

## ABOUT THE PRESENTATION:

Structured Literacy instruction offers multiple opportunities to improve learners' spoken and written language skills. IDA's new infographic, [Structured Literacy: An Approach Grounded in the Science of Reading](#), offers an overview of the language skills embedded in this instructional approach.

This presentation will expand on the teaching of the elements of language, including morphemes, sentence structure, grammar, and word study, suggested by this infographic. Included in this presentation is a description of some of the later-developing grammatical and syntactic competencies of school-age children, along with an explanation of the connections that these capabilities have with curricular expectations in reading and language arts. Suggestions for instruction and intervention will be provided. The target audience for this presentation is teachers in elementary general or special education settings, reading interventionists, tutors, speech-language pathologists, and other learning specialists who are interested in the crucial role that spoken and written grammar and syntax play in successful academic performance.

### Objectives:

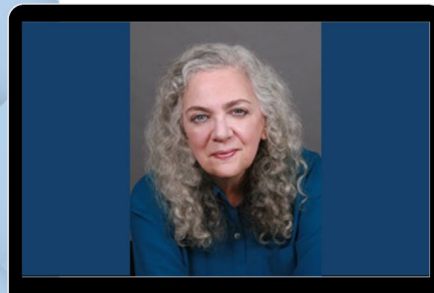
1. Participants will identify some of the later-developing competencies in grammar and syntax.
2. Participants will describe how competencies in grammar and syntax are integral to academic performance.
3. Participants will identify how reading and language arts tasks have inherent expectations for skills in grammar and syntax.
4. Participants will apply knowledge of later-developing grammar and syntax to their own instruction and interventions with school-age learners.

## ABOUT THE SPEAKER:

Monica Gordon Pershey, Ed.D., CCC-SLP is a professor in the Communication Sciences and Disorders Department at Cleveland State University. Her teaching experience has included a variety of courses, with a specialization in language disorders.

Dr. Gordon Pershey has authored numerous articles, chapters, and presentations on language and literacy and the pre-professional and professional development of speech-language pathologists and teachers. She is the co-author of the chapter "Communication Sampling Procedures" in Rhea Paul's textbook *Introduction to Clinical Methods in Communication Disorders* (3rd ed.) and author of the chapter "Executive Function and Language" in *Multisensory Teaching of Basic Language Skills*, 4th ed. (Judith Birsh and Suzanne Carreker, Eds.). She is the author of the professional reference book *Grammar and Syntax: Developing School-age Children's Oral and Written Language Skills* (Plural Publishing, 2022).

## GRAMMAR AND SYNTAX INSTRUCTION AND INTERVENTIONS: SPOKEN AND WRITTEN LANGUAGE IN GRADES K-4



**Monica Gordon Pershey, Ed.D., CCC-SLP**

Dr. Gordon Pershey's author pages are:

- <https://www.pluralpublishing.com/publications/grammar-and-syntax-developing-school-age-childrens-oral-and-written-language-skills>
- [https://www.amazon.com/Grammar-Syntax-Developing-School-Age-Childrens/dp/194488355X/ref=sr\\_1\\_5?keywords=pershey&qid=1638220373&qsid=146-6359836-2715602&s=books&sr=1-5&sres=1562933426%2C1513800175%2C1640654801%2C0827200293%2C194488355X%2C1598840231](https://www.amazon.com/Grammar-Syntax-Developing-School-Age-Childrens/dp/194488355X/ref=sr_1_5?keywords=pershey&qid=1638220373&qsid=146-6359836-2715602&s=books&sr=1-5&sres=1562933426%2C1513800175%2C1640654801%2C0827200293%2C194488355X%2C1598840231)

She has presented at the IDA convention and branches' symposia on numerous occasions. She is on the Editorial Board for IDA's *Perspectives in Language and Literacy Instruction* and was president of the Northern Ohio branch and currently serves on their Advisory Council.