

**All Kinds of Minds**

**ONLINE LANGUAGE MODULE**

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Workbook and Reference



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Online Language Module:

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## About this Module

### Welcome:

Welcome to the online Language module. This module will help you to describe language, including its components and how they are organized, identify a student's strengths and weaknesses, and to select appropriate strategies based on those strengths and weaknesses. Below you will find information to use as a reference for navigating through this online learning experience.

### Before you begin:

- > Verify that you have the minimum system requirements:
  - A broadband (Cable or DSL) connection is highly recommended.
  - Our online courses are designed to work with Internet Explorer V6.1 or higher. If you have another browser or a lower version of IE, some of the feature may not function as designed. (NOTE: To find out your current version of IE, select the 'About Internet Explorer' link from the 'Help' menu.)
  - Speakers or headphones and a sound card are required as audio and video are used throughout the course.
  - Flash animation is used throughout the course. If you do not already have the flash player installed, you can download the latest free version at:  
<http://get.adobe.com/flashplayer/>
  
- > Print a copy of this Workbook and Reference to have available along with something to write with

### Progressing through the module:

This module is designed to allow you to proceed at your own pace, chart your own path through the materials and come and go as you please. If at anytime you wish to exit the module and return to it at another time, simply click on the exit (**X**) button in the top right corner of the screen.

If you are completing the module in multiple sessions, use the **Sitemap** in the bottom left corner of the screen when you return to the module to help navigate to where you left off in the previous session.

In order to provide you with ongoing access to the content and case studies of the online Language module, the progress-tracking feature of the module has been disabled. As a result, if you view the progress indicator for the course, it will indicate 'not complete.' There are no exams or required activities.

### Module completion:

Once you have visited all of the sections you wish to explore, please e-mail us at [e-info@allkindsofminds.org](mailto:info@allkindsofminds.org) to notify us of your module completion.

**Help and assistance:**

If at anytime during the course you need assistance, you may reach us via:

- > E-mail : [info@allkindsofminds.org](mailto:info@allkindsofminds.org).
- > Phone: Call Customer Service at 888.829.5995 during normal business hours (9 a.m. to 5 p.m. EST, Monday through Thursday).

## Explore: Signs of strength/weakness for each of the 5 levels of language

### Word Sounds:

Signs a student is **good** with word sounds:

- > can break words into individual sounds (like “aches” into /ā/ /k/ /s/ or “bake” into /b/ /ā/ /k/)
- > can combine sounds to form words (like /ā/ /k/ /s/ into “aches” or /b/ /ā/ /k/ into “bake”)
- > good with rhyming and alliteration (“Peter Piper picked a peck of pickled peppers.”)
- > speech that is smooth, rhythmic, and has proper intonation (like putting the right emphasis on words)

Signs a student **struggles** with word sounds:

- > hard time sounding out words
- > difficulty breaking words into individual sounds (like “barge” into /b/ /ā/ /r/ /j/ or “reed” into /r/ /ê/ /d/)
- > difficulty combine sounds to form words (like /b/ / ā/ /r/ /j/ into “barge” or /r/ /ê/ /d/ into “reed”)
- > spelling errors that are way off in terms of word sounds (like “beffinent” for “benefit”)
- > trouble with pronouncing words, especially tongue twisters

### Word parts:

Signs a student is **good** with word parts:

- > readily changes words with prefixes and suffixes (like “hero” to “heroism”)
- > identifies words that are related (like “submerge” and “subset” or “photograph” and “lithograph”)
- > uses word parts to decode and find meaning in words when reading

Signs a student **struggles** with word parts:

- > misspells common word parts, like “pre” and “tion”
- > slow vocabulary growth due to weak word associations (like the connection between “preview” and “interview”)
- > makes errors with tenses (“I goed to the store.”) and plurals (“We saw many childs.”)

### Words:

Signs a student is **good** with words:

- > quickly grasps new terms
- > unfazed by technical vocabulary
- > comes up with specific words without noticeable hesitation
- > can use words that have multiple meanings (like “seal” the animal and a “seal” of approval)
- > understands symbolism

Signs a student **struggles** with words:

- > confused by new terminology and terms that can be abstract (like “aura”) or figurative (like “frigid”)
- > over-use of basic words (like “stuff,” “things,” or “nice”)
- > spelling mistakes related to homophones (like “wait” and “weight” or “guilt” and “gilt”)
- > misuse of similar words (like “refrain” and “reform”)

- > when speaking, words are often on the ‘tip-of-the-tongue’ or substituted with a filler (like “whatchmacallit”) or a description (like “the person who wears a white coat and does experiments” for “scientist”)

**Sentences:**

Signs a student is **good** with sentences:

- > accurately follows instructions and explanations
- > gets proverbs, humor, and other forms of indirect meaning
- > understands and follows rules of grammar
- > varies sentence structure when speaking and writing

Signs a student **struggles** with sentences:

- > trouble using context cues to decode or define words
- > often stumped by word problems, even when they can perform the needed calculations
- > mixes up pronouns
- > gets confused or tunes out when listening to complex sentences
- > easily tripped by different word order
- > slow response when answering questions or participating in discussion
- > fragmented, run-on sentences

**Multiple sentences:**

Signs a student is **good** with multiple sentences:

- > maintains interest during long presentations or when reading
- > can draw inferences
- > comprehends themes
- > understands cause-effect and time elements
- > tells understandable stories, provides good explanations, forms complete arguments

Signs a student **struggles** with multiple sentences:

- > frequently asks for repetitions
- > trouble connecting key points in reading passages
- > struggles with describing things and with summarizing
- > written output that is sparse
- > infrequently makes clarifications for the listener/reader
- > rarely uses figurative language, like metaphors
- > provides very short or incomplete responses
- > repetitive output when speaking or writing

## Explore: Strategies for each of the 5 levels of language

Some strategies for students who have difficulty with **word sounds**:

- > Play games that emphasize identification of discrete word sounds (like, "Which word ends with a /t/ sound?") or manipulation of sounds ("What words can you make by adding sounds to the beginning of /āk/?").
- > Provide practice with segmenting words into sounds (like, "How many sounds are in 'camp?' What are those sounds?").
- > Provide practice blending sounds into words (like, "What word do you get if you push together /f/ /i/ /sh/?").
- > Have students create letter-sound dictionaries that include words with particular sound patterns (like, hat-bat-cat-mat-pat).
- > Use cloze spelling exercises in which the student fills in missing letters after hearing a dictated word.
- > Coach students how to use spell check support in word processing software.
- > Provide audio text as an alternative to reading, or to be used in parallel with reading.

Some strategies for students who have difficulty with **word parts**:

- > Display how words are connected in diagrams (such as placing "-ton" in the center of a diagram that includes "tone," "tonal," "intonation," and "tonality").
- > Have students develop a word part dictionary, with several words listed for each word part.
- > Place common prefixes and suffixes on cards, along with several base words, and have students alter the base words by adding prefixes and suffixes.
- > When new words are introduced, dissect them piece by piece, having the students explain the various components.
- > Provide practice with altering words (such as with tense or shifting from adjective to adverb) with fill-in-the-blank activities ("How do you need to change 'poor' to fit in this sentence? 'The team is playing really \_\_\_\_ right now.'").

Some strategies for students who have difficulty with **words**:

- > Have students develop a "code" list for abstract/figurative terms and their meanings.
- > When introducing new words, explicitly connect them with synonyms and antonyms.
- > Compare and contrast words through analogies (like "mow" is to "grass" as "trim" is to "hair," or "avalanche" is to "mountain" as "hurricane" is to "coastline").
- > Generate sentences or text that include vocabulary mistakes and have students identify and correct them.
- > Use cloze activities in which certain words are deleted from text and the student has to provide them.
- > Provide vocabulary practice with games like crossword puzzles and password\*.  
*\*2 teams of 2 play the game. The word to be guessed (the "password") is given to one player on each team. Teams take turns giving one-word clues. Points are scored for the correct word and play continues with a new password.*
- > Provide a set of words to be used in a writing assignment.

Some strategies for students who have difficulty with **sentences**:

- > Provide directions slowly, accentuating intonation and gestures.
- > Have students maintain an idiom dictionary.
- > Generate sentences or text that include grammatical mistakes and have students identify and correct them.

- > Coach students to diagram sentences; sentence diagrams can also be used as templates into which different words can be placed to generate new sentences.
- > Ask students to predict what articles will be about based on their titles.
- > Provide a headline (like, "White House Hopeful on Long Journey") and generate multiple possible meanings.
- > Give students practice building sentences with words written on cards.
- > Coach students to make full use of grammar check support in word processing software.
- > Give a short sentence, (like, "The barn roof was wet."), and have the student gradually expand the sentence in grammatically correct ways (like, "Because of the heavy rain, the barn roof was wet, just like after the last storm.").
- > Have students practice creating sentences on familiar topics or topics of interest.

Some strategies for students who have difficulty with **multiple sentences**:

- > Give paragraphs on separate cards or story pages on different sheets and have the student put them in a logical order.
- > Preview key points (for a discussion or reading assignment), highlight them frequently, and review them afterwards.
- > Provide back-ups for lectures, including outlines for notes and audio tapes.
- > Support verbal information with visual material, such as graphic organizers (also known as cluster diagrams), models, color coding, flow charts, and demonstrations.
- > Coach students to pause frequently when reading to summarize key points and answer questions; a summary of a paragraph might be limited to just a small number of words.
- > Give the student an advance warning that he or she will be asked a question, to give time for preparing a response.
- > Allow extra time for a response; sometimes just a few seconds make a big difference.
- > Give students a series of sentences that need to be logically ordered and altered for good flow (e.g., changing nouns to pronouns, inserting cohesive ties).
- > Allow students to share their knowledge nonverbally, such as by constructing a model or drawing a diagram.
- > Provide practice elaborating ideas with highly familiar topics or topics of interest.
- > Schedule different stages of the writing process (such as brainstorming, planning/outlining, drafting, and editing) at separate times so that more emphasis can be placed on a particular step.

**Practice: Reflection questions**

**Word sounds**

When might you have experienced difficulty with expressing yourself fluently and with clear articulation? How did that feel?

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How does what you have learned about word sounds, or phonological processing, match with your prior knowledge of terms and concepts such as dyslexia?

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What are the best opportunities you have to observe a student's phonological processing?

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### Word parts

How often would you say that you consciously make use of word parts, or morphemes, to understand word meanings or to spell?

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What are your sources of knowledge about word parts (such as studying a foreign language)?

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What do you think might be some strategies for helping students understand the important role of morphemes in language?

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**Words**

Which would you say is stronger for you: semantic understanding or semantic use?

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What are some of the social lingo or slang terms you are hearing kids use these days, and how do you think they originated?

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How big a role does vocabulary play in your curriculum or teaching?

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What are the best opportunities you have to observe a student's semantic understanding or semantic use?

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**Sentences**

Think about a time when you have been very confused by a sentence (such as when someone was explaining something or giving directions). What was that experience like? How did you respond?

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How does what you have learned about the sentence level of language match with your prior knowledge of grammar, reading comprehension, or writing?

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If a student has trouble understanding sentences (sentence comprehension), what might the effect be on his or her attention?

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If a student has trouble generating sentences (sentence formulation), what might the effect be on his or her behavior?

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**Multiple sentences**

What was the most challenging discourse (maybe an instruction manual or a poem) that you've encountered, and why?

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What instruction have you received on the writing process? What was effective and what wasn't?

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Which do you think is more challenging to *assess*:

- > receptive language or expressive language? Why?
- > oral language (listening, speaking) or language with print (reading, writing)? Why?

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Which do you think is more challenging to *improve*:

- > receptive language or expressive language? Why?
- > oral language (listening, speaking) or language with print (reading, writing)? Why?

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**Strategies from “Putting the Pieces Together” section**

- > Play word sounds games that involve identifying sounds, segmenting words into sounds, and blending sounds into words.
- > Provide audio text as an alternative to reading, or to be used in parallel with reading.
- > Use cloze spelling exercises in which the student fills in missing letters after hearing a dictated word.
- > Display how words are connected in diagrams (such as placing “-graph” in the center of a diagram that includes “photograph,” “telegraph,” “graphics,” and “phonograph”).
- > Have the student develop a word part dictionary, with several words listed for each word part.
- > Place common prefixes and suffixes on cards, along with several base words, and have the student alter the base words by adding prefixes and suffixes.
- > Compare and contrast words through analogies (e.g., “thorn” is to “rose” as “shell” is to “turtle,” or “battery” is to “machine” as “mitochondria” is to “cell”).
- > Provide vocabulary practice with games like crossword puzzles and password.
- > Generate sentences or text that include grammatical mistakes and have the student identify and correct them.
- > Provide a headline (like, “Hurricane Rosie Makes Landfall”) and generate multiple possible meanings.
- > Have the student practice creating sentences on familiar topics or topics of interest.
- > Give paragraphs on separate cards or story pages on different sheets and have the student put them in a logical order.
- > Support verbal information with visual material, such as graphic organizers (also known as cluster diagrams), models, color coding, flow charts, and demonstrations.
- > Give the student a series of sentences that need to be logically ordered and altered for good flow (e.g., changing nouns to pronouns, inserting cohesive ties).

**Your additional strategies for Casey, Wayne, and Karissa**

Casey, 2<sup>nd</sup> grader

- > struggling with decoding words
- > spelling is way off the mark

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Wayne, 6<sup>th</sup> grader

- > has difficulty with vocabulary
- > can be hard to understand his writing and speech

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*(continued)*

**Karissa, 10<sup>th</sup> grader**

- > avid reader
- > appears to be very attentive
- > is very quiet, rarely participating in discussions
- > writing is brief and seems simplistic

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**Glossary**

<b>Articulation</b>	effective oral musculature & voice control for intelligible speech
<b>Automatic Language</b>	mode of language that is less formal/structured; usually reserved for social purposes; includes a great deal of common words (high frequency vocabulary) and familiar topics; tends to be more concrete
<b>Blending</b>	combining isolated phonemes into words
<b>Decoding</b>	reading individual printed words, though not necessarily having an understanding of the words; can be done by recognizing the word or attacking it sound by sound
<b>Discourse</b>	extended pieces of language (e.g., paragraphs, reports, extended explanations, narratives) that may relate a story (narrative) or convey information (expository)
<b>Discourse Processing</b>	interpretation of language extending beyond the boundaries of sentences (e.g., lectures, verbal explanations, paragraphs, passages, books)
<b>Discourse Production</b>	generation of extended pieces of language (e.g., paragraphs, reports, extended explanations, narratives) in a cohesive chain of sentences
<b>Expressive Language</b>	use of linguistic sounds, words, sentences, & discourse for communication (in oral, written, or signing format)
<b>Fluency</b>	smoothness & efficiency of speech & language production
<b>Language</b>	processing & use of linguistic sounds, words, sentences, & discourse
<b>Listening Comprehension</b>	understanding the meaning of orally-presented language; because no decoding is involved, listening comprehension can provide a clearer view of receptive language
<b>Literate Language</b>	mode of language that is more formal/structured; utilized for academic work; is often decontextualized, meaning that it is not laden with highly familiar topics and tends to be more abstract
<b>Morpheme</b>	components of words that convey some meaning (e.g., prefixes, suffixes, inflectional endings, & root words)
<b>Morphology Application</b>	use of word parts that convey or modify meanings (sometimes called morphology)

*(continued)*

<b>Morphology Insight</b>	recognition & interpretation of word parts that convey some meaning (sometimes called morphology)
<b>Oral Expression</b>	communication of verbal ideas via speaking; because no handwriting or typing are involved, oral expression can provide a clearer view of expressive language
<b>Phoneme</b>	individual sound in words (e.g., the word “bat” contains three phonemes: /b/, /a/, /t/); English contains 44 phonemes, which are linked with letters for phonics
<b>Phonics</b>	linking speech sounds (or <i>phonemes</i> ) with printed letters & letter combinations
<b>Phonological Processing</b>	receiving, distinguishing, manipulating, & retaining the language sounds (phonemes) composing words (sometimes called phonology)
<b>Prosody</b>	verbal intonation, inflection, phrasing, & tonal variation during speech or oral reading
<b>Reading Comprehension</b>	understanding the meaning(s) of printed text
<b>Receptive Language</b>	interpretation of linguistic sounds, words, sentences, & discourse (in oral, written, or signing format)
<b>Segmenting</b>	breaking apart words into isolated phonemes
<b>Semantic Understanding</b>	knowledge of word meanings (sometimes called receptive vocabulary or semantics)
<b>Semantic Use</b>	application of word meanings (sometimes called expressive vocabulary or semantics)
<b>Sentence Comprehension</b>	comprehension of word order & grammatical construction (sometimes called syntax)
<b>Sentence Formulation</b>	accurate expression of thoughts deploying complete, grammatically correct syntax
<b>Verbal Elaboration</b>	development & extension of thoughts using language
<b>Word Retrieval</b>	recall of precise words with adequate efficiency/speed
<b>Written Expression</b>	communication of verbal ideas on paper, via handwriting or word processing software

**References**

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