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## Language and Literacy - Part 2

Angie Neal, M.S. CCC-SLP

Moderated by:  
Amy Hansen, MA, CCC-SLP, Managing Editor, [SpeechPathology.com](http://SpeechPathology.com)



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# Language and Literacy:

## Part Two

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### Disclosures:

#### Financial –

- Author, *The Pirate Who Couldn't Say Arrr* (Tate Publications)
- Author, *Simply Social At School* (Super Duper Publications)
- Author, contributes various works on "TeachersPayTeachers" online publication
- Author, *Spelling That Makes Sense*
- Presenter, *SpeechPathology.com* who receives an honorarium for this workshop

Non-Financial – Nothing to disclose.

## learner objectives

- Participants will be able to explain the importance of phonological awareness, morphological awareness, orthography/phonics and semantics to word knowledge.
- Participants will be able to list at least one activity to support the development of word knowledge in each of the areas discussed.
- Participants will be able to identify student spelling errors and the areas of weakness that correspond to each of the areas discussed.

## Part one highlights:

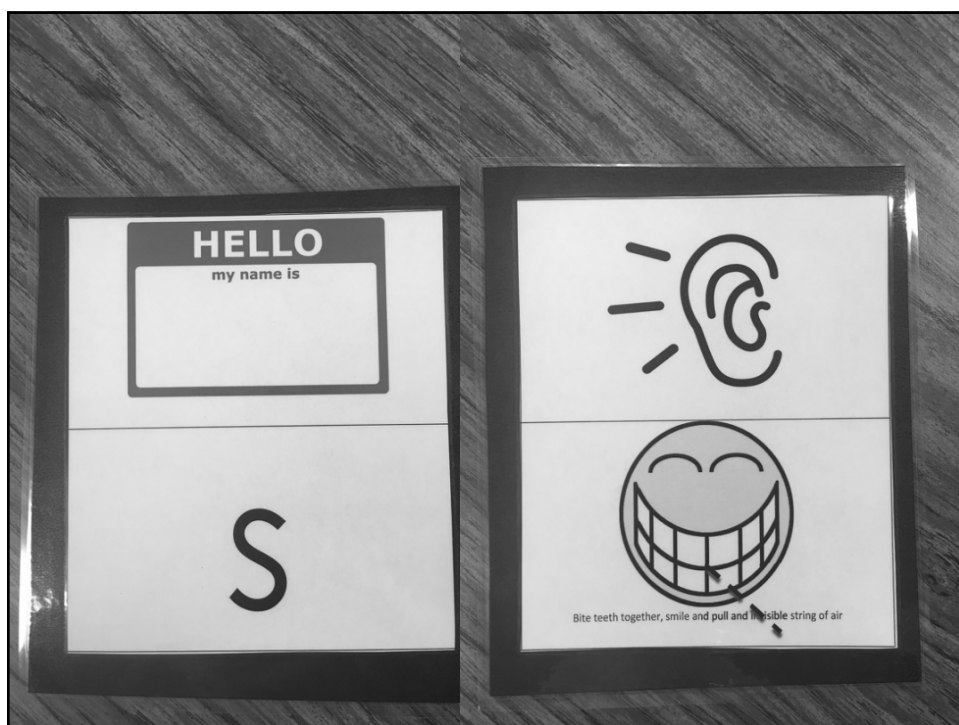
- Speech to Print
- The interconnection of language and literacy
- National Reading Panel
  - phonological awareness,
  - phonics,
  - vocabulary,
  - fluency
  - comprehension
- Working with school teams
- Systematic, explicit instruction

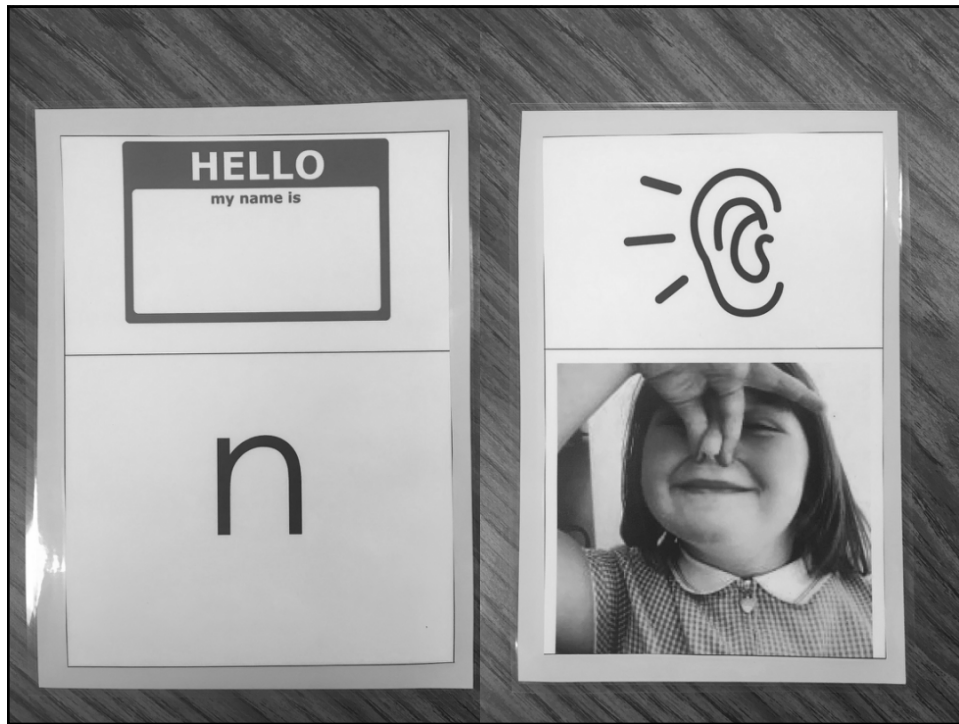
#### ASHA Highlights: Roles and Responsibilities

- “The role of the SLP in literacy intervention may vary by setting and availability of other professionals (e.g., reading teacher and resource personnel) who also provide written language intervention. Regardless of the SLP's specific role, it is important that intervention be collaborative.”
- “SLPs have unique knowledge about the subsystems of language (i.e., phonology, morphology, syntax, semantics, and pragmatics) as they relate to spoken and written language and knowledge of the metalinguistic skills required for reading and writing (e.g., phonological, semantic, orthographic, and morphological awareness)”

## Phonemic Awareness

- 26 letters and 44 sounds
- The most common spelling errors are due to difficulty hearing each of the sounds (especially consonant blends)
- The dog story





Never, ever...

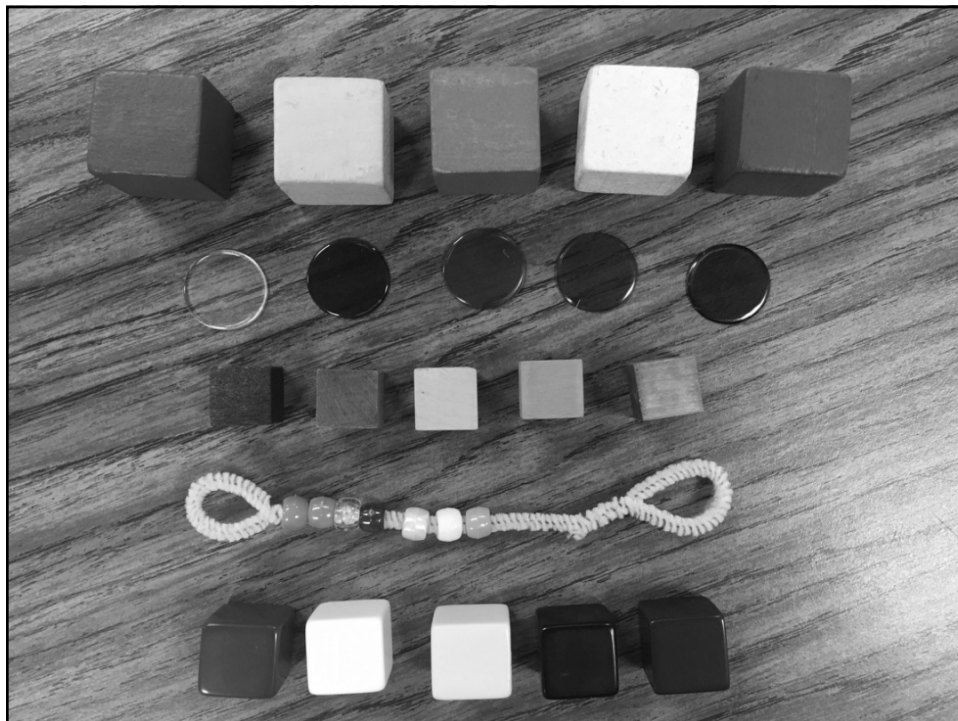
When teaching phoneme-grapheme  
correspondence, never ever...

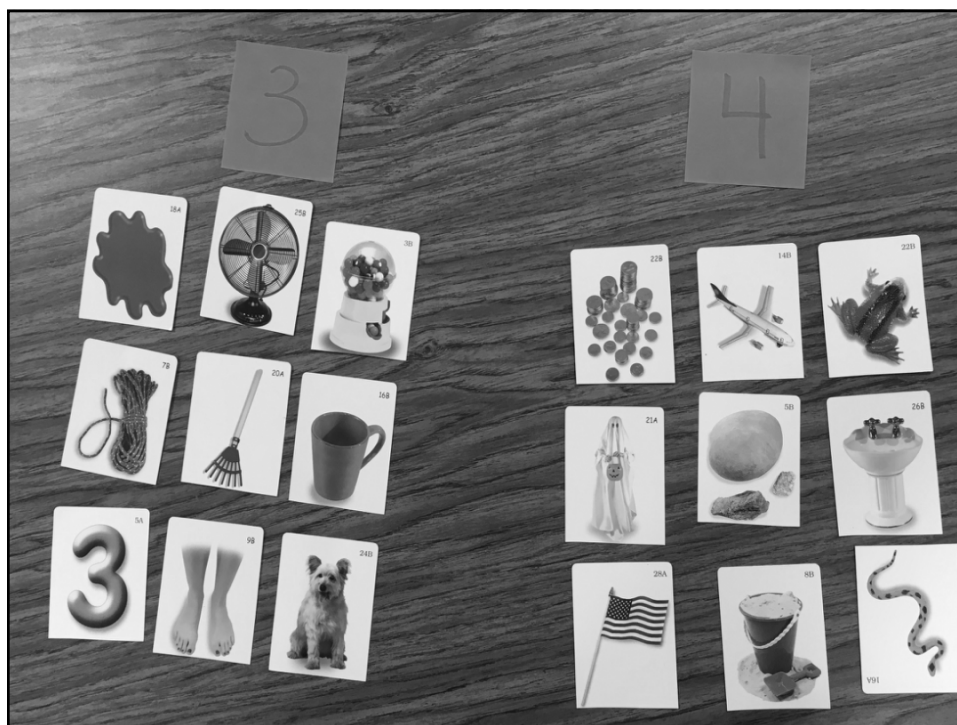
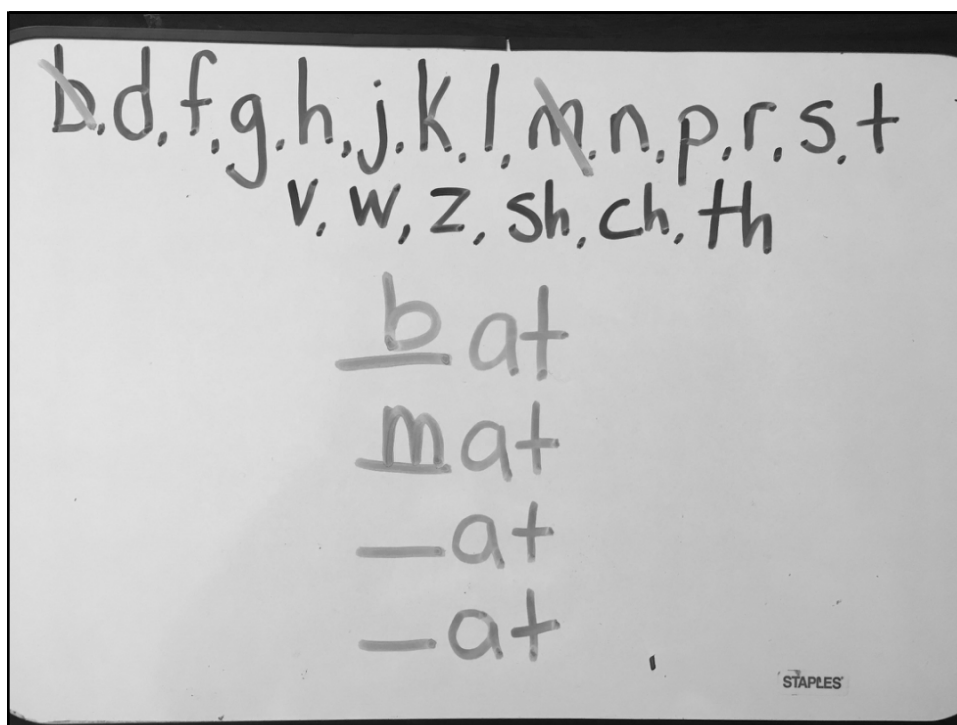
1. Repeat the sounds over and over
2. Spell by stating the letter names
3. Rely on invented spelling
4. Pay attention to only the first and last letters



# Phonological Awareness

- Phonological Awareness Development
  - Awareness of words
  - Rhyme
  - Syllables
  - Phonemes
  - Manipulation tasks
- Advanced phonological awareness is critical to orthographic mapping which is necessary for fluency and reading words “by sight” and requires the student to hear sounds, recognize familiar letter patterns, and understand meanings.





## Phonological awareness tips and activities

- Tip: “Don’t stop the sound” (start with fricatives, nasals and liquids than stops and affricates)
- TIP: Syllables – Count using chin drop, counting with fingers (prefer NOT to clap)
- Songs, finger-plays, jump rope rhymes
- Hangman
- Say, but don’t you dare say...
- Sorting... most to least sounds, easiest to hardest, most to least consonants, least to most vowels, words like most to least
- Phonological Awareness Jokes

## Phonological Awareness books / songs

- Books
  - The B Book
  - Green Eggs and Ham
  - Hungry Thing
  - Q is for Duck
- Songs
  - I like to eat apples and bananas
  - B-I-N-G-O
  - Down by the Bay
  - Jump Rope Rhymes (ex. Miss Mary Mack)

## Morphology

- Morphemes =smallest unit of meaning, but there are rules that govern how we apply these
- Morphological rules that students have the MOST difficulty with:
  - Doubling Rule
  - Irregular plural nouns
  - Changing Rule
  - Past tense –ed
    - **Handout** – plural –s and past tense -ed

An example of morphological awareness errors:

walkt – walked

calfs-calves

runing-running

magishun-magician

## build a word / deconstruct a word

	run	ing
un	friend	ly
ab	normal	
	port	able
dis	comfort	
homo	phone	s
re	peat	ed

## Word Chart

Words	# Syllables	# Sounds	# Letters	Morphemes (or relatives)
<b>radios</b>	3	6	6	2
There are two radios in my garage.				
<b>trained</b>	1	5	7	2
His teacher trained him how to stack the chairs.				
<b>removed</b>	2	6	7	3
They removed the fish from the tank.				

## Phonics/Orthography

- Orthography is derived from “ortho” meaning correct and “graph” meaning “to write”. It literally means “correct writing”.
- Only 4% of words in the English language are just spelled the way they are “just because”
- Ex. qkit -quit (rule: u follows q),  
ran -rain (when does the vowel say its name),  
rok-rock (when it is k vs. ck)

## Phonics/orthography

*"Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteers be at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe."*

**#fakenews**

## Just a few phonics / orthographic rules

- C/G Train - *HANDOUT*
- Never Ever Rule
- Magic "e" (explained) -*HANDOUT*
- The Name or Sound Rule -*HANDOUT*
- A *BETTER* way to think about "i before e" - *HANDOUT*
- Floss Rule

## Semantics

- **Homophones** - words that **sound** alike, have different meanings, AND have *different spellings*. (ex. pair-pear, bare-bear)
- **Heteronyms** - words that are *spelled* the same, but have different meanings, and **sound** different which could affect the way you read it OR spell it. (ex. tear-tear, bow-bow, address-address)

**KEY THINGS TO LOOK FOR:** Are there any errors based on meaning? Ex. bear-bare, won – one, which-witch

## “Sight Words”

- Sight word recognition is a GOAL, not a strategy.
- Organizing and finding patterns in words helps students to pay attention to the sounds and letters all the way across the word and it helps them to think about the details within the word
- HOW do we TEACH students to recognize words “by sight”
  - In order for words to be read automatically (“by sight”) students must be able to hear sounds, recognize familiar letter patterns, and understand meanings (orthographic mapping).

## error analysis

For each word presented ask yourself these questions...

- Are all of the sounds present and in the right order?
- Are the affixes (if any) applied correctly?
- Are there any rules broken?
- Does it mean what it is supposed to mean?
- Does it “look right”?

rok



toad

sop

# thank you!!!



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