

BUILDING SKILLED READERS: best practice in reading instruction

SESSION 4:

From listening to understanding: The keys to comprehending language - Laura Glisson

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Learning Difficulties Australia Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research. Image: Constraint of the cons

Laura Glisson

Laura Glisson (BaSc, MPhil Speech Pathology)

Certified Practicing Speech Pathologist

Co-director and Co-founder of Tracks to Literacy

Director of Fieldwork (Speech Pathology) Curtin University Member of the LaLYP Research Lab at Curtin University

Member of the Latter Research Lab at Conin Univer

LDA Bulletin Editor

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Research and clinical interest in Developmental Language Disorder, literacy, reading and writing and social-emotional mental health in children and adolescents



























Typ	pical Oral Language Development	
Age	Oral Language Skills	
	 Groups objects such as foods, clothes, etc. Identifies colours. Uses most speech sounds but may distort some of the more difficult sounds such as /l/, /r/, 	
	(s), /sh/, /ch/, /y/, /v/, /z/, /th/. These sounds may not be fully mastered until age 7 or 8 Uses consonants in the beginning, middle, and ends of words. Some of the more difficult consonants may be distorted but at temports to say them	
3-4 years	 Strangers can understand much of what is said. Able to describe the use (function) of objects such as "fork," "car," etc. 	
	 Has fun with language. Enjoys poems and recognises language absurdities such as, "Is that an elephant on your head?". 	
	 Expresses laces and reeings rather than just taiking about the work around him or her Uses verbs that end in "ing," such as "walking," "talking." 	
	 Answers simple questions such as "What do you do when you are hungry?". Repeats sentences. 	





Тур	Typical Oral Language Development			
Age	Oral Language Skills			
By age 7	Focus on one thing for longer without being reminded. Follow and remember a story that is told over several days. Indestand long instructions, for example, "Put your loys back in the cupboard, go upstairs and find your swimming things". Learn that the same word can mean two things, such as 'trans' and 'take away'. Learn that different words can mean the some thing, such as 'minus' and 'take away'. Learn that different words can mean the some thing, such as 'minus' and 'take away'. Learn that different words can mean the some thing, such as 'minus' and 'take away'. Ladestand feelings and descriptive words like 'carefully', 'slowly' or 'surprised. Tak for lots of different reasons, such as to share complex ideas, to solve problems or to tell jokes. Use longs sentences and put the right endings on their words, for example 'My teddy likes sitting on a bed because beds are softer'. Use words like 'so', 'because' to join their sentences together. For example, 'It's my birthday to I'm saying up late'. Can take turns to tak in conversations with adults and children in lots of different situations, either with one person or in a group. Tak keisen's body and undermiliang people can understand them atmost all of the lime. They might still make mistakes in hicky words, like saying 'spath' instead of 'splash'. Tak with smoothy and don't repeat the first sound in words or get 'stuck' trying to get a word out.			











Language in Little Ones A word gap between high and low educated families emerges by 18 months. Adult Word Counts by Maternal Education Difference of 3,851 words at 18 months 8000 Higher educated parents talked more High Educated Adult Won 16000 Low educated families decrease amount spoken to children over time Low Educates 14000 umber High educated families remained relatively consistent 12 Age of Child (in 18 Brushe, M., Lynch, J., Reilly, S., Melhuish, E., Mittinty, M., Hiyare, A. & Brinkman, S. (2021). Re: Available at: https://www.telethonkids.org.au/araiects/LiLO/findinas-from-the-illo-study/ arch Snapshot. word gap em erges by 18







SLCN in the Classroom

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- In any given classroom:
- -20% of children have a speech, language or communication disorder, or are vulnerable or at risk.
- Children living in socioeconomically disadvantaged locations and Indigenous children are 4x more likely to have SLCNs
- DLD is more common than dyslexia or ASD 1 in 14 children (~2 students in every class)
- 50% of children with DLD will go on to be diagnosed with an SLD (dyslexia, dysgraphia, dyscalculia)

Long-term impact:

"Between 50-70% of children with emotional and behavioural problems have clinically significant language deficits" (Benner, Nelson & Epstein 2002).

"60% of children who pass through young offender institutions have communication difficulties" (Bryan, Garvani, Gregory & Kilner, 2015).

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Rethinking Comprehension

Comprehension is an outcome, not a strategy

- Comprehension is:
- an act of understanding what you have read extracting meaning from what you read the understanding and interpretation of what you have read making sense of what you read

The student:

- reads the words accurately and fluently
 understands the meaning of the words
 has adequate background knowledge
 focuses attention on critical content

Archer, A (2022). Background Knowledge: Key to Learning & Reading Comprehension. Oregon RTI Annual Conference. https://www.youtube.com/watch?v=eU_IWCmz-2M







Background k Consider this text	nowledge	
Churniak swings and hits a sl to first, but too late. Chu	ow bouncing ball toward the shortstop. Haley comes in, fields i rrniak is on first with a single, Johnson stayed on third. The next Whitcomb, the Cougars' left-fielder.	it, and throws batter is
The ball is returned to Clare	sen. He gets the sign and winds up, and throws a slider that Wi between Manfred and Roberts for a hit.	hitcomb hits
Dulaney comes in and picl comes the t	ks up the ball. Johnson has scored, and Churniak is heading fo hrow and Churniak is out. Churniak argues but to no avail.	r third. Here
	Findings:	
	g	









Background knowledge What knowledge? Introduce facts and knowledge that are: 1. Critical content

- 2. Useful for immediate comprehension
- 3. Useful in the future
- 4. Meaningfully connected to other knowledge

Note: Even a thin slice of knowledge supports comprehension and learning. In other words, surface level knowledge helps.









































































Everything covered so far, plus

- $\ensuremath{\boldsymbol{\cdot}}$ Teaching in a topic, or theme
- Using semantic organisation activities
- Knowledge rich curriculum
- Fiction and non-fiction texts aligned with the topic and theme

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- Syntax and sentence-level writing and speaking
- Narrative and story telling





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Expli Conce	c it pt ki	teachi nowledge	ng		
Organise		Animal	Physical adaptation	How it helps	1
information		camel	hump – stores fat and energy	survive for long periods without eating or drinking	
		dolphins	smooth, streamline bodies		
9		polar bear	double-layered fur		
Sentence-le	A ca A ca A ca Came	wity Comb mel's hump is mel's hump s els can go for	ine these sentences : a physical adaptation· tores fat· long periods of time witho	ut drinking or eating	
Image credit: C	A ca it to Canva	mel's hump is go for long	s a physical adaptation whic periods of time without dri	h stores fat and enables inking or eating	







Word relationships Multiple meaning words Look for Clues **Definitions** - Often straight after the word. E.g.The arborist, or tree expert, recommended we p nded we prune the oak tree. Synonyms – Words with similar meanings are used to define the word. E.g., The weather was frigid. It was so cold that even the lake fraze over. >> Antonyms - Word's with opposite meanings are used to contrast the word. Look for word's like *but, however, unlike, although.* E.g., The weather was summy today, not raimy like yesterday. $\langle \rangle$ Examples - Examples are given that show the meaning of the word. E.g., The dessert table had many confections to choose from, like cupcakes, coo General - Lots of words give clues about the word. E.g., After the long hike, he was exhausted and wanted to rest. rvention Express, 2024. Used with permission The In



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Word choice Word clines / Word ladders / Word gradients / Semantic gradients A graded sequence of words arranged in a continuum. Word Ladder 1 Increases vocabulary breadth and depth. The most walk pace, tread, stroll, saunter, march, amble, hike, promenade, pootle, tiptoe, shuffle Verb Adjective cold cool, freezing, tepid, wintery, shivery, mild, icy Adverb slowly gradually, leisurely, unhurriedly, sluggishly, gently will should 49 could The least 9 X may vention Express, 2024. Used with perm



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yntax ins	struction		Ju
General prin	ciples		
Syste	matic and explicit	Gradual release of responsibility	
Clear and a	consistent metalanguage	Frequent student responses	
Function	al grammar approach	Feedback and correction	
Short targe	ted lessons – 15-minutes	Cumulative review	
Embedo readii	led within meaningful ng and writing tasks		







ax Concep	ots & Metalang	juage - Word ty	pes
Nouns	Adjectives	Prepositions	Auxiliaries
Verbs	Adverbs	Articles & determiners	Conjunctions











Shape Coding Colourful Semantics Colourful Semantics













Read this sentence	9	30 W	
When Miss	Trunchbull	Expand the Miss Trunch	sentence: Ibull puts children in The Chokey.
arrived, ever		When	Whenever children misbehave 🛛 🧰 🚥
path, so tha	Match the words on the le	Who	Miss Trunchbull
aet through	they answer on the right	What	puts children in The Chokey
J	made a path	Why	for punishment
38 Image could Plankey	upon Miss Trunchbull's arrival	Whenever c	nildren misbehave, Miss Trunchbull puts children in
	so that she could easily get thr	The Chokey	because she believes they need punishment.
	everyone	—	who?
	7		
ochre Education – Year 3 n https://ochre.org.au/resourc	ovel study (Matilda) ces/ac/year_3/english?selectUnit=3	len01a	

















Sentence elaboration

Sentence stems	orany
Adding a second clause to the end of a sentence wh The clever dingo caught a wombat because The clever dingo caught a wombat because he	
was hungry. The clever dingo caught a wombat, but	
The clever dingo caught a wombat, but the wombat's friends didn't want him to be eaten.	AC.
The wombat's friends didn't want him to be ear	ten,
SO The wombat's friends didn't want him to be eaten, so they decided to trick the dingo.	
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ctives and thei	r functions.
inction	Meaning and examples
ontinuity	Additive: and, secondly, furthermore, in addition
mporal	Before: earlier, previously Later: afterwards, subsequently Simultaneously: during, while, at the same time
ausal	Cause/effect relation: because, consequently, so, for this reason
ontrast	Opposites: conversely, on the other hand Alternatives: alternatively, instead



































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ummarising and main idea			
STEP 4: SUMMARISE INDIVIDUAL PARAGRAPH During reading, use the Sentence Summary Strate	HS >gy		
Religion played a significant role in Ancient	Who/what:	ancient Egyptians	1
gods and goddesses, each representing different	did/will do:	built grand temples led elaborate burial practices decorated tombs	-
temples to honour these deities and practised rituals to agin their favour. The afterlife was also a	Why:	to honour deities afterlife was a crucial part of their beliefs	-
crucial part of their beliefs, leading to elaborate			-
burial practices and the creation of richly decorated tombs filled with treasures.			
The ancient Egyptians built grand temples and	d decorated to	ombs, to honour the deities	





















