

EDCI 4010

7.5/U7.5.i.: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Reviewer's Comment for 7.5/U7.5.i.I: Reviewers did not find clear evidence these elements were addressed.

Response:

EDSP 4010 Lecture in Week 9 titled Language Literacy Connection discusses Classroom instruction and intervention for students at risk for dyslexia, LD, SLI. The lecture's focus is on phonology, print concepts, alphabetic principle, orthography, with further connections to reading and written expression. Cognitive skills and their interconnectedness with Language Skills and Foundational Skills are discussed.

Sample slides from the lecture are below.

EDCI 4010

Language-Literacy Connection: Classroom

Instruction and intervention for students with different
instructional challenges

Week 9

Interconnectedness of Language Skills, Cognitive Skills, and Foundational Literacy Skills

- Strategic and systematic support and development of students' receptive and expressive **language skills** in 6 subsystems (phonology, morphology, orthography, syntax, semantics, and pragmatics) positively impact students' progress in **foundational literacy skills** (phonics, print concepts, alphabetic principle, spelling, morphological awareness, etc.).
- <https://www.youtube.com/watch?v=KWzm2DI8dpl>
- **Cognitive Skills** (working memory, short term memory, attention, reasoning, metacognition) are a moderator variable (a variable that affects the strength of a relationship) necessary for students' successful interaction of language skills to foundational skills.

Interdependence of Language Skills, Cognitive Skills, and Foundational Literacy Skills

- Increasing students' opportunities to develop and use receptive and expressive **language skills** in 6 subsystems (phonology, morphology, orthography, syntax, semantics, and pragmatics) results in stronger **foundational literacy skills** (phonics, print concepts, alphabetic principle, spelling, morphological awareness, etc). For example, explicit instruction and practice in phonology and morphology is correlated with improved spelling skills.
- With strategic, systematic instruction and practice **Cognitive Skills** (working memory, short term memory, attention, reasoning, metacognition) may also strengthen. However, the teachers should examine IEP assessment results to establish patterns of cognitive strengths and needs and develop appropriate accommodations that would support students' learning and acquisition of **Foundational Skills**.