

No-Glamour® Language Cards

by Carolyn LoGiudice

Skill	Ages	Grades
■ language	■ 6 through 11	■ 1 through 6

Evidence-Based Practice

- Grammar, discourse structure, and metalinguistics are all connected to reading and writing achievement and are required for text comprehension (ASHA, 2001).
- Questioning is the core of critical reflection. It prompts students to engage in a research process that fosters higher-order thinking skills (Daniel et al., 2005).
- Explicitly teaching and reinforcing inference-making leads to better outcomes in overall text comprehension, text engagement, and metacognitive thinking (Borné, Cox, Hartgering, & Pratt, 2005).

No-Glamour Language Cards incorporates these principles and is also based on expert professional practice.

References

- American Speech-Language-Hearing Association (ASHA). (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Retrieved January 15, 2010, from www.asha.org/docs/pdf/GL2001-00062.pdf
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- Daniel, M.F., Lafortune, L., Pallascio, R., Splitter, L., Slade, C., & de la Garza, T. (2005). Modeling the development process of dialogical critical thinking in pupils aged 10 to 12 years. *Communication Education* 54(4), 334-354.



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