

Ontario Language Arts Curriculum- Grade 2

Linking Curriculum with Assessment & Intervention Strategies/Recommendations

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The following document connects the specific expectations of the Ontario Language Arts Curriculum for grade two students with assessment resources and intervention strategies/recommendations for support in oral language, reading, and writing. Specific expectations are grouped by relatedness, enabling intervention to target a variety of skills expected of the child. Most of the strategies/recommendations provided may be beneficial for all children in the classroom.

Grade 2: Oral Communication

Overall Expectations

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

Assessment Tools

Celf-5

Test of Narrative Language

PPVT-III

EVT

- PPVT-III and EVT done together possibly—getting at expressive vocabulary skills

TILLS (listening comprehension, narrative, delayed story re-telling)

Lisa Archibald's DLD Assessment Task Quick Guide:

Executive Functioning:

- Controlled attention (observe in classroom, attending to tasks)
- Cognitive flexibility
- Working memory- influenced by language tasks such as “Following Directions”
- Inhibition- (observation, class conduct)
- Lisa Archibald’s Classroom Observation Guide for Executive Functioning

Discourse:

- Conversation (informal interview)
- Narrative (retelling an oral text; stative verbs in regards to character’s and themselves)
- Receptive—answer questions about a story

Lexeme Sequencing:

- Syntax (receptive)→ probe comprehension of complex sentences using questions
- Syntax (expressive)→ spontaneous speech sample; restating facts from an informational text in correct sequence—pay attention to *adjectives* and *adverb* use**

Fluid Intelligence:

- Inferencing (i.e., answering questions about spoken information; prompting child to ask questions before hearing a story)
- Problem solving/reasoning/decision making
- Metacognition (self-help strategies, plans, goals, thinking about their learning)

Independent functioning:

- Observe child in classroom, interview teacher/parent —demonstrating understanding of when to speak, when to listen, how much to say

Pragmatics:

- Observe individually and with classmates—facial expression, gestures, eye contact while speaking; ask questions regarding speaker’s facial expressions in texts; range of communicative intentions observed, topic management, able to repair breakdowns, use barrier games
- Story Re-tell: Genese Warr-Leeper’s “Lost in Space” (1990)

| Specific Expectations- Listening to Understand | Intervention/Strategies/Evidence-based research |
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| 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction | <p>Treatment of Executive functions (Archibald, L., 2016)</p> <ul style="list-style-type: none"> • Discusses: specific interventions, supporting needy students in classroom, EF smart classroom • Ongoing external support at moment, with visual cues & verbal prompts = important* |

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| <p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> | <ul style="list-style-type: none"> • Teach child EF scripts • Use verbal prompts, guidance • Remember supports must remain in place* • EF Treatment – Lisa Archibald’s PowerPoint Presentation <p>“Oral Language at your Fingertips” —OSLA</p> <ul style="list-style-type: none"> • Understanding Directions |
| <p>1.3 identify several listening comprehension strategies and use them before, during and after listening in order to understand and clarify the meaning of oral texts</p> | <p>Cognitive strategy instruction- Krawec, J. & Montague, M. (2012)</p> <ul style="list-style-type: none"> • Article discusses instructional approach to teach students cognitive strategies that are specific and general to help facilitate learning → research study’s show this can be applicable for children with LD and other students who struggle in school • Approach uses metacognitive and self-regulatory strategies to help students monitor and consider their own learning • Students learn a cognitive routine, internalize it, and then learn to use this routine automatically • Applies to older students as well* |
| <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting ideas</p> | <p>Narrative Instruction: “Classroom-Based Narrative and Vocabulary Instruction...”- Gillam, S., Olszewski, A., Fargo, J., Gillam, R., (2014)</p> <ul style="list-style-type: none"> • Non-randomized comparison study that evaluated impact of narrative intervention program with embedded vocabulary instruction on performance of <u>all</u> children in classroom • Intervention classroom focused on: story modeling, story retelling, story generation, and comprehension instruction (Three Phases: Phase I → Teaching Story Grammar Elements, students heard & told stories that had simple episodes; Phase II → encouraged use of more complex narratives by including complicating actions in their stories, conjunctions, adverbs, adjectives, and metacognitive verbs; Phase III → children created and told complex and elaborated stories on own) • Wordless picture books used; content was used to teach story grammar elements, causal connections and target vocabulary; icons and graphic organizers used |
| <p>1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text</p> | |
| <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts, and to the world around them</p> | |

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| <p>1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction</p> | <ul style="list-style-type: none"> • Results: high risk group had statistically significant improvements in macrostructure—gain for high risk group was more clinically significant than for the low-risk group; low risk group had greater gains in vocabulary—high risk group may need more explicit instruction on vocabulary and more repetition to get new words into their system*; only saw statistically significant results in micro-structure for elaborated noun phrases • Authors conclude gains made by children in the narrative, experimental classroom may be attributed to instruction that focused on creating and generating stories that had complete and complex episodes <p>General Tasks to promote understanding of texts → key points taken over class discussion from the following articles:</p> <p>“Following directions: Rehearsal and visualization on strategies for children with specific language impairment”- Gill, C., Klecan-Aker, J., Roberts, T., Fredenburg, K. (2003)</p> <p>“A culturally and linguistically responsive vocabulary approach for young Latino dual language learning”- Méndez, L., Crais, E., Castro, D., Kainz, K. (2015)</p> <p>“Training secondary school teachers in instructional language modification techniques to support adolescents with language impairment: A randomized control trial”- Starling, J., Munro, N., Togher, L., Arciuli, J. (2012)</p> <p>“A whole class teaching approach to improve the vocabulary skills of adolescents attending mainstream secondary school, in areas of socioeconomic advantage”- Murphy, A., Franklin, S., Breen, A., Hanlon, M., McNamara, A., Bogue, A.,...James, E. (2016)</p> <p>Key points:</p> <ul style="list-style-type: none"> • Read stories together and discuss main ideas and interesting events- client says 1 point, clinician says 1 point • Child draws pictures to coincide with narrative told by SLP and then child re-tells the story with support of pictures • Child and SLP to take turns interviewing each other as characters in the text • Formulating student friendly definitions→ want to increase exposure to vocabulary to help with semantic processing • Explicit and direct vocabulary instruction in both L1 and L2 (if child is multilingual) • Interactive story-book reading (relevant themes that child can make personal connections) |
| <p>1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view</p> | |
| <p>1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience</p> | |

- Use of multi-modal strategies
- Repeated exposure to words → select tasks which are natural based on the child's environment
- **Rehearsal strategy training** with visualization MAY be beneficial to some students (study was done on students with SLI) to increase the ability to follow directions → Rehearsal with multimodality (visual scratch pad)—be careful of cognitive overload. No change in traditional approach. Explicitly teach strategies to get mastery
- **Focus on TIER 2 vocabulary**
- Instruction and modification strategies for teacher!!

Expressive Grammar: “Effective Intervention for expressive grammar in children with SLI”- Smith-Lock, K.M., Leitao, S., Lambert, L., Nickels, L. (2013)

- Expressive grammar treatment in children 5 years of age—expressive grammar programme difference in language targets (direct instruction, focused stimulation, recasting, imitation)
- **Results:** found differences in targeted words during treatment, but not words that were not targeted → *treatment should be explicit and targeted*

“Oral Language at your Fingertips”—OSLA

- **Awareness of Narrative structure**

Understanding point of view:

- “I think...” “I feel...” statements; “you think...” “you feel...” statements in authentic contexts and context of story narratives with characters
- Have child use graphic organizers with different characters as focal point to discuss what character's view point was
- *Who is telling the story? How do you know?* –key vocabulary: first person → I, me, us, we, 2nd person → you, 3rd person → he, she, they
- **Garcia Winner: Social thinking books** (i.e., “You are a Social Detective!”)
- **“Social Thinking”** – Michelle Garcia Winner & Pamela Crooke (2009)
 - discusses how early social thought ignites development of perspective taking
 - social knowledge must come before social skills

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| | <ul style="list-style-type: none"> ○ introduce social thinking vocabulary |
| Specific Expectations- Speaking to Communicate | |
| 2.1 identify a variety of purposes for speaking | <p>“Strategies for Promoting Generalization of Social Communication Skills...”- Timler, G., Vogler-Elias, D., McGill, K.F. (2007)</p> <ul style="list-style-type: none"> • Discusses children’s social communication skills, or words and nonverbal behaviors used in social situations with peers, and how we must enhance language and social skills, as well as generalize these skills in authentic interactions with peers* • It talks about 4 different intervention contexts: Environmental arrangement, Teacher-mediated intervention, Peer-mediated intervention, Clinician mediated interventions • They suggest these aren’t appropriate for all kids so they discuss system of least prompts and peer practice within analogue social situations (mimic peer interactions that occur in a child’s every day life) through various case studies <p>Work on oral language in authentic contexts—such as presentations with peers</p> <ul style="list-style-type: none"> • Instructions provided are transparent enough that child understands • Language tasks should be adapted suitably for child’s needs • Incorporate vocabulary from classroom curriculum –use multi-modality in intervention when teaching vocabulary <p>Grade 2 Social Studies: tradition, celebration, holiday, culture, generations, family stories, interviews, artefacts, photo albums, adaptation, location, climate, globe, sphere, hemisphere, continent, country, equator, North Pole, South Pole, model, distance</p> <p>Grade 2 Science: protection, animals, right, law, endangered, pollution, predator, prey, life-cycle, frog, chicken, butterfly, adapt, migration, insect, mammal, reptile, wildlife, migration, wheel, axel, building, turning, spinning, swinging, bouncing, pushing, heavy, pulley, ramp, solid, liquid, gas, float, sink, absorb, repel, clear, opaque, runny, hard, greasy</p> |
| 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions | |
| 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns | |
| 2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience | |
| 2.5 identify some vocal effects, including tone, pace, pitch and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning | |
| 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning | |
| 2.7 use a few different visual aids to support or enhance oral presentations | |

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| Specific Expectations-Reflecting on oral communication skills and strategies | |
| 3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking | Metacognition: <ul style="list-style-type: none">• Review questions afterwards→ “What questions can you ask yourself while listening to be sure you understand what you hear?; What can you do after listening to check you have understood?; How do you get ready to speak?” |
| 3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them to improve their oral communication skills | |

Grade 2: Reading

Overall Expectations

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently;
4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading

Assessment Tools

Celf-5

Test of Narrative Language

TILLS (non-word reading, reading fluency, phonological awareness, vocabulary)

TOWRE-2 (sight word reading/decoding)

GORT-4 or GORT-5 (reading fluency, text comprehension)

Observation reading different texts:

- Literary texts (poetry, folk tales, fairy tales, books from first language)
- Graphic texts (simple maps, charts, diagrams, graphs)
- Informational texts (“How to” books, non-fiction books, electronic texts)

Lisa Archibald’s DLD Assessment Task Quick Guide:

Emergent Reading:

- Phonological awareness
- Phonics
- Print concepts

Reading- Sight word reading

- Reading as many sight words as they can in 45 seconds from lists of increasingly difficult words

Reading- Decoding

- read as many nonsense words as they can in 45 seconds from list of increasingly challenging phonic combinations

Reading- Fluency

- read unfamiliar text comfortably with few reading errors

Reading- Text comprehension:

- Responding to questions about a text

Reading- Comprehension monitoring:

- Look for:
 - **Miscue analysis**
 - Self corrects when reading aloud
 - Ask questions to monitor understanding of text
 - Identifies comprehension breakdowns
- Ask child before reading: *What do you think this book is going to be about by just looking at the front page? What do you know about this topic?*

Morphological awareness:

- Inferring meaning of words with a bound morpheme; being able to parse out base and word and derived forms

Semantic/Conceptual:

- Receptive vocabulary → word choice
- Vocabulary breadth/depth

Discourse- Narratives:

- Narrative (retelling an oral text in correct sequence; keep in mind **macrostructure**, **microstructure**, vocabulary, supporting details from text)

Fluid Intelligence:

- Inferencing
- Problem Solving/Reasoning/ Decision Making
- Metacognition (Ask child: *What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don't understand? When you come to a word or phrase you don't know, what strategies do you use to solve it? How do you check to see if you were right?*)

Executive Function: see above from oral communication

Cool Tools (University of Central Florida → Effective Instructional Practices Project, 2003).

ELL and Reading Fluency: (Ford, K., 2012) → Discusses 3 things to look for when assessing fluency: reading accuracy, automaticity, prosody*

| Specific Expectations- Reading for meaning | Intervention/Strategies/Evidence-based research |
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| 1.1 read some different literary texts | <p>Sound-word level strategies → taken from class discussion on November 29, 2016</p> <ol style="list-style-type: none"> 1) Phonological awareness—should include images and letters 2) Morphological awareness 3) Sight word reading training (lexical look up route)—having more sight word skills will help with phonics <p>Teach sound-word level strategies through:</p> <ul style="list-style-type: none"> • Frequency of information • Direct instruction, explicit instruction • Small-group intervention • High level engagement and motivation • Parental involvement • Training and support for staff • Make sure to re-visit schools to determine true mastery <p>Word Sort Activities</p> <ul style="list-style-type: none"> • Manipulatives • Sorting for meaning • Spelling sort |
| 1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes | |
| 1.3 identify several reading comprehension strategies and use them before, during and after reading in order to understand | |
| 1.4 demonstrate an understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details | |
| 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them | <p>National Reading Panel (Langenberg, D.N. et al.)</p> <ul style="list-style-type: none"> • reading comprehension skills must be looked at in combination with vocabulary learning & instruction and its development • Highlight words in text—discuss definitions, synonyms, draw pictures to represent words, etc. <p>Direct and indirect methods of vocabulary instruction = effective</p> <p>Incorporate:</p> <ul style="list-style-type: none"> • cooperative learning • graphic and semantic organizers → organize features of the text (agents, actions, etc.) • direct and explicit instruction of story or text structure (provide explicit instruction on each individual structure) |
| 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and | |

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| experience; to other familiar texts, and to the world around them | <ul style="list-style-type: none"> • question answering & generating → develop questions for basic content features • summarization |
| 1.7 identify the main idea and some additional elements of texts | <ul style="list-style-type: none"> • Teachers should be taught how to provide small group instruction and explicit skill instruction/modelling in comprehension |
| 1.8 express personal thoughts and feelings about what has been read | <ul style="list-style-type: none"> • Multiple strategy instruction key* |
| 1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives | <p>“Evidence-based interventions for reading and language difficulties:...”- Snowling, M.J., & Hulme, C. (2011)</p> <ul style="list-style-type: none"> • Provides summary of research • Discusses “Poor comprehenders” and most effective methods for improving text comprehension • Discusses study done by Clarke et al. (2010) → ran RCT to evaluate reading comprehension training programmes • Interventions: 1 targeted OL skills (vocabulary, listening comprehension, figurative language and spoken narrative); another text-based strategies (meta-cognitive strategies, reading comprehension, inferencing from text, and written narrative), third was integration of the two • Participants: aged 8-9—good decoding, poor comprehending • Delivered by trained teaching assistants • Results: immediately after, oral language group, text-based strategy group, combined group all made significant gains on WIAT test; 11 months’ post—absolute gain in OL group increased almost 7 standard score points over controls—OL group also outperformed control group on the WASI measure of vocabulary and both the OL and COM groups (but not the TC or control groups) showed improved knowledge of vocabulary & idioms • Some evidence suggesting focus on vocabulary and OL skills for poor comprehenders <p>“Comprehension Instruction in Content Area Classes” – Neufeld, P. (2005)</p> <ul style="list-style-type: none"> • discusses comprehension strategies worth teaching & how to teach strategies → explicit instruction of individual strategies and then the important of teaching for self-regulated strategy use |

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| | <p>Cognitive Strategy Instruction: Krawec, J. & Montague, M. (2012)</p> <ul style="list-style-type: none"> • See above in oral language strategies • Provides chart of strategic reading steps <p>Narrative Instruction: SEE Gillam paper from oral communication expectations on <u>narrative instruction</u></p> <p>Lisa Archibald’s Quick Intervention Guide:</p> <ul style="list-style-type: none"> • observations/inferences—create a chart of content observed in text vs. inferences made, then connect observations & inferences <p>Motivation:</p> <ul style="list-style-type: none"> • Refer to oral communication for cross-curricular links |
| <p>Specific Expectations- Understanding form and style</p> | |
| <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts, such as primary dictionary, and informational texts such as a “How to” book</p> | <p>National Reading Panel (Langenberg, D.N. et al.)</p> <ul style="list-style-type: none"> • direct and explicit instruction on text forms and organizational patterns • must have direct instruction on each individual text type for good understanding <p>Lisa Archibald’s Quick Intervention Guide:</p> |
| <p>2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts</p> | <ul style="list-style-type: none"> • review microstructure and macrostructure by searching for key pieces of information, text devices, or signaling words in difference texts |
| <p>2.3 identify some text features and explain how they help readers understand texts</p> | |
| <p>2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts</p> | |

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| <p>Specific Expectations-Reading with Fluency</p> | |
| <p>3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts</p> | <p>National Reading Panel (Langenberg, D.N. et al.)</p> <ul style="list-style-type: none"> • encourage repeated oral reading with feedback and guidance—this led to meaningful improvements in reading for good readers & those with reading difficulty • reading fluency is more than just word recognition, accuracy, and reading* |
| <p>3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including:</p> <ul style="list-style-type: none"> • Semantic (meaning) cues • Syntactic (language structure) cues • Graphophonetic (phonological and graphic) cues | <ul style="list-style-type: none"> • phonics instruction • morphology instruction • phonemic awareness; guessing covered words; cutting up sentences and re-arranging <p>“Morphological Awareness Intervention...”- Wolter, J. & Green, L. (2013)</p> <ul style="list-style-type: none"> • Article discusses how morphological awareness instruction helps facilitate phonological, vocabulary, reading, and spelling success |
| <p>3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience</p> | <ul style="list-style-type: none"> • Morphology can aid in word decoding and reading comprehension—use motivating “detective” themes with focus on morphological units and their meaning • Provide rationale to students on how morphemes are useful and help increase their vocabulary skills and therefore they can become better readers and spellers • Discusses inflectional morphology, derivational morphology and building words from morphemes <p>Remedial Reading Drills (Hegge, T., Kirk, S., Kirk, W., 1965)</p> <p>Websites from Twitter Chat</p> <p><i>Progressive Phonics</i> → www.progressivephonics.com</p> <p><i>RAVE-O</i> → http://store.voyagersopris.com/rave-o</p> <p><i>CORI</i> → http://cori.umd.edu/what-is-cori/program-goals/</p> <p><i>A Balanced Approach</i> → http://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00021/</p> |

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| Specific Expectation- Reflecting on reading skills and strategies | |
| 4.1 identify, initially with support and direction, a few strategies that they found helpful before, during and after reading | “Comprehension Instruction in Content Area Classes” (Neufeld, P., 2005): see above |
| 4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read | <p>Metacognition:</p> <ul style="list-style-type: none"> • Refer to Quick Intervention Guide → “The Strategic Question” |

Grade 2: Writing

Overall expectations

1. Generate, gather, and organize ideas and information to write for an intended purpose, and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

Assessment Tools

Celf-5

TOWL-4

TILLS (written expression, non-word spelling)

Lisa Archibald's DLD Assessment Task Quick Guide:

Observation: look at written samples—Can they develop questions relating to 5 W's? Do they know what they're writing about? Who they are writing for?; Complex sentences; grammatical errors; **find phoneme, orthographeme, mental-grapheme representations—where, if any, are errors occurring?**

Planning/Organization: give child graphic organizer to sort ideas and information for their writing, such as main ideas and supporting details (story grammar, sequencing, organizational patterns etc.)

Written language sample: write a story or description— evidence of planning and revising?

Spelling: dictation of known and nonsense words; miscue analysis; use word meanings to help spell simple contractions and homophones

Phonological awareness: rhyming, counting syllables, identifying sounds, segmenting words, blending into larger units

Orthographic awareness

Morphological awareness

Fluid Intelligence:

- Metacognition (i.e., thinking about their writing→ “Do you have enough information to support your ideas? Does each sentence make sense? How did you generate your ideas for writing? What helps you get organized for writing? How does listening to stories help you when you are writing?”)
- Problem solving/reasoning/decision making (i.e., use of dictionaries, word walls, proof-reading and correcting their work etc.)

Observe use of vocabulary breadth/depth: Personal object pronouns; adjectives; verbs in simple present and past tenses; joining words; simple prepositions of place and time; give words that could be substituted for another word in a sentence

Memory: links to stored representations
Executive Functioning

| Specific Expectations- Developing and organizing content | Intervention/Strategies/Evidence-based research |
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| 1.1 identify the topic, purpose, audience and form for writing | <p>Ideas taken from class discussion on December 6, 2016: *extra load when having to write (adds a symbol system); writing has more of a lexical focus *think-a-louds and explicit teaching at each stage → explicit teaching for higher order thinking strategies –modeling of teacher’s thoughts as they coach through tasks</p> <ul style="list-style-type: none"> • Use word webs and graphic organizers to brainstorm • Pictography • Form a plan, translate the plan, review/revise, edit if necessary • Drawing → use scene, drawing software or paper and pencil tasks for brainstorming • Teacher read-alouds, shared or guided reading to bring about ideas for writing— connection to what is done in class, increases motivation, and helps provide prior knowledge before writing task • Read a story together and use graphic organizers to organize story grammar, sequential aspects, and organizational patterns (i.e., problem-solution, chronological order) • Writing Frames (Haughton) |
| 1.2 generate ideas about a potential topic, using a variety of strategies and resources | |
| 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources | |
| 1.4 sort ideas and information for their writing in a variety of ways, with support and direction | |
| 1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns | |
| 1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary | |
| Specific Expectations- Using knowledge of form and style in writing | <p>“Writing Better Sentences: Sentence-Combining Instruction...” – Saddler, B. & Asaro-Saddler, K. (2010)</p> <ul style="list-style-type: none"> • Provides instruction, explanation, and exercises on sentence combining tasks • Incorporate simple sentences, interrogatives, imperatives, comparatives, causal sentences into intervention • Sentence Combining Exercises (Dean, D., 2008) → can be used for older students* |
| 2.1 write short texts using several simple forms | |
| 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subjects or audience | |
| 2.3 use familiar words and phrases to communicate relevant details | |
| 2.4 use a variety of sentence types | |

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| <p>2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic</p> | <p>Lisa Archibald’s Quick Intervention Guide: Vocabulary</p> <ul style="list-style-type: none"> • incorporate multimodality to enhance understanding and use of adjectives in their writing • student friendly definitions* <p>Conative Strategies</p> <ul style="list-style-type: none"> • include choice, topics of personal relevance, see motivation in oral communication* <p>Understanding and writing about point of view: make sure child understands theory of mind*</p> <ul style="list-style-type: none"> • “I think...” “I feel...” statements; “you think...” “you feel...” statements in authentic contexts and context of story narratives with characters. Have child express these statements orally first and then in their writing • Have child use graphic organizers with different characters as focal point to discuss what that character’s view point was and then write these view points • <i>Who is telling the story? How do you know?</i> –key vocabulary: first person → I, me, us, we, 2nd person → you, 3rd person → he, she, they –use of vocabulary in their written work |
| <p>2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice</p> | <p>“Partnerships for Literacy in a Writing Lab Approach” – Nelson, N. & Van Meter, A.M. (2006)</p> <ul style="list-style-type: none"> • discusses the writing lab approach and how it fosters collaboration among professionals and students • 3 major components to their approach: <ul style="list-style-type: none"> ○ curriculum-based writing process instruction with mini-lessons, scaffolding, peer-conferencing and author notebooks ○ computer software ○ collaborative, inclusive, individualized treatment for students with high needs • Include material that is significant, meaningful and from curriculum • Allow students to dictate information first and have information scribed for them— scaffold to obtain more information/clarify details; work up to sounding out words and attempting spelling depending on client progress and stage of development • Use of personal dictionaries • Revision/Brainstorming Charts (Nelson, N., Bahr, C. & Van Meter, A., 2004). |
| <p>2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies</p> | |
| <p>2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations</p> | |

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| | <p>Writing Prompts: providing key words needed for the given task (Best Teacher Resources, 2013)</p> <p>Strategies from Lisa Archibald’s Quick Intervention Guide:</p> <ul style="list-style-type: none"> • Word prediction software for children who need release from cognitive demands of task |
| Specific Expectations-Applying knowledge of language conventions and presenting written work effectively | |
| 3.1 spell many high-frequency words correctly | <p>Word Level Strategies from Lisa Archibald’s Quick Intervention Guide:</p> <ul style="list-style-type: none"> • Phonological awareness tasks: repeating words, listening to sounds in sequence, thinking of each vowel sound in a word, associating sounds with letters, repeating words, recalling sounds in sequence, spelling whole words • Orthographic tasks: looking for orthographic patterns, visual images of words, re-arranging anagrams to make new words • Morphological awareness tasks: finding word parts or constructing word parts; breaking words into individual components (suffixes, affixes) • Distributed practice is key*--use words from the classroom curriculum (refer to oral language for cross-curricular vocabulary) <p>...build on these into the discourse level when the child is ready*</p> <p>Strategies to support automatic behaviors:</p> <ul style="list-style-type: none"> • Repetition • Reinforcement • Scaffolding <p>Technology:</p> <ul style="list-style-type: none"> • Incorporate computer-based programs to vary presentation style <p>Words their Way Program (ELL Toolbox)</p> <ul style="list-style-type: none"> • Developmental spelling program—students work with word sorts to improve understanding of written language |
| 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling | |
| 3.3 confirm spellings and word meanings or word choice using a few different types of resources | |
| 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks | |
| 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns <i>me, you, him, her, us, them</i> ; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (<i>e.g., and, but</i>); simple prepositions of place and time (<i>e.g., under, with, before, after</i>) | |
| 3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference | |

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| 3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout | |
| 3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations | |
| Specific Expectations- Reflecting on Writing Skills and Strategies | |
| 4.1 identify some strategies they found helpful before, during, and after writing | <p>Executive Functioning</p> <ul style="list-style-type: none"> engage in appropriate goal-directed behaviour while in intervention—discuss goals and plans at achieving written pieces <p>Metacognition</p> <ul style="list-style-type: none"> thinking about their thinking—thinking about how they generate ideas for their writing, how they get organized for their writing embed this thinking into intervention as you go along |
| 4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers | |
| 4.3 select pieces of writing that they think show their best work and explain the reasons for their selection | |

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