Comprehensive Literacy Instruction
What book are you reading this summer?
"In the absence of (a reading) truth, you find diversity."

-Jim Cunningham
Session Goals:

1. Identify ten components of successful literacy instruction.
2. List three strategies that embed literacy instruction and engage students in the learning environment.
3. Describe five tools that will support literacy development for students with complex learning barriers in the learning environment.
10 Elements at work when students with significant disabilities are successfully learning to read and write:

1. Knowledgeable others
2. Means of communication and interaction
3. Repetition with variety
4. Cognitive engagement
5. Cognitive clarity
6. Personal connection to the curriculum
7. Encouragement of risk taking
8. Comprehensive instruction
9. Significant time allocation
10. High expectations

“No one is too anything to learn to read”

David Yoder, 2001
Page 88

#AllMeansAll
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Knowledgeable others

Who are knowledgeable others in our settings?
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How do your students communicate?
Tool - LessonPix in PowerPoint

Which letter will the cannon shoot?

PIRATE
Interaction & Engagement with Shared Reading

Follow the CAR

- **Comment** (and wait)
- **Ask for participation** (and wait)
- **Respond** by adding more

Put CROWD in CAR

- **Completion**
- **Recall**
- **Open-ended**
- **WH-**
- **Distancing**
Integrating AAC

Make comments
WAIT

Ask for participation
WAIT

Respond by adding more
Many towns have parades. Parades are big celebrations.
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Brown bear, Brown bear, what do you see?

I see a baby cat looking at me.
Predictable Chart Writing

Step 1: Write the chart
Step 2: Reread the chart
Step 3: Work with sentence strips
Step 4: Be the sentence
Step 5: Make and publish the book
Shared Reading

Dogs

Dogs are hungry.

Dogs are fast.
Tool- Book Creator

Creating Books:
- Working with text, images, audio

Reading Books:
- Read to me, reading online/ offline

Sharing books:
- Publishing, downloading, printing

Accessibility:
- speech-to-text, languages, access
Anchor is used to access background knowledge and to set a purpose for reading.

Read takes the most amount of time and focuses on text that students can read or listen to as presented in a variety of informational text types.

Apply provides students with the opportunity to demonstrate whether they were successful with the purpose and teaches to reread to confirm response.
Anchor

Activate Background Knowledge
Display the map.
This is a map of the world. The map shows that Earth is covered with land...
Point to land.
...and water...
Point to the ocean.
Display pictures of different land formations. Read the label under each picture.
Today, we are going to play a game. It's called What Is It?
Look at these pictures.
I will tell you about different kinds of land and water. Try to guess which picture I am talking about.

Map Activity

Let's Find Australia

Switzerland has lakes and tall mountains.

The Robinsons are leaving Switzerland. They want to sail to Australia.

Australia has beaches and kangaroos!

Example from Swiss Family Robinson
Anchor ➔ Watch ➔ Apply

Six levels of instructional materials included.
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What contributes to cognitive engagement?

- Help in developing reading independence
- Instruction in reading strategies
- Selection of reading topics connected to students’ lives
- Collaboration with classmates
- Provision of large #s of interesting texts
- High levels of teacher involvement

“Cognitive engagement refers to the act of putting persistent effort into mental processes such as thinking, reasoning, and judgement, in order to understand and learn.” (2020, p. 19)
Instruction in Reading Strategies

Emergent Learners
- Interactive ReadAlouds
- Making Words
- Shared Reading

Conventional Learners
- Supporting comprehension through Anchor/ Read / Apply
- Word Study
Provision of Large #s of Interesting Texts (Age Respectful!)

Readtopia Texts Available
- Print
- Chromebooks / computers
- Tablets

Related Texts as Favorites
- Tarheel Reader
- Get Epic
Collaboration with Classmates

**Writing**
- Anchor - describe monster
- Predictable chart - make class books

**Math**
- Small group activities
- Ex: collaborate on making class snack using division

**Purpose Statement**
Let's work together to make a snack for the class. We are going to use division to measure our ingredients.

Students work in one of four groups to make a class snack. Students use division to measure ingredients. Students in groups three and four will complete a supplemental worksheet of division problems.
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Cognitive Clarity

‘... a lucid understanding that can lead to learning’ (Downing, 1979).

It answers the question, “What is in it for me?” (Erickson & Koppenhaver, 2020).

Cognitive clarity enables learners to identify what is worth remembering and, equally important, what is worth forgetting. (Erickson & Koppenhaver, 2020)
Purpose Statements Help!!

Jack Horner's Problem

Jack Horner is a famous scientist. He has discovered many important things about dinosaurs. But Jack has a problem.

What is Jack’s problem?
Jack Horner has a learning problem.

School was hard for Jack. He had trouble reading. He had trouble writing. He had trouble in math. Jack almost flunked out of school!

But Jack loved to look at books about dinosaurs. He loved science. He loved to do science projects.

Jack still has trouble reading and writing. But he doesn’t let that stop him. He just takes extra time to read and write.

Purpose Statement

Scientist Jack Horner is a famous scientist who knows all about dinosaurs. But Jack Horner has a problem! Let’s read a biography to learn what the text tells us and the pictures show us about an important problem that Jack Horner has had during his life.

What’s worth remembering??
Why another Making Words lesson?

Making Words will help you learn to read and write any word you need!

What's in it for me?
• Download into Books
• Swipe away!

• Can also put graphic novels on Chromebooks

The more you read each book, the faster and better you’ll read it!
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Personal Connection to the Curriculum

Learning
● Writing
● Guided reading
● Self-directed reading

Environment
● Positive
● Belonging
● Inviting
“Never use reading levels to limit students’ personal reading choices.”

David Koppenhaver, 2019
Welcome to the Tar Heel Reader, a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches. Click here to learn more about alternative access methods.

You may write your own books using pictures from the huge collection at Flickr or pictures you upload. All books should be complete, edited, and revised to the best of your ability before publishing them to the site. While you are working on them, please save them as drafts.

Note the little well icon in the upper left corner of the page; clicking it will allow you to access the main menu. You can also click the settings icon to change settings on some pages.

Ready to get started?

Find a book
Write a book
Classroom Libraries

Student Interests

Things We All Know About Topic Board

- Movies
- TV Shows
- Shopping
- Family and Friends
- Animals
- Pets
- Bugs
- Tractors
- Cookouts
- Cars
- Camping
- Getting in Shape
- Garage Sales
- Games
- Vacations
Tool- Wheel of names
Anna’s Topics
Emergent Writing

1. Mini Lessons
2. Writing Time
3. Author’s Share
Mini-lesson: Say More

Writing Standard:
Production and Distribution—Planning and Composition

Speaking and Listening Standard:
Comprehension and Collaboration—Participate in Collaborative Conversations

Materials Needed:
Say More Tip Sheet
Two topic photos

Classroom poster also included

Time: 10 Minutes

Who in here is an Author?

Teacher Tips
If students need help thinking of ideas during collaborative writing, model idea generation by doing a “think aloud.” Have students help choose which of your ideas could be added to the writing.

Say More

1. What else can I say about my topic?

2. What else would others want to hear?

3. Think of 2-3 more ideas and add them to your writing.
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Encouragement of Risk Taking

Safety and belonging in the classroom

Praise for all attempts

Considerations for learners with AAC

Structure lessons for inclusion

Informative feedback

“New learning then transforms from possibility to probability”
Learning Letters/ Making Words
Be a Fearless Speller

Spell the word the best you can.
Take RISKS with your spelling.
Keep writing!

If you are stuck ask yourself—
What letter does it start with?
  c  a  t

What other sound do you hear in the word?
  c  a  t

What letter does it end with?
  c  a  t

Don't Forget—
Stretch Out Your Word
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Access to All Components of Literacy Instruction
Does the learner?

1. Identify most of the letters of the alphabet, most of the time?
2. Engage and interact during shared reading?
3. Have a means of communication and interaction?
4. Understand that print has meaning?

“No”
To one or more

“Yes”
To all four

Daily Emergent Interventions
- Shared Reading
- Shared Writing (PCW)
- Alphabet and Phonological Awareness
- Independent writing
- Self-directed reading

Daily Conventional Interventions
- Reading Comprehension
  (Anchor- Read-Apply)
- Word Study
  (Keywords + Word Wall + Making words)
- Writing
- Self-directed reading
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## Emergent Literacy Instruction

<table>
<thead>
<tr>
<th>Experience</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Reading</td>
<td>Two times for 10-15 minutes</td>
</tr>
<tr>
<td>Predictable Chart Writing</td>
<td>20-30 minutes</td>
</tr>
<tr>
<td>Alphabet and Phonological Awareness</td>
<td>20-30 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>20-30 minutes</td>
</tr>
<tr>
<td>Self-Directed Reading</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>90-136 minutes</strong></td>
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</table>
## Conventional Literacy Instruction

<table>
<thead>
<tr>
<th>Experience</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Self-Directed Reading</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Reading Comprehension (Anchor-Read-Apply)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Word Study (Keywords, Word Wall, Making Words)</td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120 minutes</strong></td>
</tr>
</tbody>
</table>
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All persons regardless of the extent or severity of their disabilities have a basic right to use print. Beyond this general right, there are certain literacy rights that should be assured for all persons.

The right to live and learn in environments that maintain the expectations and attitudes that all individuals are literacy learners.
Least Dangerous Assumption

THE LEAST DANGEROUS ASSUMPTION

CHRIS BUGAJ
ASSISTIVE TECHNOLOGY TRAINER
Today’s Giveaway

Curriculum Sampler
2. Complete the form
3. Bookmark the page
4. Use the sampler materials
Thank you
Thank You