Written Language: Assessment, Treatment, and Alignment with the Common Core

Anthony D. Koutsoftas, PhD, CCC-SLP
Lehman College
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Speaker Disclosure

- I am a salaried employee of Seton Hall University and work in Private Practice as a Speech Language Pathologist and Educational Consultant.
- I will receive an honorarium for this presentation.

ROW-Lab

- http://blogs.shu.edu/row-lab/
- Twitter – @thespeechguy
- Facebook – www.facebook.com/ROWlab/

Learner Outcomes

As a result of participating in the seminar, participants will be able to:

1) Describe two theories of writing and consider developmental differences between primary, intermediate, middle, and secondary students and how this aligns with the Common Core Curriculum Standards.
2) Apply language transcription techniques to writing samples and identify strengths and weaknesses in children’s writing.
3) Explain and apply an integrated model of language intervention that includes four language modalities of listening, speaking, reading, and writing.
4) Identify areas of weakness in the writing of children with language-learning disabilities and how to assess and intervene for these target deficits.
5) Write treatment goals that integrate writing abilities and align with the Common Core Curriculum Standards.

Schedule

9:00 – 10:30
- Unit 1: Overview of Writing
10:30 – 10:45 – Break
10:45 to 12:15
- Unit 2: Assessment of Writing
12:15 to 1:15 – Lunch
1:15 to 2:15
- Unit 3: Integrated Language Model
2:15 to 2:30 – Break
2:30 to 4:00
- Unit 4: Goal Development, Intervention, Progress Monitoring, Case Study
4:00 to 4:15 – Wrap Up; Questions

Unit 1: Overview of Writing

- Evidence Based Practice
- Theoretical Foundations
- Literature Review
- Writing Process verse Writing Product

The first unit provides foundational knowledge about writing, the writing process, and the written product. This unit will set the stage for an evidence-based approach to writing interventions that are relevant for children with and without language learning difficulties.
Evidence-Based Practice in Schools

Why Writing?

Language is both oral and written...

- Oral Language
  - Speaking
  - Listening

- Written Language
  - Reading
  - Writing

(Ash, 2008; Berninger & Abbott, 2010)

A Framework for Writing Instruction

(Berninger, et al., 2006)

- If you can think it, you can say it;
  if you can say it, you can write it.

“Blah, blah, ideas, setting, characters, problems and solutions, blah, blah…”

Check Yourself

- Consider this....
  - Children with LLD can think it...
  - ...but what happens when they say it?
  - ...and then when they write it?
  - Where do your students fit in?
  - Some may be able to say it, but not write it...
  - Others can do neither...where to begin?

Terminology

- Language Learning Disabled: Children who demonstrate language-based learning disabilities that negatively affect their academic success. These children have an IEP and may receive services under Speech or Language Impairment or Specific Learning Disability.
- Genre: The purpose or schema for writing including the goal of the writing sample.
  - Narrative: Retells or Generation of a Story includes settings, attempts, consequences, resolutions, etc.
  - Expository: Descriptions, collections, procedures/sequence, cause and effect, problem-solution, compare-contrast, or mixed
- Analytic Measures: Research-based measures used to analyze language (oral and written) at discrete levels. These include total number of words, number of different words, clauses per t-unit, errors per t-unit, story grammar analysis.
- Holistic Measures: Measures that examine written and oral discourse as a first minimal unit of production. Holistic measures do not analyze language at discrete levels.
  - An example is sixtraits rubric scoring.

How do children with Language Learning Disabilities compare to peers on written narrative and expository tasks?

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Written Language - Analytic Measures: Narrative

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Research-Based (Analytic) Measures: Narrative Writing

- Children with LLD produce significantly fewer words and fewer different words
- Grammatical accuracy is significantly poorer in children with LLD
- Inconsistent findings regarding syntactic complexity and content measures

Spoken Narratives

- Liles and Associates (Liles, 1993; Merritt & Liles, 1987) utilized story grammar analyses to analyze spoken samples in children with and without LLD
  - Children with LLD demonstrate short, less complex narratives than peers with TD
  - Fewer complete episodes
  - Fewer use and types cohesive ties
  - More conjoined than embedded stories

- Scott and Windsor (2000) found that children with LLD demonstrate shorter narrative samples with more grammatical errors and poorer marking of grammatical inflections (Windsor, et al. 2000)

Written Language - Analytic Measures: Expository

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Research-Based (Analytic) Measures: Expository

- Fewer studies have evaluated written expository samples.
- Children with LLD produce fewer words and demonstrate significantly poorer grammatical accuracy.
- Syntactic complexity appears to be similar between groups on expository tasks.
  - Why?

- SPOKEN EXPOSITORY
  - Nippold, et al. (2008) found that when comparing conversational and expository spoken discourse that ALL children demonstrated longer sentences with more subordination.

Writing Genre Expectations by Grade

- 3rd to 5th Grades
  - Expository Prompt
  - Speculative Prompt
- 6th Grade
  - Speculative Prompt
  - Persuasive Prompt
- 7th to 8th Grades
  - Persuasive Prompt
  - Expository Prompt

What the PARCC?
- Focus on Narrative Writing in 3rd through 5th grades.
- Narrative ‘generations’ but are truly ‘reels’
Writing Process Model

Hayes and Flower (1980)

The Hayes and Flower Model (1980, 1987)

Proficient Adult Writers

The Simple View of Writing

(Berninger & Amtmann, 2003)

Transcription:
- Spelling
- Handwriting

Text Generation:
- Word
- Sentence
- Text (Paragraph)

Planning:
1. Idea Generation
2. Organization
3. Goal Setting

Translating:
- Spelling
- Handwriting
- Transcription
- Draft
- First Draft
- Final Draft

Revising:
1. Editing
2. Revising

Primary Grades
1st through 3rd

Intermediate Grades
4th through 6th

- Adapted by Berninger & Swanson (1994) to explain the development of writing in elementary school children

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Executive Functions

Theoretical Framework for Assessment and Intervention Purposes: Setting the Foundation

- Modifications to Writing Framework
- Where to focus assessment and intervention for writing

Modification 1: Accounting for Language

The Hayes and Flower Model (1980)
Adapted based on findings from:
- Puranik, et al. (2008)
- Wagner, et al. (2011)

Two Modifications to Writing Framework

Modification 2: Current Instructional Practices

A National Survey on Teaching Writing (Gilbert & Graham, 2010)
97 fourth through sixth grade teachers completed surveys about their instructional approaches to writing
- Students engage in writing activities, on average, for 25 minutes per day and writing assignments extend over days or weeks
- Approach writing instruction in a linear fashion whereby students are instructed in advanced planning

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Writing Process Model, Modified
(Koutsofas & Gray, 2013)

- A functional model of the writing process that takes current research in writing and presents in a way tangible to those of us instructing students in writing.

Skills Appraisal for Writing Process in Children

Writing is a complex cognitive, linguistic, and graphomotor endeavor for children that is necessary for academic success and can also be a fun and rewarding experience when approached mindfully. Writing is a way for children to sort out complex ideas and make sense of the world around them in an uninterrupted manner.

This slide provides a broad skills appraisal for writing process ability in children based on both the writing process model (Hayes & Flower, 1980) and the Simple View of Writing (Berninger & Ammonn, 2003).

Translating

- **Transcription:**
  - Graphomotor (Handwriting)
  - Language (Spelling)

- **Text Generation:**
  - Language production at the word, sentence, and text levels
  - Language abilities of semantics, syntax, pragmatics, morphology, phonology

Revising

- **Executive functions:**
  - Editing, reviewing, organizing/re-organizing, planning, sequencing, estimating, orienting, point-of-view, theory of mind
  - Language: Reading and Editing for Surface and Content features

Planning

- **Executive functions:**
  - organizing, planning, sequencing, estimating, orienting, point-of-view, theory of mind
  - Language is used to express this information; however, these processes occur cognitively, not linguistically

Where to focus assessment and intervention?

- Primary Grades (1 to 3)
- Intermediate Grades (4 to 6)
- Junior and Senior High School (7 to 12)

Knowledge Telling vs. Knowledge Transformation (Deierer & Santamaria, 2007)

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Assessment and Intervention – Primary Grades

- Primary Grades (1st to 3rd)
  - Translation component
    - Translation
    - Text generation: word and sentence

Assessment and Intervention – Intermediate Grades

- Translating component
  - Translation (if necessary, spelling?)
  - Sentence construction
  - Text Level instruction
    - Stringing paragraphs together

Assessment and Intervention – Junior and Senior High School

- Coordination of all three components in a recursive manner (aka, adult model)
- Planning component
  - Idea generation
  - Organization
  - Goal Setting
  - Considerations of reader, listener
  - Theory of mind
- Translating component
  - Text transcription
  - Morphological vs. Orthographic spelling errors
  - Sentence construction
  - Paragraph construction
  - Coherence, Cohesion
- Revising component
  - Editing
  - Reading for clarity
  - Theory of mind

Unit 2: Assessment of Writing

- Macro- and Microstructures of Writing
- Language transcription approaches to assessing writing
  - Content, Form, Use in Writing
- Guided Practice: Analyzing a Writing Sample

The second unit provides instruction and experience on the assessment of writing in children with and without language based learning disabilities. Using language transcription approaches similar to those for spoken language assessments, participants will learn how to streamline the analysis of writing samples and obtain the most robust indicators of writing performance. These measures can be used to monitor progress and design treatment plans.

Language

- Spoken language analyses are concerned with form, content, and use (Lahey, 1988).
  - Form
    - Phonology, Morphology, Syntax
  - Content
    - Semantics
  - Use
    - Pragmatics

  - “A language is a code whereby ideas about the world are expressed through a conventional system of arbitrary signals for communication.”
    - Lahey, p. 2, 1988
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Assessment

• Obtain writing sample from students that aligns with the purposes of the curriculum
  – Create a writing task that aligns with curriculum
  – Use a writing task from a research article
  – Use a sample of child's writing from school
• Apply language transcription techniques and a quality measure (aligned with teacher/school)
• Identify areas of strength and weakness for students
  – Develop goals based on findings

Measuring Writing: Planning

Idea Generation
- Number of ideas generated
- Number of unique ideas generated

Organization
- How the ideas related to one another
- Sequence of story ideas (good opportunity to embed episodes)

Measuring Writing: Translating

Productivity
- Total number of words
- Total number of sentences

Complexity
- Number of Different Words
- Clauses per sentence
- Words per sentence

Accuracy
- Grammatical
- Spelling

Mechanics
- Punctuation
- Capitalization
- Paragraphing

Productivity
• Type into Microsoft Word...check readability statistics.
• Total Number of Words
• Total Number of Sentences
• Total Number of Paragraphs

Syntax
• T-Unit
  – Minimal Terminable Unit (aka, Sentence)
  – A main (independent) clause and any/all dependent clauses
  – You may need to use this to identify sentence use in student writing, especially when punctuation is poor.
• Clause
  – Contains a verb or verb phrase
  – Can be independent
    • Contains a subject and verb (and object)
  – Can be dependent
    • Contains a verb and/or object with the subject in an adjacent clause
    • Uses a cohesive device that requires connection to an adjacent clause

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Count Your Clauses

• The boy went to the store.
• The boy went to the store and he bought some milk.
• The boy, who has a very short attention span, went to the store to buy milk.
• The boy, named Anthony, has a short attention span which causes him much trouble.

Factors Influencing Spelling

• Phonological Awareness: the ability to think about and manipulate the sound structure of language
• Orthographic Knowledge: involves the skills necessary to translate spoken language into written form
  – 46 sounds, 26 letters, 500+ spelling patterns
• Morphological Knowledge: awareness of semantic aspects of a root word and its inflections and derivations
  – Grammatical vs. Derivational Morphemes

Spelling Error Patterns (Silliman, et al., 2006)

• Phonological
  – bags → bads
  – stuff → suff
• Orthographic
  – ball → bal
  – dog → dawg
• Morphological
  • hug/hugged
  • their/there

Accuracy

• Grammatical errors per sentence
  – Subject-Verb Agreement
  – Infinitival
  – Pronoun-antecedent
  – Pronominal Errors
  – -ed, -ing, -es
• Proportion of different spelling errors (Silliman, et al., 2006)
  – Phonological
  – Orthographic
  – Morphological
  – Their/there

Mechanics

• Capitalization
  – Beginning of sentences
  – Proper nouns
  – Beginning of quotes
• Punctuation
  – End of sentence punctuation
  – Commas usage
  – What’s the deal with the \\
    • Periods
  – Quotation Marks
  • Let’s discuss
    – Commas & Semicolons
• Paragraphing
  – Indentation
  – Segmenting ideas
  – Regarding quotation marks

Measuring Writing: Revising

Productivity
- Total number of words
- Total number of sentences

Complexity
- Number of Different Words
- Words per sentence

Accuracy
- Grammatical
- Spelling

Mechanics
- Capitalization
- Punctuation
- Paragraphing

Evaluate the change from rough draft to final copy in each area:
- Increase
- Decrease
- No Change

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Measuring Planning

Number of Ideas Generated
Agent – Action – Object (2/3)

Complexity
Relationships among ideas

Organization
Sequence?
Macro-Structure?

Outline List

One day you are on your way to school and your backpack turns into a pair of wings! Tell the story of what happens, be creative, provide good detail, and be sure the story has a beginning, middle, and end.

• I would fly back home to school

• When schools over I’ll fly back home

• I’ll fly to the store first

• I want to go

• I fly to my friend’s house

• I fly to my grandmas house

• I fly to the park

• I fly to go buy ice cream
One day when I was on my way to school my backpack turn in to wings. Then I had a chance to ditch school, so I did. It was a two-fifteen so I went to the school to pick up my brother he was amaze that my pack turn to wings. I was thinking of going to the store but what if people saw my wings if I take my backpack would my wings disappear. I would fly to my friends house and tell him all about it. But I might not now if he feels scared, happy freaked. I’ll fly to the park just to play. If I see the ice cream man at the park and if he drives away i’ll fly after him. I think having wings is a cool thing cause then you can feel the fresh air.
Measuring
Translation

Accuracy and Mechanics

Grammatical Errors

Spelling Errors

Punctuation

Paragraphing

One day when I was on my way to school my backpack turn in to wings. Then I had a chance to ditch school, so I did. It was two fifteen, so I went to the school to pick up my brother he was amazed that my pack turn to wings. I was thinking of going to the store but what if people saw my wings? If I take my backpack would my wings disappear. I would fly to my friend’s house and tell him all about it. But it might not now if he feel scared happy, freaked. I’ll fly to the park and just to play. If I see the ice cream man I’ll fly to the park and if he drives away I’ll fly after him. I think having wings is a cool thing cause then you can feel the fresh air.
Final Copy

Scored for Quality on a
0 to 5 point scale in
contrast to TD and LLD peers

Quality Score = 2.0

Typically Developing (TD)
Mean = 2.9 (SD = 1.37)
Range = 0 to 5

Language Learning Disabled (LLD)
Mean = 2.05 (SD = .89)
0 to 4

One day when I was on my
way to school my back pack turn
in to wings. Then I had a
chance to ditch school, so I did.
It was two fifteen so I went
to the school to picks up my
brother he was amazed that
my back pack turn two wings. I was
thinking of going to the store
but what if people saw my
wings. If I take my back pack
would my wings disapear. I would
fly to my friends house and tell
him all about it. But I might not
now how he feel. He feels scared, happy,
freaked. I'll fly to the park just
to play. If I see the ice cream
man at the park and if he drives
away I'll fly after him. I think
What about the quality of writing?

- Do you have a system in place?
- School-wide
- Based on state’s approach to writing assessment
- Common Core Writing Assessment
- Holistic Scoring Rubric

Six Traits Writing Rubric
(Education Northwest, 2006)

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Point-to-Point Inter-Rater Reliability:
Narrative Samples = 89%
Expository Samples = 84%

Unit 3: Integrated Language Model

- Language across four modalities
- ASHA Position Statement on Reading and Writing
  - Reading 101; Writing 101
- Common Core Curriculum Standards: Tutorial

The third unit provides instruction on the tenets of the Common Core Curriculum Standards and how to integrate intervention goals, writing, and the standards. Language intervention has historically focused on spoken modalities of listening and speaking; however, children in schools must demonstrate proficiency in the modalities of reading and writing. This unit will set the stage for an integrated approach to language intervention that includes four modalities and aligns with the Common Core Curriculum Standards.

Integrate Treatment Goals

Language is both oral and written...so it is a good idea to target language skills across more than one modality

- Oral Language
  - Speaking
  - Listening
- Written Language
  - Reading
  - Writing

Reading, Writing, and Speech-Language Pathology

ASHA Position Statement
(ASHA, 2001; 2002)
According to ASHA (2001)
- “...speech-language pathologists play a critical and direct role in the development of literacy for children and adolescents with communication disorders, including those with severe or multiple disabilities.”

Why?
- ...spoken language provides the foundation for reading and writing;
- ...language modalities have reciprocal relationships;
- ...language impairments are often cross-modal;
- ...oral language development supports written language development;

ASHA & Literacy
- Roles and Responsibilities of Speech-Language Pathologists with Respect to Reading and Writing in Children and Adolescents
  - Knowledge and Skills: http://www.asha.org/policy/kc2002-00082.htm

Purpose
- “This outline is intended to inform the activities of both university and continuing education program planners, as well as individual practitioners who are continue to develop skills.”
- “These knowledge and skills are necessary to meet the needs of children and adolescents with impaired communication systems in written as well as spoken language domains, and to understand the ramifications of not doing so.”

Assumptions
- Practitioners have general background knowledge that need not be reiterated in this document.
- Boundaries between knowledge and skill are not always clear...meaning I know about something but may not be able to do something about it.
- No one discipline “owns” literacy skills and that teaching them is a collaborative effort.
- The knowledge acquired for reading remediation may be from multiple learning environments including undergraduate, graduate, and continuing education.

Roles and Responsibilities
- Prevention
- Identification
- Assessment
- Intervention
- Other Roles
- The nature of literacy
- Normal development
- Disorders of language and literacy
- Clinical tools and methods
- Collaboration, leadership, and research principles

Reading 101
The big FIVE of reading: (NICHD, 2000)
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Text Comprehension
  - The Simple View of Reading (Hoover & Gough, 1990)
  - Reading Comprehension (RC) is the product of Decoding (D) and Linguistic Comprehension (LC).
  - RC = D x LC
  - What happens if either D or LC is equal to zero?
Simple View of Reading + The Big Five of Reading

\[ RC = D \times LC \]

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Text Comprehension

RC = Reading Comprehension  
D = Decoding  
LC = Linguistic Comprehension

Common Core Curriculum Standards

An Overview

http://www.corestandards.org/

Anticipatory Set

- Sort the following words into the box below:
  - Curriculum, Syllabus, Standards

Standards vs. Curriculum

- Standards are the skills or sets of skills students need to obtain throughout their compulsory education.
- Curriculum is the manner in which State or Local Education Agencies or Districts, Schools, and Teachers achieve these standards.
- For Example, Kindergarteners:
  - Standard: Demonstrate understanding of the organization and basic features of print.
  - Curriculum: Teachers explicitly teach these skills to students at the beginning of every read aloud.
  - Curriculum: Scholastic basal series includes lessons on organization and basic features of print.

Why do we need standards?

http://vimeo.com/51933492

Common Core Standards: Principles

- College and Career Readiness (CCR) Anchors
  - Backmapping
- Grade-specific Standards
  - Grade Levels for K to 8; Grade bands for 9-10 and 11-2
    - Suggested grade bands for lower grades: K-3, 4-6, 7-8
- A focus on results rather than means
- Integrated model of literacy: reading, writing, listening, speaking, and language
  - Across English Language Arts, Social Studies, Science, and Technical Subjects
- Research and media skills blended into the Standards as a whole
- Shared responsibility for students’ literacy development
  - Interdisciplinary approach to being literate

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Students who are CCR in R,W,S,L, and Language

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Common Core Curriculum Standards: Organization

- Common Core Standards
  - Strands
    - Standards
  - Ex) Common Core Standards
    - Reading Strand
      - Key Ideas and Details

Anchor Standards

- Reading:
  - Text complexity and the growth of comprehension
- Writing:
  - Text types, responding to reading, and research
- Speaking and Listening:
  - Flexible communication and collaboration
- Language:
  - Conventions, effective use, and vocabulary

Reading Strand: Literature/Informational/Foundational

- Literature & Informational Text
  - Standards in this strand:
    - Key Ideas and Details
    - Craft and Structure
    - Integration of Knowledge and Ideas
    - Range of Reading and Level of Text Complexity
- Foundational Skills
  - Standards in this strand:
    - Print Concepts
    - Phonological Awareness
    - Phonics and Word Recognition
    - Fluency

Writing Strand

- Standards in this strand:
  - Text types and purposes
  - Production and distribution of writing
  - Research to build and present knowledge
  - Range of writing

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Speaking and Listening Strand

- Standards in this strand:
  - Comprehension and collaboration
  - Presentation of knowledge and ideas

Language Strand

- Standards in this strand:
  - Conventions of standard English
  - Knowledge of language
  - Vocabulary acquisition and use

History/Social Studies and Science Strands

- Standards in this strand:
  - Key ideas and details
  - Craft and structure
  - Integration of knowledge and ideas
  - Range of reading and level of text complexity

What about Math?

- Do you need language to learn math?
- Should treatment goals consider math outcomes for children who are language impaired?
- Rote memorization of basic math does not help students conduct computations; it only helps them conduct these quickly, without the foundational knowledge.

What about Math?

- http://vimeo.com/110807219

Goal Development:
Creating Speech and Language Goals that Align with Curriculum

Critical Components of a Measurable Goal

- Timeframe
- Conditions
- Behavior
- Criterion

The fourth unit provides ideas for interventions that specifically target writing and also integrate oral and written language using a case study approach. Participants will have an opportunity to use real writing samples to design interventions.

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Critical Components of Measurable Goal

(Rudebusch, 2012)

- **Timeframe**
  - Identifies the amount of time in the goal period and can be in the number of weeks or by a certain date
  - (e.g., by the end of the 2013-2014 sy)
- **Conditions**
  - Specify the manner in which progress toward the goal occurs and should reflect the requirements of the curriculum
  - (e.g., read a textbook and gain meaning; write in response to a teacher/test prompt.)

Example from Rudebusch (2012)

Then, create a plan in the timeframe specified that targets all skills needed to achieve the goal in the condition at the criteria specified.

Aligning Speech and Language Goals with Writing and Language Strands of the Common Core Curriculum Standards

Writing Strand: Goals

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Timeline</th>
<th>Condition</th>
<th>Behavior</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Grade</td>
<td>By the middle of the 2015-2016 school year</td>
<td>When provided with four pictures about the same topic (either self-generated or from another source)</td>
<td>Students, a 2nd grade student, will produce a written narrative retelling of these events.</td>
<td>Includes a minimum of six sentences that include appropriate subject-verb agreement and at least one cohesive device (first, next, etc.)</td>
</tr>
<tr>
<td>4th Grade</td>
<td>By the end of the 2014-2015 school year</td>
<td>Following the completion of a book, movie, or event</td>
<td>Students, a 4th grade student, will produce a written narrative retelling of these events.</td>
<td>Includes at least two story grammar episodes and a minimum of six out of six story grammar elements with appropriate cohesive devices and at least one complex sentence per paragraph across 3 paragraphs.</td>
</tr>
<tr>
<td>5th-12th Grade</td>
<td>By the end of the 2015-2016 school year</td>
<td>When asked to generate a narrative</td>
<td>Students, an 11-12 grade student, will produce a narrative generated about an original idea</td>
<td>Includes at least five paragraphs, with multiple complex sentences, a variety of narrative elements, clear topic sentences, appropriate transition words, reference and clear cohesion, with a suspenseful ending.</td>
</tr>
</tbody>
</table>

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Language Strand

• Grade 2:
  – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

• Grade 5:
  – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.

• Grade 8:
  – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content, choosing from a range of strategies

SIDEBAR:

[Maynard, 2007]

- Three strategies children use to learn the 40,000 words they acquire by the end of their compulsory education.

- Students learn 5 to 8 new words per day, approximately, during the school-age years.

1) Direct Instruction
   – Seeking the meaning of a word from a parent, teacher, peer, dictionary, internet

2) Contextual Abstraction
   – Using context to glean meaning of a novel word

3) Morphological Analysis
   – Identifying the root word and affixes which likely change the word’s grammatical function

Now, back to our regularly scheduled program.

Goal Development:
A Guided Practice

• Productivity
• Complexity
• Accuracy
• Mechanics

Language Strand: Goals

<table>
<thead>
<tr>
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<tr>
<td>Second Grade</td>
<td>By the middle of the 2015-2016 school year</td>
<td>When provided with a variety of sentences, a 2nd grade student, will identify the nouns, verbs, and root forms in each of the sentences.</td>
<td>Each time this occurs, the student will create a dictionary/notebook in which these are kept, with at least 10 definitions by the designated timeframe.</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>By the end of the 2015-2016 school year</td>
<td>When exposed to new or unfamiliar vocabulary, a 5th grade student, will use one of three strategies to obtain the meaning of these words, and the meaning will be written, and along with a description of the strategy used to gain the word meaning.</td>
<td></td>
</tr>
</tbody>
</table>

A Writing Sample

Application of an Integrated Language Model

Case History of Articulation Difficulties

Tutorial Using Writing Samples

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Guided Practice: Developing Treatment Goals

- Read for overall quality toward the genre
- Identify Strengths and weaknesses across:
  - Productivity
  - Complexity
  - Accuracy
  - Mechanics
- Develop a goal that aligns with the CCCS

Case Study

Julissa
9 yrs 6 mos
4th Grade
Specific Learning Disability

To Do List...

- Get familiar with Common Core Writing including PARCC assessment procedures
  - http://www.state.nj.us/education/sca/parcc/
- Get familiar with your school/district approach to writing instruction
- Get a writing sample from kiddos on your caseload
- Use writing to support and augment oral language goals you are already targeting

Question & Discussion

Thank You
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www.thespeechguy.com
http://blogs.shu.edu/row-lab/
Facebook: /ROWSlab
Twitter: @thespeechguy
One day you are walking to school, and your backpack turns into a pair of wings. In several paragraphs write a story telling what happens.

Write as much as you can about the topic, make sure your story has a beginning, middle, and end. Make sure you check your work.

Thin it took me some where and I couldn't control it was scary but I found a way to control them you had to move your legs want you want to go it was faster a little while. Then I want to school.
One day I was walking to school when my backpack turned into a pair of wings. I figured I should fly to get there faster, so I fly up so high for I almost hit a certain plane. Then it happens again this time it turns into a jetpack. You land at school but you are late to Mr. K's class, he asks for your homework. But when you try to get it, the jetpack has burned it up. Then you go to study hall and finally finish it but when you get back the F: I am waiting for you. They ask where you got it so you tell them what happened, then out of nowhere a ray of light comes down. Tiny you forgetting our wings humans go off and they fly away.

The End
Guided Practice: Julissa – 9;6yrs – 4th Grade

• Julissa is a 9 year 6 month old female who currently attends a regular fourth grade classroom. Her full scale IQ is within normal limits and unremarkable in terms of verbal/perceptual discrepancy. Results of current speech and language testing revealed a moderate to severe language disability, with relative strengths in single word vocabulary and ability to create grammatically correct sentences. Difficulties are apparent in the student’s ability to identify a problem, provide a solution, and have knowledge of specific vocabulary related to that situation and to provide specific response to why and how questions. On the EOWPVT she obtained a standard score of 89, on the TOLD she obtained a standard score of 75 and on the TOPS she obtained a standard score of 58. She exhibited imprecise responses to general conversation and on the testing probes, which consisted of long, repaired utterances which required only short, precise responses.

• What aspects of the CCCS might this student have difficulty with?
  • Identify one strand and develop one or two annual goals using the Rudebusch (2012) framework.
Common Core
ELA – Writing Strand – Grade 4

• Text Types and Purposes:

• CCSS.ELA-Literacy.W.4.1.a
  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

• CCSS.ELA-Literacy.W.4.1.d
  Provide a concluding statement or section related to the opinion presented.

• CCSS.ELA-Literacy.W.4.2.c
  Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

• CCSS.ELA-Literacy.W.4.2.d
  Use precise language and domain-specific vocabulary to inform about or explain the topic.

• CCSS.ELA-Literacy.W.4.2.e
  Provide a concluding statement or section related to the information or explanation presented.

• CCSS.ELA-Literacy.W.4.3
  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

• CCSS.ELA-Literacy.W.4.3.a
  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

• CCSS.ELA-Literacy.W.4.3.b
  Use dialogue and description to develop experiences and events or show the responses of characters to situations.

• CCSS.ELA-Literacy.W.4.3.c
  Use a variety of transitional words and phrases to manage the sequence of events.

• CCSS.ELA-Literacy.W.4.3.d
  Use concrete words and phrases and sensory details to convey experiences and events precisely.

• CCSS.ELA-Literacy.W.4.3.e
  Provide a conclusion that follows from the narrated experiences or events.
Common Core
ELA – Language Strand – Grade 4

- Conventions of Standard English:

  - CCSS.ELA-Literacy.L.4.1
    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  - CCSS.ELA-Literacy.L.4.1.a
    Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

  - CCSS.ELA-Literacy.L.4.1.b
    Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

  - CCSS.ELA-Literacy.L.4.1.c
    Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

  - CCSS.ELA-Literacy.L.4.1.d
    Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

  - CCSS.ELA-Literacy.L.4.1.e
    Form and use prepositional phrases.

  - CCSS.ELA-Literacy.L.4.1.f
    Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

  - CCSS.ELA-Literacy.L.4.1.g
    Correctly use frequently confused words (e.g., to, too, two; there, their).*
When I was on my way to school, my backpack turned into a pair of wings. I tried to take them off but they were completely stuck on my back. I didn't know how to control them. I started to fly, it looked like I was ten feet in the air. I wanted to go back on the ground. I didn't know how to hide them. I bet I had to say something so I started to say different things like wings go, wing off, then my wings disappear then I said wings on, then they came back so I flew to school. I said wings off. I never said wings on ever again.
Guided Practice: Worksheet

- Strand: ________________________________________________
  – Standard: ____________________________________________
  ______________________________________________________
  ______________________________________________________

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<tr>
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<tr>
<td>Goal 2</td>
<td></td>
<td></td>
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References

References

- Whitaker, D., Berninger, V.W., Johnston, J., & Swanson, H.L. (1994). Intraindividual differences in levels of language in intermediate grade writers: Implications for the translating process. Learning and Individual Differences, 6(1) 107-130.