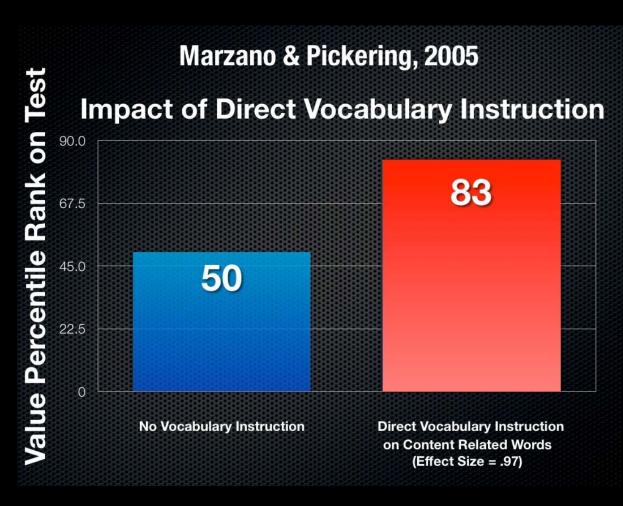
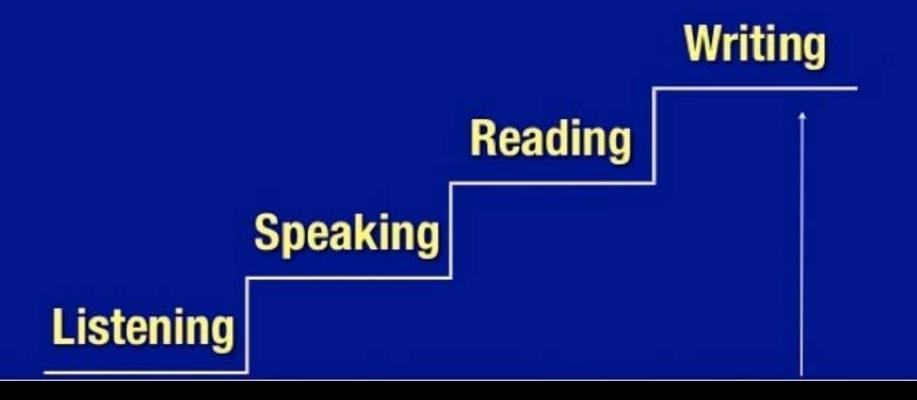
## Specific Learning Disabilities and the Language of Learning

Explicit, Systematic
Teaching of
Academic
Vocabulary



# IS LANGUAGE IMPORTANT?

### Levels of Language



## A **SPECIFIC**LEARNING DISABILITY IS:

A	in one or more basic			
psychologi	ical process	es, involving		
	_, either	or		
which may manifest itself as the imperfect				
ability to _	, think, _	,,		
, or	do mathemat	ical calculations.		

## A SPECIFIC LEARNING DISABILITY IS:

a disorder in one or more basic psychological processes, involving language, either written or spoken which may manifest itself as the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

#### **ACADEMIC LANGUAGE?**

are

between

consists

continuously

corresponding

curve

draws

variation

graph

if

isolated

known

making

only

with

one

points

relation

set

table

values

variables

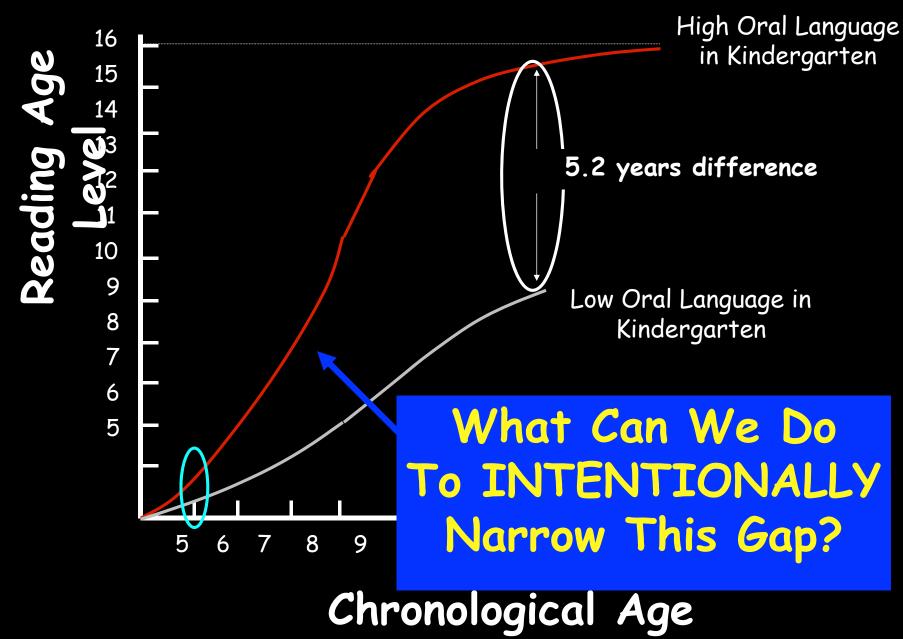
"If the known relation between the variables consists of a table of corresponding values, the graph consists only of the corresponding set of isolated points. If the variables are known to vary continuously, one often draws a curve to show the variation."

## Academic Language that is not understood is just noise.

~ Krashen & Terrell, 1983

### The Effects of Weaknesses in Oral Language on Reading Growth/Academic Achievement

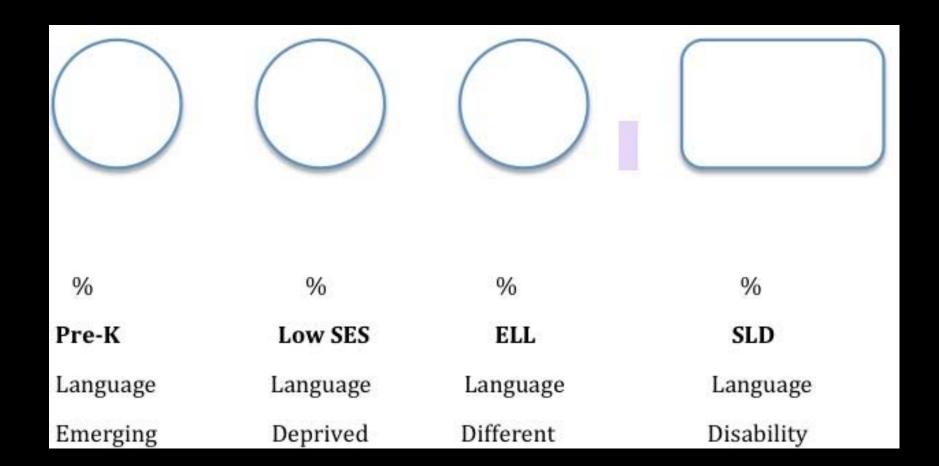
(Hirsch, 1996)



## WHO REQUIRES ACADEMIC LANGUAGE INSTRUCTION?

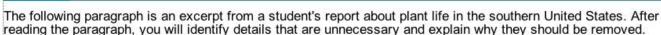
POPULATION	DESCRIPTOR	LOOKS LIKE:	RESPONDS TO:
PRE-K	Language emerging	Low vocabulary	Direct vocabulary
			instruction
ELL	Language different	Low vocabulary	Direct vocabulary
	5545 N250	30	instruction
LOW SES	Language deprived	Low vocabulary	Direct vocabulary
		30 meta 20	instruction
SLD	Language disability	Low vocabulary	Direct vocabulary
b		z z	instruction

## YOUR SCHOOL, DISTRICT?



## SAGE 4TH GRADE I A

#### 43016



#### The Invasion of Kudzu

In 1876, Philadelphia, Pennsylvania, hosted the Centennial Exposition in honor of the country's 100th birthday. The Japanese constructed one of the most popular exhibits, primarily due to an amazing vine called kudzu. For centuries, the Japanese used the pea vine for many purposes, including medicine, but what attracted the Americans the most were the sweet-smelling purple flowers that covered the vine. The warm, moist climate of the southern states—from Georgia to Florida and north to the Carolinas—was the most hospitable part of the US for the vine. Temperatures in Georgia can reach into the 90s, and the humidity is often above 90%. Residents all over the southeast began planting kudzu. The vine's success caught the attention of many, including Channing Cope who promoted its use for erosion control and animal feed, especially during the Great Depression. Because of the depression, many homes were left abandoned, so there was not anyone to care for them and keep the plants properly groomed. No one predicted, however, that the vine would end up taking over. The vines slowly engulfed pine forests, telephone poles, and even houses, leading to the destruction of native plant life. Pines are not the only trees in the South, however. There are about 250 species of trees in Georgia alone. As kudzu out-competed the local plants, it deprived them of nutrients and, especially, sunlight. Kudzu now covers over 7 million acres of land, and it continues to expand at the rate of 150,000 acres annually. That is almost one foot per day! Attempts to kill it have proven difficult, as it is immune to most herbicides; thus, kudzu continues to smother the southern states. Researchers continue to search for a solution to "the vine that ate the South," but the answer is nowhere in sight.

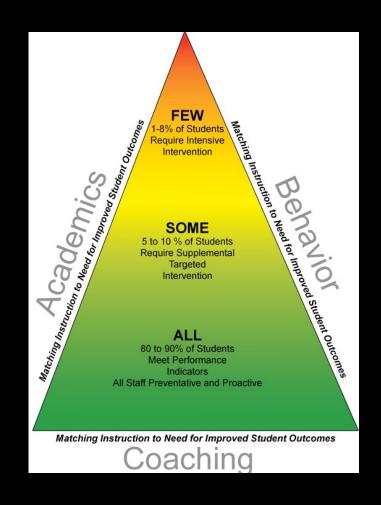
In the space below, identify the sentences from the paragraph that are unnecessary, and briefly explain why each one should be removed.

Centennial Exposition, exhibits, primarily, pea-vine, moist, humidity, erosion, Great Depression, abandoned, groomed, predicted, out-competed nutrients, deprived, immune, herbicides,

### WHO ARE THE "NON-RESPONDERS"?

When a high quality MTSS/RTI program is applied, with fidelity, 70% of the lowest 18% improve.

What is the most common characteristic of those who do NOT?



## LANGUAGE

## COMPREHENSIVE EVALUATION

"In evaluating each student with a disability, the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the disability category in which thee student has been classified."

#### **SLD** (Dyslexia?)

Oral Expression

**Listening Comprehension** 

Written Expression

Basic Reading Skills

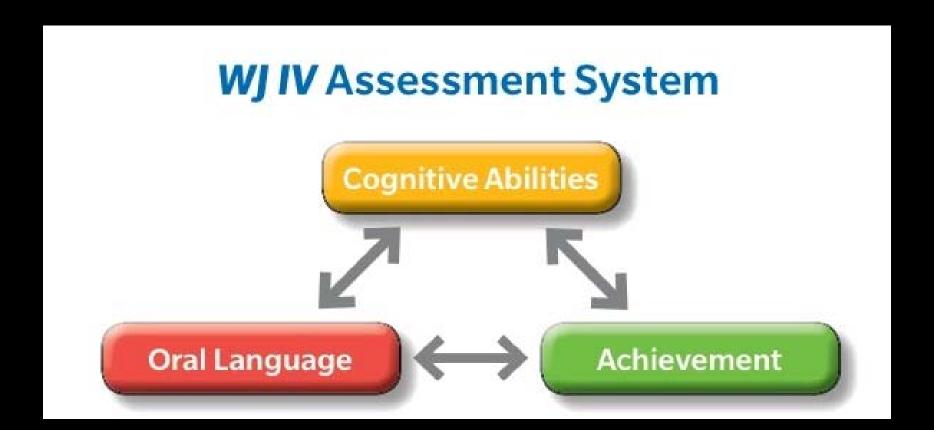
Reading Fluency Skills

Reading Comprehension

**Mathematics Calculation** 

Mathematics Problem Solving

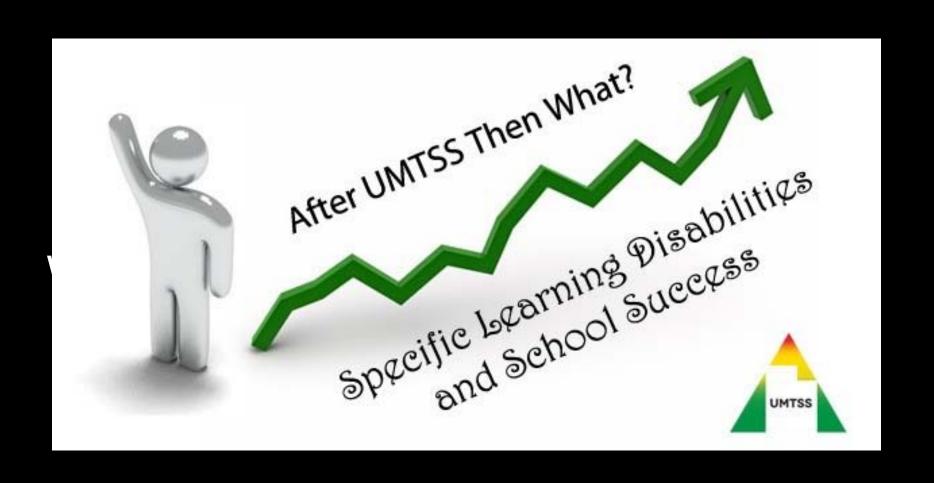
### WJ IV, JULY 2014



#### **WWW.ESSENTIALEDUCATOR.ORG**

- 1. Specific Learning Disabilities and the Language of Learning: Explicit, Systematic Teaching of Academic Vocabulary
- 2. <u>Cognitive Processing and the WJ III for Reading</u>
  <u>Disability (Dyslexia) Identification</u>
- 3. WJ III, WJ IV Oral Language/Achievement Discrepancy Procedure

### COMING SOON!



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