

Speak, Read, & Spell



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Language

Twenty-four of the 42 stories in the SRS program are used to target various aspects of language: **Pragmatics, Syntax/Grammar, Vocabulary, and Sequencing. Guides** on how to help students achieve these language goals are provided for each of the 24 stories and are included in this book. These guides are examples of ways to stimulate the learner's receptive and expressive language by using the images and stories. WH-questions are used in many of the story guides to assess story comprehension and stimulate discussion.

Assessment

Formal vs. Informal Language Assessment

Intervention must begin with assessment and can include both informal and formal tests.

Classroom-based assessment or curriculum-based assessment is encouraged, as classrooms provide a rich environment for language use. There is a wealth of language checklists and screeners available for teachers and clinicians to use (Kuder, 2013), with some examples listed in *Appendix A: Language Analysis* and explained further under the *Informal Measures* section.

Once a language disorder is identified, more formal measures by an SLP are recommended. However, the importance of classroom-based assessment should not be undervalued, as it is consistent with the Response to Intervention (RtI) model of continuous assessment for identification of learning problems (Kuder, 2013).

Another way of evaluating language skills is through language sample elicitation and analysis. Language samples can be time consuming to collect and analyze; samples of 50-100 utterances are optimal clinically. There are computer programs to assist with this. One such software program is Systematic Analysis of Data Transfer (SALT, 2012). Such language evaluation measures can be analyzed for syntactic development, semantic development, and pragmatic use. The SALT program provides some criterion reference data for comparison.

When using the online program, informal measures are unlimited and can be chosen based on the user's preferences. Links to related videos and websites can be easily added to the student's lesson to stimulate expressive language. When choosing an informal assessment, it is important that it remains age-appropriate, interesting and effective in producing language.

Informal Measures

Syntactical Development: Measuring the Mean Length of Utterance (MLU) or t-units (terminal units) is an insightful method of assessing syntax. A morpheme is the smallest meaningful unit in the grammar of a language (Oxford University Press, 2014). In generating the MLU for young children, a collection of all morphemes produced in the sample is recorded and divided by the

number of sentences. For older children, t-units work better as it measures the *number of main clauses* and any attached *subordinate clause*. You can also note the *number of words per t-unit* to describe the syntactical complexity of older children (see *Appendix A: Language Analysis*, p. 296).

Semantic Development: Type Token Ratio (TTR) is calculated by counting the number of *different* words used in the language sample and dividing it by *total* number of words. The higher the TTR, the greater variety of words used in the sample. This is an indicator of a more robust vocabulary. It is also important to note whether the words are used accurately and in the appropriate context, or whether the student is stimulative to expand sentence length, use figurative language, or add more advanced expression (see *Appendix A: Language Analysis*).

Pragmatic Development: There are numerous areas of pragmatics that are often identified through language sampling. Some of these deficits would be problems establishing and maintaining a conversation, inability to respond, or the use of turn taking. Parents or teachers, who spend time with students in home, school and play environment, and know of potential social or behavioral issues, could also serve as a source for much of this information (see *Appendix A: Language Analysis*).

Scores obtained from testing or language samples can be entered into the SRS online progress or assessment report once calculated; these scores can inform further program planning.

Formal Measures

By using standardized tests, SLPs help make important classifications and assist teachers and parents in making proper instructional decisions. However, certain limitations apply; scores from such tests do not easily translate into therapeutic goals. Secondly, Clinicians may be tempted to teach in ways that may directly improve test scores, rather than taking a more holistic approach to language remediation (Kuder, 2013). Thirdly, the recent influx of speakers of foreign languages in North America tends to skew the results on standardized tests. This also holds true for our First Nations, Metis, and Inuit populations of North America.

Assessment measures, whether standardized or non-standardized, are a necessary prerequisite of intervention. Standardized *digital* assessment measures are listed in *Appendix A: Language Analysis*.

Incorporating Language Goals

Vocabulary development is supported through categorization, labelling, and other similar activities. A series of WH- questions is included to assist with receptive and expressive vocabulary.

Sequencing of story events is a language rich activity that builds on early reading skills and supports reading comprehension and narrative language (Kuder, 2013). Questions listed in this section challenge story prediction and encourages problem-solving.

Pragmatics: Many of the stories within the program were written as 'social stories' in order to target the pragmatic aspects of language. Social stories are stories that convey information to help the student understand the expectations of a situation or social interaction (The Hanen Centre, 2013). This information then transfers to interpreting social cues and scripts of an unfamiliar activity and/or the social rules that apply in a particular context. The **Pragmatic Guide** lists questions to assist the student's understanding of the social message and allow for expressive language use. Some of the stories give a social message to adults as well. Therefore, the term social stories is not used, but instead '**I am only human**' moments. Some examples of story titles are "We Are All Able" and "Time for a Break" (see *Appendix D: "I am only human" Moments*).

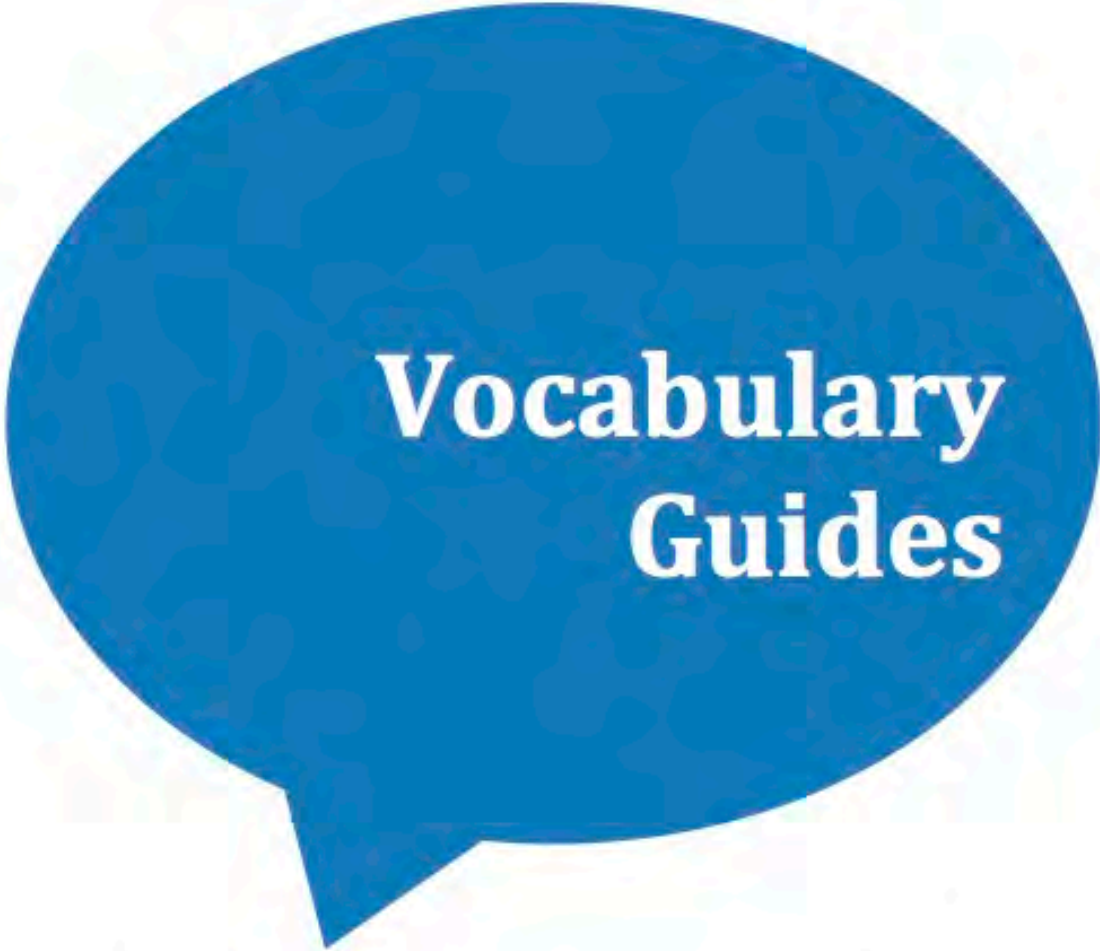
Grammar/Syntax: The **sound libraries** address English parts of speech using colour coding; **nouns** are red, **verbs** are green, **adjectives** are blue, **adverbs** are orange, **prepositions** are purple, and **articles** are brown. Pronouns and personal pronouns are shown in a slightly different shade of red; past regular and irregular verb tenses are displayed in different shades of green.

Subsequently, in the Grammar section, under the heading of Nouns, there are the 24 consonant stories (non-illustrated) which will have all nouns highlighted in red. Each story is repeated with the code for each of the eight parts of speech.

There is no **Guide** to accompany the grammar stories, simply an 'un-coded non-illustrated story' to use as a workable rendition of the various grammar variants targeted. To establish further understanding of the grammar, this exercise would be best complemented with a written (expressive language) exercise, having the students compose their own narrative and highlighting the grammar.

English Language Arts General Learning Outcomes

General Learning Outcomes (GLOs), stated in the Manitoba Education Language Arts Curriculum (2014), are important guidelines for teachers to follow when considering implementing a new language arts program. Features of SRS, along with the Specific Learning Outcomes (SLOs) according to Grade Curriculum, are listed in Appendix B. Therefore incorporating features of the SRS program can assist teachers in helping students reach these learning outcomes. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subject (2010), has similar guidelines for K-5 students in the United States.



Vocabulary Guides

The following guides encourage language stimulation and provide further insight into a student's knowledge of vocabulary.

Refer back to the articulation card images in the *Articulation Book* to answer the vocabulary guide questions. Online users can also access the images under the Initial, Medial, and Final tabs within the appropriate story.

b Story - Vocabulary

Bobby Burps

1. Antonyms and Synonyms:

- a. An antonym is the opposite of something.

Example: small ≠ big

Look at all the pictures and point to the opposite of:

- i) smooth
- ii) to let go
- iii) laugh

- b. A synonym means the same. Can you tell me the synonym of:

- i) bumblebee
- ii) small ship
- iii) sack
- iv) submarine
- v) to clean well

2. Labelling:

- a. I am going to read 10 words out loud. I would like you to point to the correct picture as I say the word.

sob, elbow, cymbal, robot, bib, ribbon, tube, scrubbing, light bulb, bumpy

3. Categorizing:

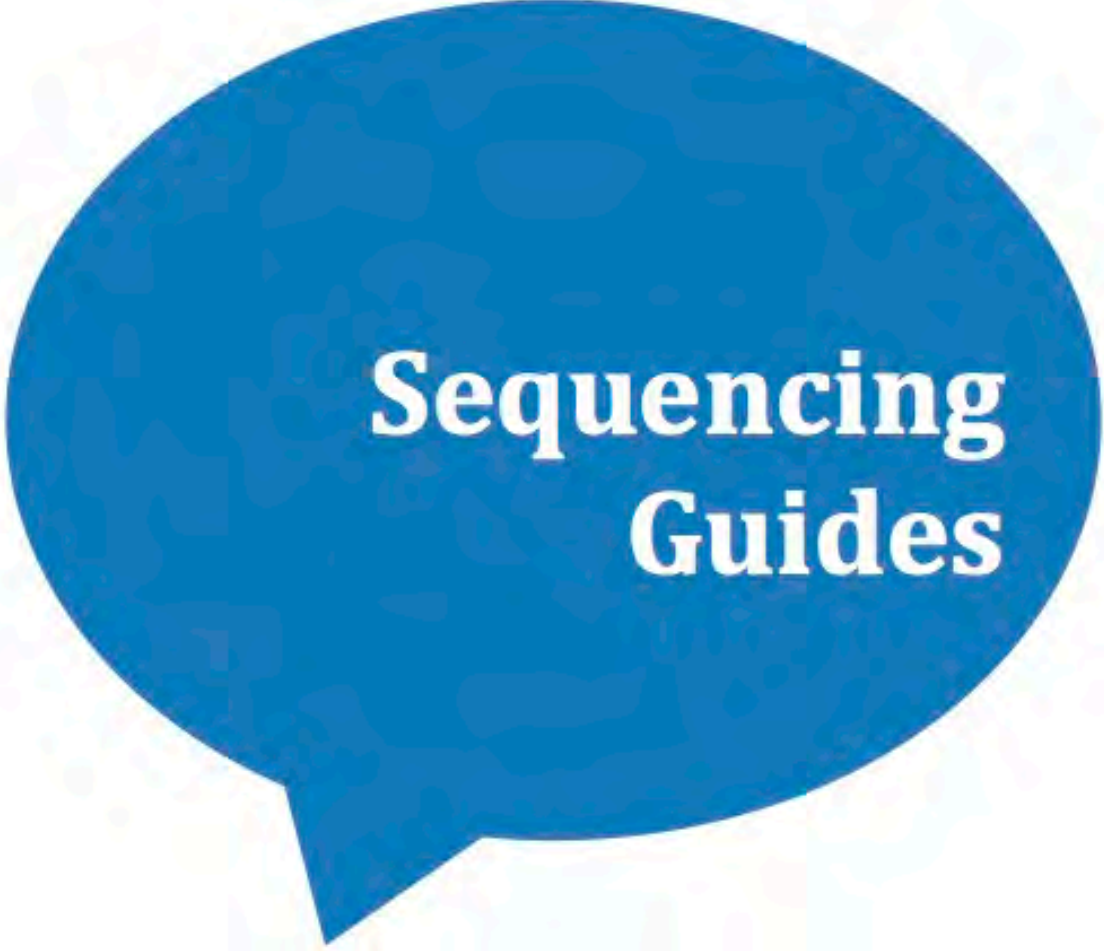
- a. We are going to look through all the pictures. Discuss how many pictures can be placed under the following categories:
- i) music

- ii) shapes
- iii) outdoor fun

4. Expressive Vocabulary:

I am going to ask you some questions. You can look at the pictures to help you finish off my sentence.

- a. Another name for earth is g ____?
- b. A special day for you that comes once a year is your
b _____.
- c. What is made of cardboard and comes with paper towels?
A t ____.
- d. A baby needs to wear a ____ to stay clean when they eat.
- e. Name something that is square and has 6 sides. A ____ b ____.
- f. Name 2 pictures of food that have the 'b' sound in the middle.
- g. Name something that you sit down at to eat. A t a ____.
- h. What do you grab to open a door? A door ____.
- i. What do you call a sandwich and an underwater ship? A s ____.
- j. What do call someone who is always in a bad mood? A c r ____.



Sequencing Guides

The sequencing guides are used to assist the student in re-telling the story as a four-step picture sequence. Each guide addresses a) Visual Sequencing, b) Before and After Concepts, and c) Predicting, Comprehension, and Problem Solving.

The student is encouraged to look at the *main illustration* from the appropriate story found in the *Articulation or Literacy Book* and identify what might happen first, second, third, etc. Online users can also access the story scenes under tabs 1–4.

b Story - Sequencing

Bobby Burps

1. Visual Sequencing:

Retell the story. Look at the scenes in the story to help you explain what happened first, second, third and last.

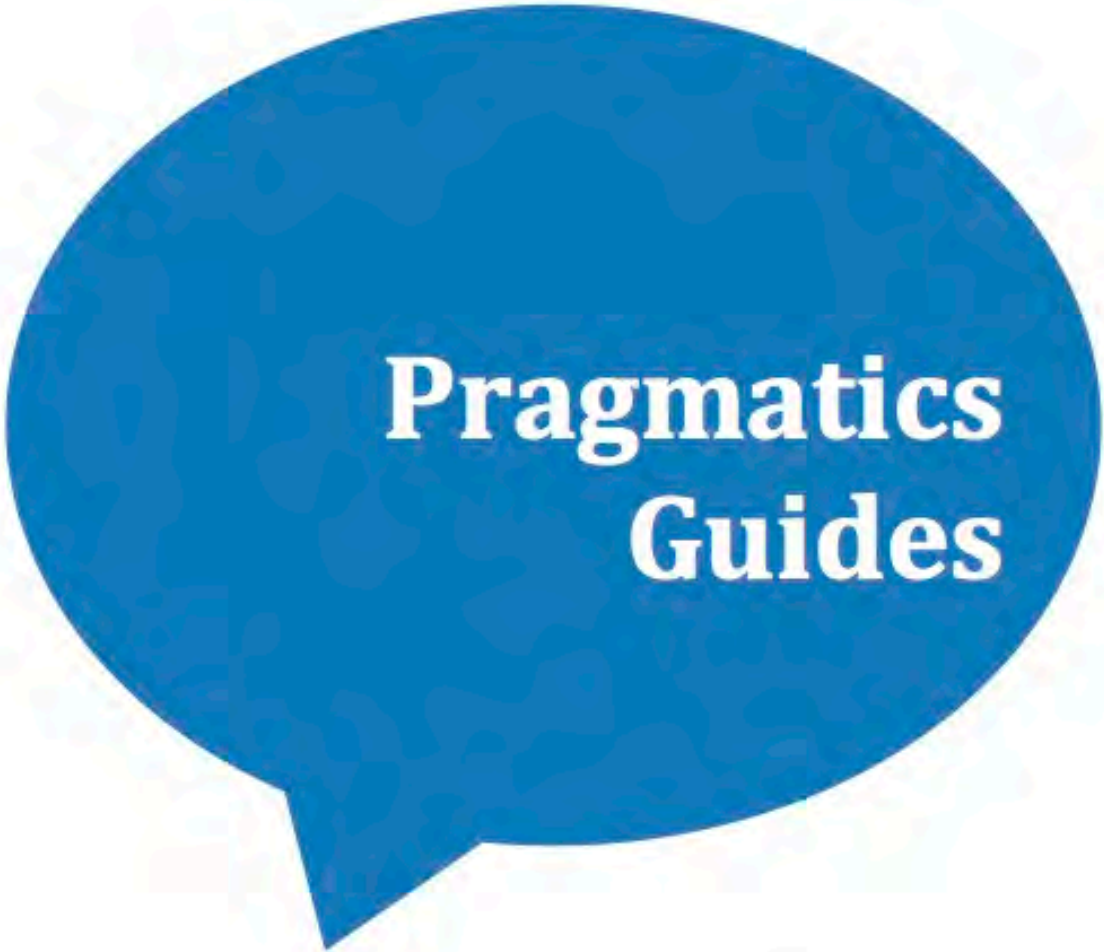
2. Concepts of Before and After:

- a. What did Bobby do while or during the time Dad was packing his lunch?
- b. What did Bobby do after Dad warned him to use his table manners?
- c. What did Bobby's friends do after he burped at the table?
- d. What did Bobby's friends ask him to do before allowing him to sit at the table again?

3. Predicting, Comprehension and Problem Solving: Answer picture-supported, multiple-choice questions:

- a. What might happen if Bobby continued to burp at the lunch table?
 - i) His friends would cheer him on!
 - ii) His friends and teachers would start burping too.
 - iii) He would lose his friends.
- b. Why is it important to mind your table manners?
 - i) It is respectful of your family and friends.
 - ii) You should be thoughtful towards others while eating.

- iii) We should be thankful for the food we receive and allow others to enjoy it.
 - iv) All of the above.
- c. Why is it important to follow manners especially at school?
- i) Because others kids might like to copy bad behavior.
 - ii) Because the teachers might start misbehaving as well.
 - iii) Because you can never laugh at school.



Pragmatics Guides

The pragmatics guides engage open discussion on various social topics, such as use of cell phones, table manners, respecting the environment, and more.

The student is encouraged to look at the appropriate story scenes found in the *Articulation* or *Literacy Book* to assist in answering the questions. Online users can also use tabs 1-4 to access the story.

b Story – Pragmatics (Eating)

Bobby Burps

1. Expressive Language:

- a. Burping is one example of disrespecting or offending others during a meal. Write or tell a story about other ways people misbehave during meals.

Wh- Questions

2. Receptive Language:

- a. At which meal was Bobby misbehaving?
- b. Was Bobby funny?
- c. Who reminded Bobby to use his manners?
- d. When was the last time you misbehaved at the table?
- e. How do you behave at dinnertime?
- f. Why is it important to be respectful at dinnertime?
- g. What are 'manners'?
- h. What does your brother or sister do when you misbehave at dinner?
- i. When is it okay to misbehave while eating?
- j. How might fooling around at lunchtime even be dangerous?
- k. Sometimes we shouldn't laugh at what our friends are doing. Why?



Grammar Assessments

The following pages use 24 consonant stories to highlight English parts of speech or syntactic categories.

Each category begins with a blank template of the story, which then follows with another 9 stories, each one having a different part of speech highlighted. For example, the *Bobby Burbs* story will have a blank template (no highlighting) followed with only nouns highlighted, then verbs, adjectives, adverbs, articles, prepositions, pronouns, regular past tense, and irregular past tense verbs.

Bobby Burps

Blank

It was Bobby's first day of school. He began the day by eating a bowl of banana crunch cereal and drinking a big glass of juice. Bobby's dad was packing his lunch bag while reminding him to have good manners, listen to the teacher and stay out of trouble.

Before he could finish speaking, Bobby let out a big burp, then laughed hysterically. Bobby's dad said, "And remember good table manners. Chew with your mouth closed, wipe your mouth and say 'excuse me' instead of laughing if you burp."

Bobby nodded, then left for school.

At lunchtime, Bobby sat at the table and unpacked his lunch bag. He had a cheeseburger with bacon. He sat with Beth, Billy, Bianca and Ben.

Bobby was nearly finished his cheeseburger when he let out two big burps. He thought it was hilarious and laughed loudly.

Bobby's friends were waiting for him to say 'excuse me,' but Bobby did not. Bobby's friends were offended and decided to leave the table.

Bobby could not believe he had forgotten to say 'excuse me'.

The next day at lunch, Bobby went to Beth, Billy, Bianca and Ben's table and asked if he could sit with them. They said, "Yes, as long as you remember good table manners."

Bobby agreed and ate his cabbage soup while they chatted. After Bobby's last spoonful, he let out three big burps. All his friends stopped and looked at him. Bobby smiled and quickly said, "Excuse me!" Bobby's friends then gave him high-fives for remembering to say 'excuse me' after burping.

Nouns

It was Bobby's first day of school. He began the day by eating a bowl of banana crunch cereal and drinking a big glass of juice. Bobby's dad was packing his lunch bag while reminding him to have good manners, listen to the teacher and stay out of trouble.

Before he could finish speaking, Bobby let out a big burp, then laughed hysterically. Bobby's dad said, "And remember good table manners. Chew with your mouth closed, wipe your mouth and say 'excuse me' instead of laughing if you burp."

K-1 Speech/ Language Screening

Name: _____ Age: _____ Grade: _____

Evaluator: _____ Teacher: _____ Date: _____

Articulation

Circle errors:



The cat and dog are friends.

The lion played with my sister.

Expressive Language

Check blank if correct. Write incorrect answer on the blank. Circle the number beside the items missed.

1. A brick is hard, but a pillow is _____. (soft)
2. A turtle is slow, but a rabbit is _____. (fast, quick)
3. The sun shines during the day, but the moon shines during the _____. (night)
4. An elephant is big, but an ant is _____. (small, little)

Appendix B: SRS Features and ELA General Learning Outcomes

The maps on the following pages use this colour legend to associate the program's features with the *Manitoba Curriculum Framework of Outcomes and Standards* provided by Manitoba Education and Training (2014):

 Pragmatic Language

- Expressive
- Receptive

 Sequencing

- Predicting, Comprehension, and Problem Solving
- Visual Sequencing
- Before & After

 Vocabulary

- Antonyms & Synonyms
- Labelling
- Categorizing
- Expressive Vocabulary

 Phonemic Awareness

 Grammar

 Speak, Read, Spell (SRS) Program

- Additional information given below.

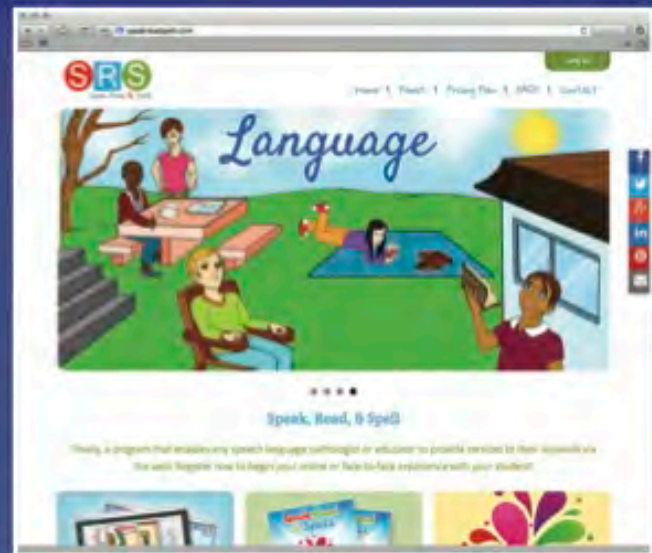


Luella Jonk was born in Manitoba, Canada, to a Dutch father and Canadian mother. She always had a passion to learn and study communication. She earned her Masters in Communication Sciences and Disorders from Missouri State University in 1995. After building a successful private practice in Speech Language Pathology, she returned back to the University of Manitoba in 2005 where she obtained an Interdisciplinary PhD in the fields of Education, Linguistics, Psychology and Nursing. She self-published her dissertation on the topic of First Nation language acquisition, before creating the Speak, Read, & Spell educational and treatment resources for teachers and speech language pathologists.

Speak, Read & Spell is an e-learning platform that enables speech language pathologists and educators to provide their services to students in a web-based learning environment.

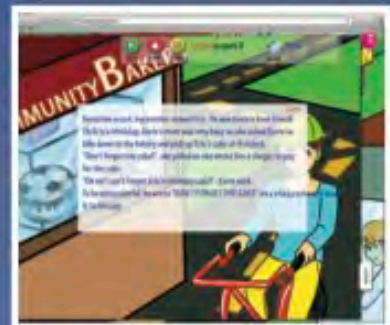
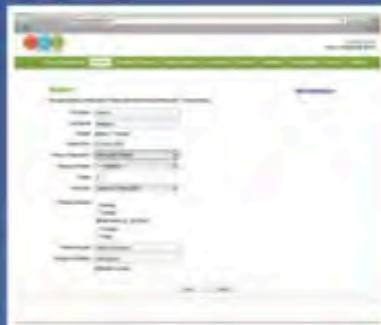
Screen-sharing and streamline video capabilities expand the educator's toolset, thereby enhancing the students' learning experience.

Speak, Read, & Spell has numerous online games, stories, and therapy tools, providing educators with multiple teaching resources. Easy-to-use scheduling, filing, billing, and report tools simplify day-to-day practice management so that more time can be spent working with students and less time on paperwork and preparation.



Speak, Read, & Spell makes it easy for teachers to augment their students' speech and language goals with in-class or homework assignments. Easy-to-use personalized lesson plans and visual feedback keep students motivated as they progress through their assignments and exercises.

Whether your students' goals are speech, literacy, or language enhancement, **SRS** will become the method by which you give them the motivation to practice and succeed.



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