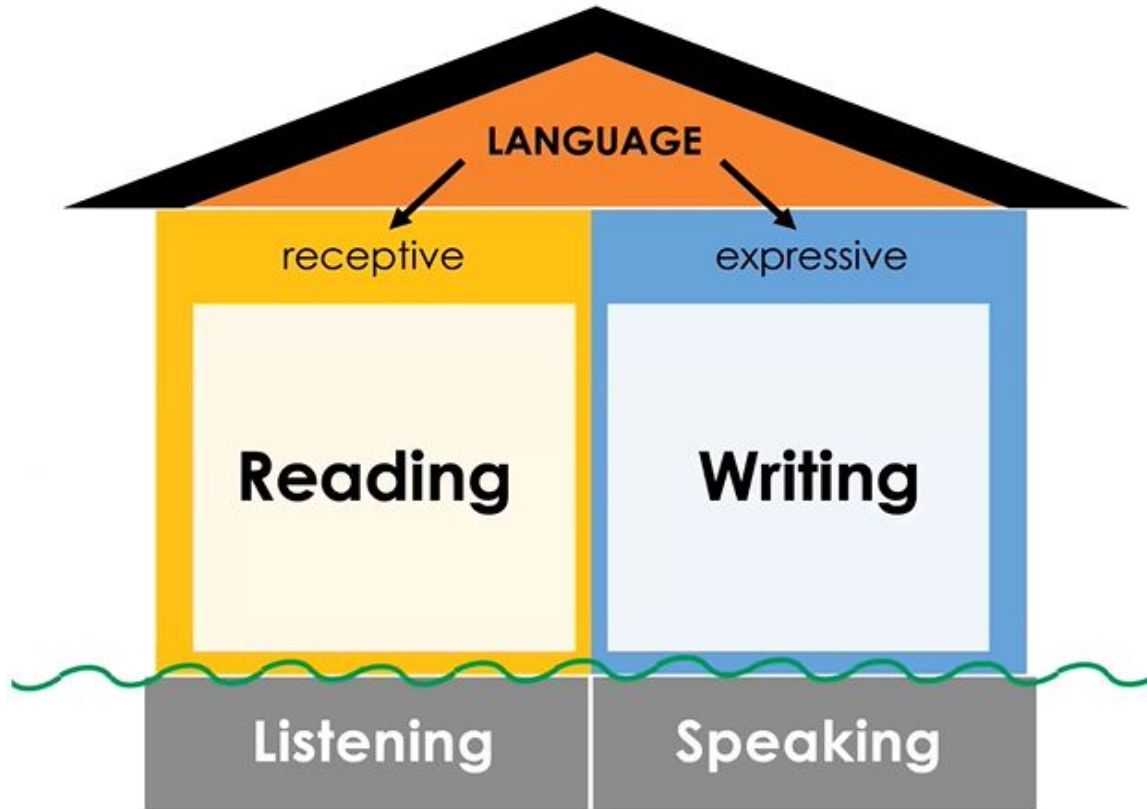
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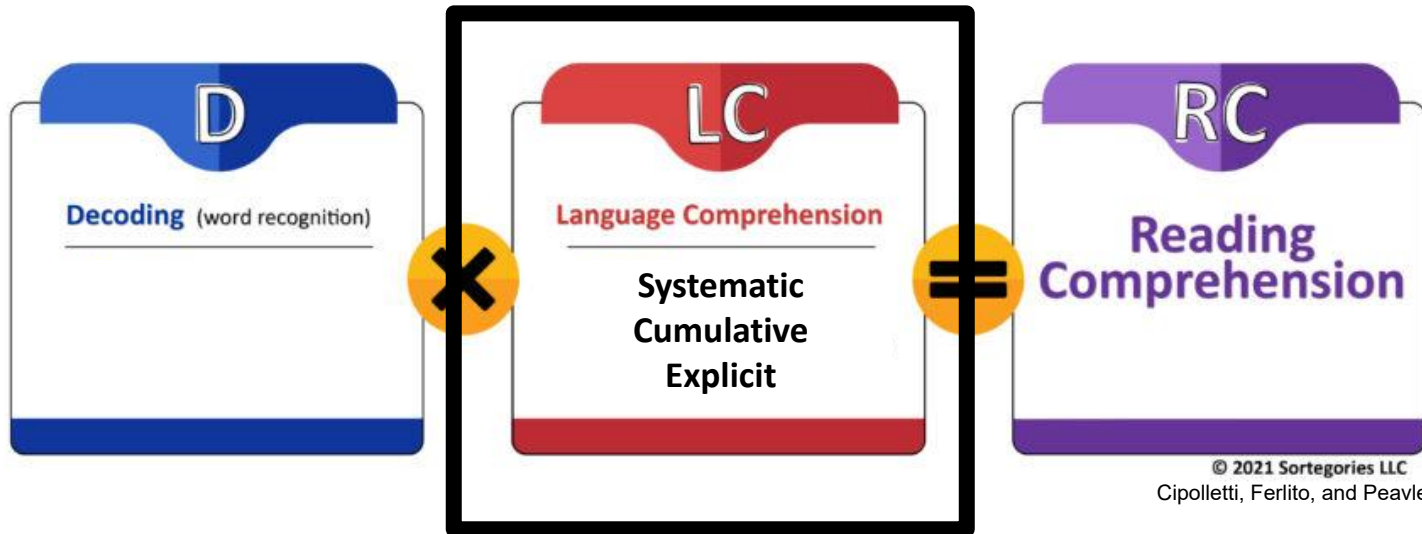


“You can not write what you can not say” Cipolletti, Ferlito, and Peavler 2022

Spencer, 2021

Structured Language Lessons

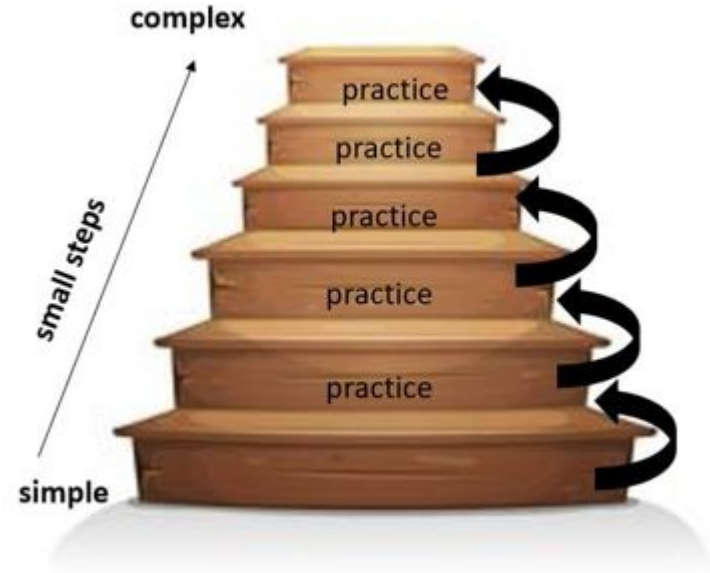
Using an Explicit Instruction Model for Whole-Group, Small-Group, or Targeted Interventions



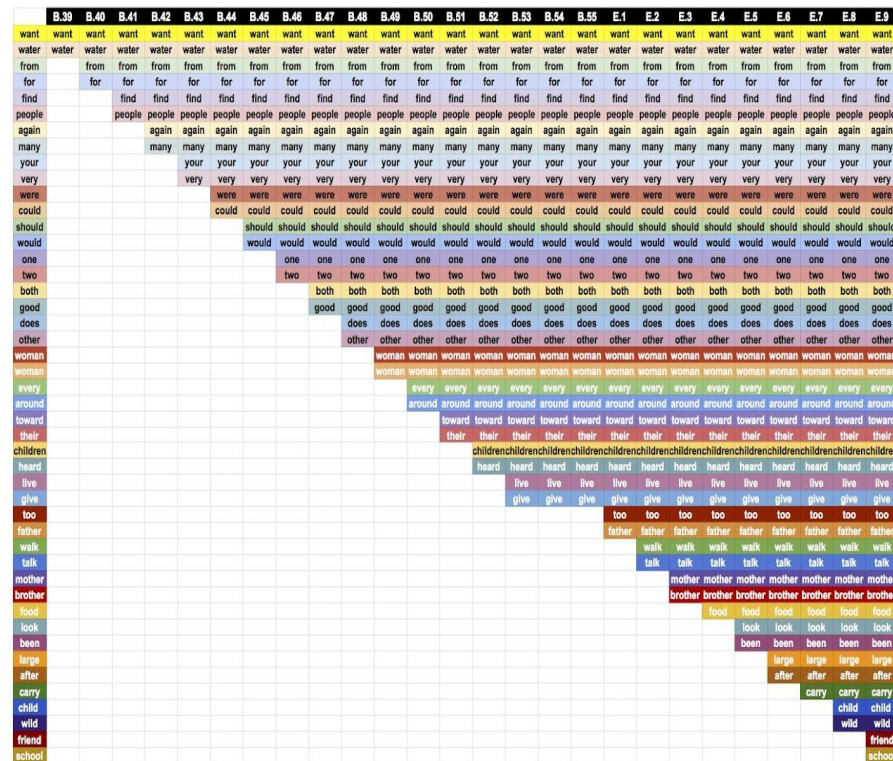
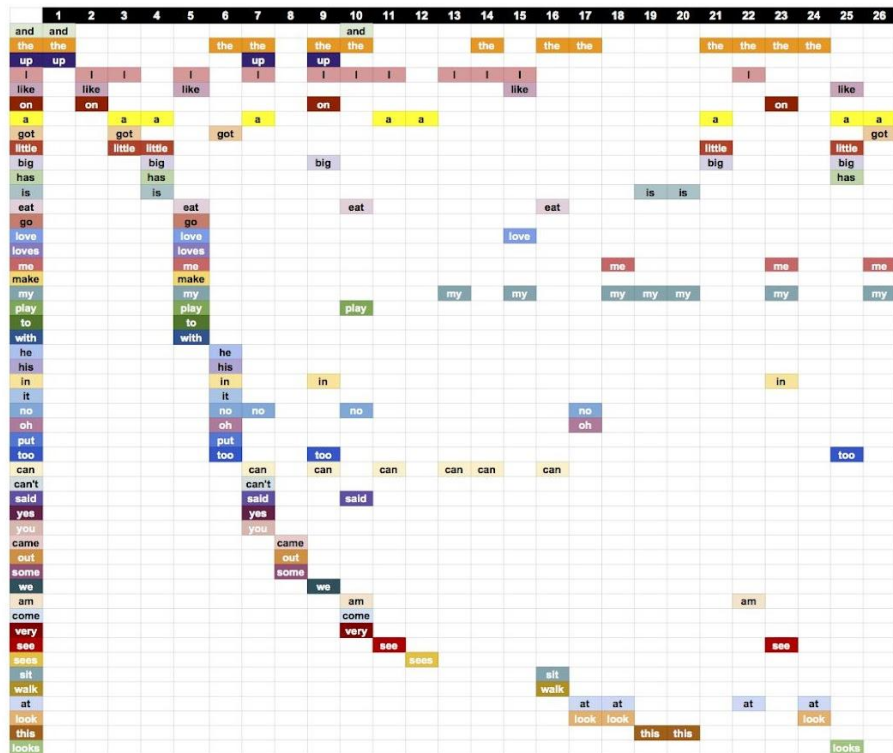
Systematic

Systematic Scope and Sequence

- Simple to complex
- Stair-step progression
- Practice and consolidation along the way
- Cumulative teaching



Cumulative



Explicit Instruction Lesson Template



“Learning anything requires a stepwise progression for students to attain mastery. This progression was first defined by Haring and Eaton (1978) as a four-step process of: (1) acquisition, (2) fluency, (3) generalization, and (4) adaptation.”

Gibbons et al., 2019, p. 132

Structured Language Lessons

Whole-Group and Small-Group Instruction



“It is recommended that classwide intervention be implemented when fewer than 60% of learners meet expectations.”

Gibbons et al., 2019, p. 75

Demonstration Lesson

Building Syntactic
Awareness





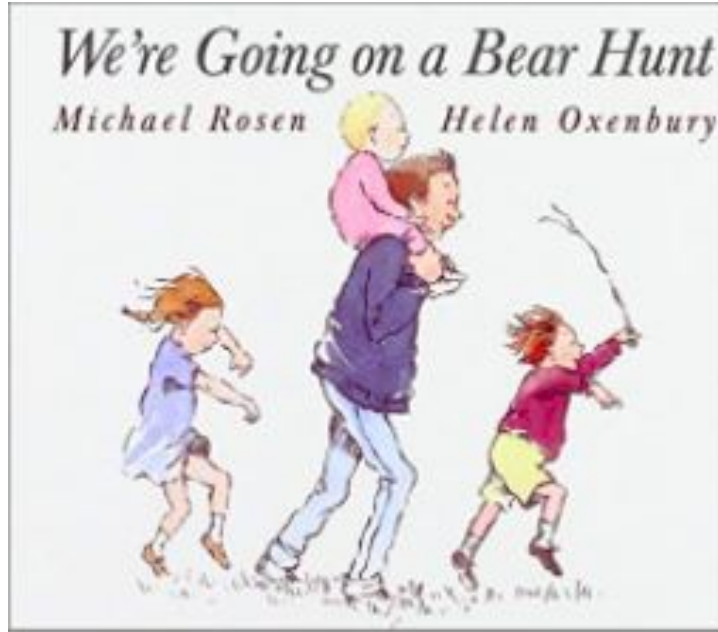
is





Demonstration Lesson

Prepositions



“Prepositions are elements used to describe the relationship between other words in a sentence. They can be categorized by spatial and temporal terms” (Owens, 2014, Interventions).

Progression of spatial prepositional concepts:

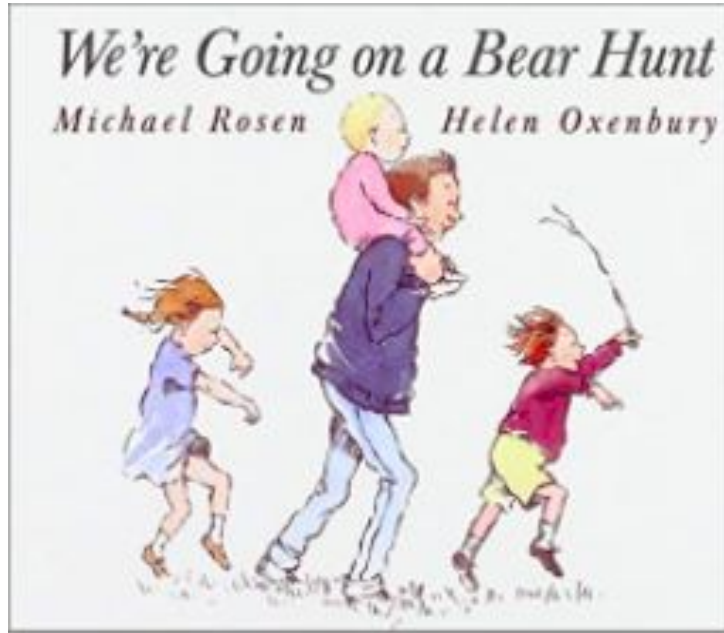
Children are responding appropriately to the concepts first before using them expressively.

Toddler - 24 months	Respond to vertical spatial terms (ex: in, on, up, on top)
By 36 month	Respond to horizontal spatial terms (ex: front, back, behind)
Around 42 months	Respond to horizontal, side-to-side spatial terms (beside, follow, middle)

- Teach spatial concepts in pairs of opposites: under/over, inside/outside to avoid confusion for children given that the concepts are closer in semantic meaning.
- Consider the use of prepositions in teacher given directions and the need for understanding to fully participate in classroom activities.
 - Ex. Put your crayon in the bin.

Demonstration Lesson

Prepositions



“To address the needs of this small percentage we need to provide additional instruction on the same components in a small-group or one-on-one format. However, research shows that such instruction will need to be more explicit and comprehensive, more intensive, and more supportive than that typically provided by schools.”

Foorman & Torgesen, 2001, p. 210

Demonstration Lesson

Narrative Language -
Story Retell

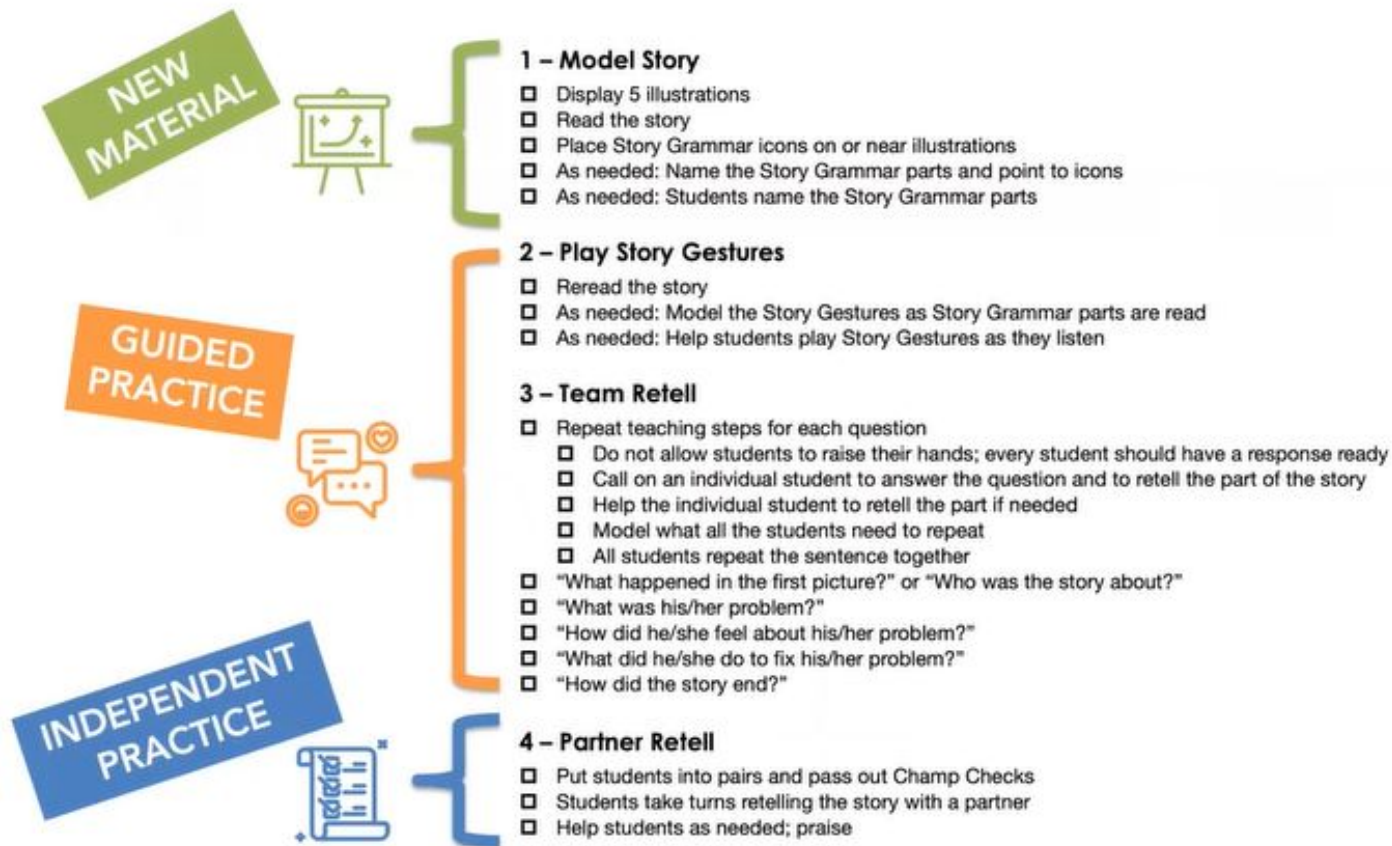


Narrative Storytelling



“Knowledge and use of narrative structure is found to be weak in poor comprehenders unless adequate external support is provided (Cain, 2003), further suggesting that intervention focused on improving knowledge and use of narrative skills will lead to improved comprehension as these children become readers” (Hogan et al., 2010, p. 228).







BLITZ
STORIES

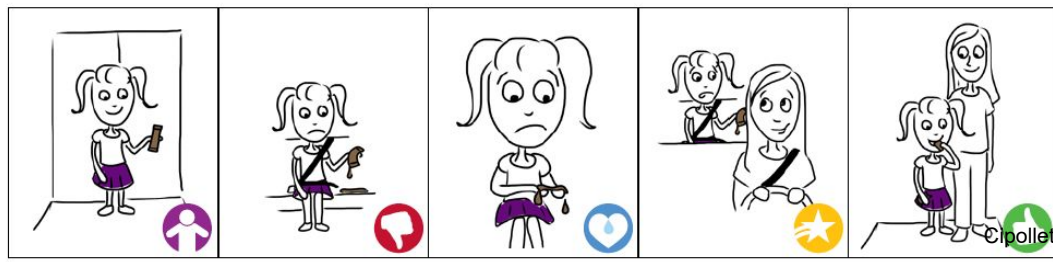
LEVEL A

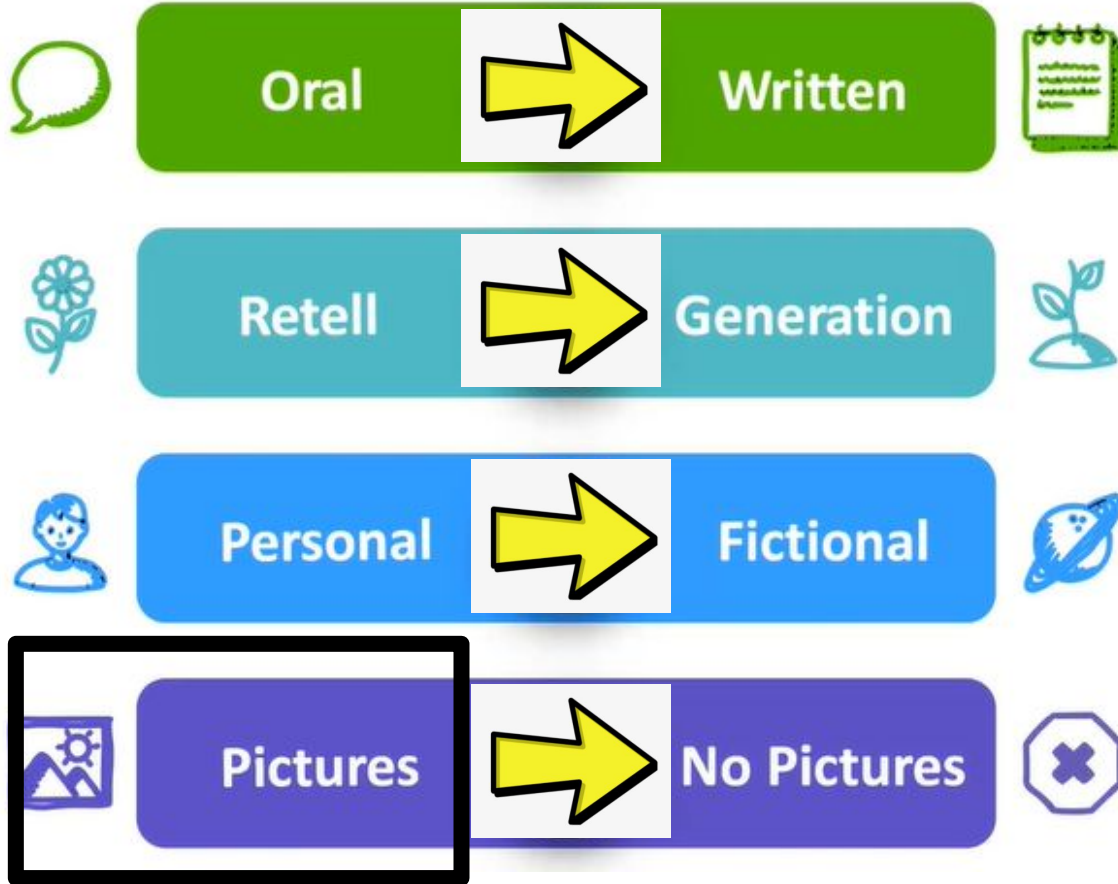
BLITZ

STORY 13: BRYNN'S MELTED MESS

Last week, Brynn was getting a chocolate candy bar at the store because she helped clean the house. After Brynn got her candy bar, it melted in the car. She felt **disappointed** because her candy bar was **ruined**. Brynn said to her mom, “Can I have another candy bar please?” Then Brynn’s mom bought her another one. She *quickly* **gulped** down her *yummy* candy bar. She *ate it fast*. It was **delectable**.

Vocabulary words		Vocabulary words from context	
TARGETS	DEFINITIONS	TARGETS	CONTEXTUAL SUPPORT
disappointed	not what you wanted	gulped	<i>quickly; ate it fast</i>
ruined	destroyed; cannot be used	delectable	<i>yummy</i>
gulped	ate really fast		
delectable	yummy to eat		





Scaffold for Language Use

Thank you!

Please complete the evaluation form. We welcome and appreciate your feedback.



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