


“THERE IS NO CAN’T”: AAC,
LITERACY AND MEETING
COMPLEX NEEDS

Jane Farrall & Sally Clendon



“No student is too
anything to be able to
read and write”

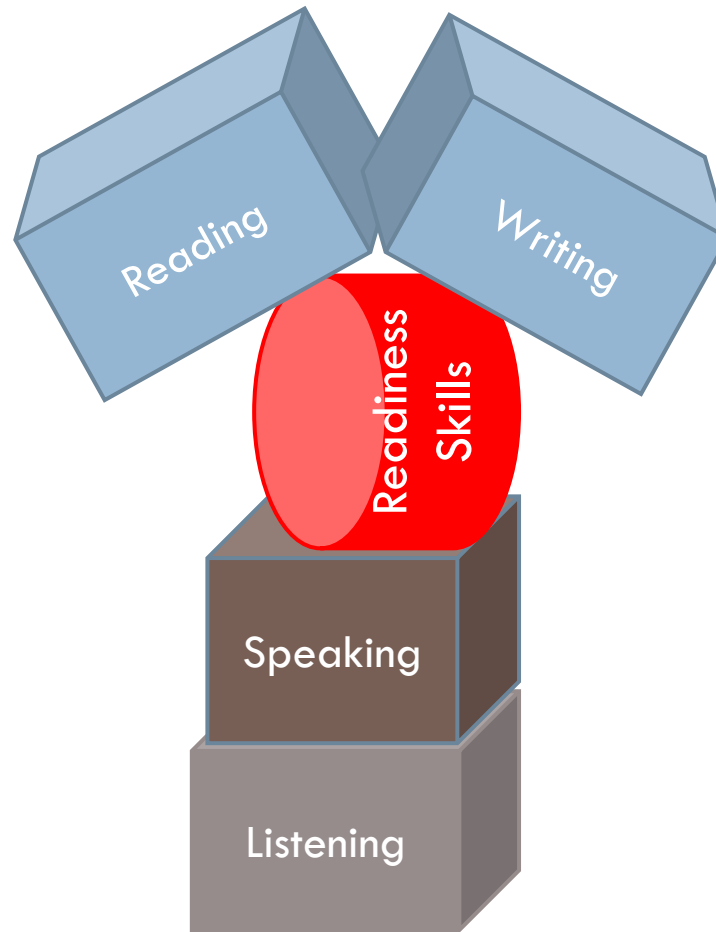
David Yoder, DJI-AbleNet
Literacy Lecture, ISAAC
2000

Acknowledgements

- Centre for Literacy and Disability Studies
- Prof Karen Erickson
- Prof David Koppenhaver
- Thank-you!



Traditional Model of Literacy Learning




Erickson, 1999

“Reductionist Interventions”

- Katims (2000) reviewed literacy instruction in special education and identified reductionist interventions as ones which are
 - Sequenced and hierarchical
 - Employ drill and practice to train
 - Focus on skills such as:
 - Letter names and sounds;
 - Word decoding;
 - Sight words; and
 - Filling out written forms.
- Reductionist interventions are approaches that assume prerequisites and therefore setup barriers to literacy instruction

Some Outcomes of Reductionist Approaches

- Christopher, a teenager with autism, can read passages fluently at a Year 9 level. He doesn't understand that what he reads has meaning.
- Michael, a teenager with Down Syndrome, can only read aloud when pointing to words. He doesn't know that you can read silently.
- Chloe, a young woman with cerebral palsy, can sign every letter of the alphabet but doesn't know that the signs relate to the printed letters.



If we only teach parts of literacy, then students will only learn parts.

The Least Dangerous Assumption

- Donnellan (1984)
- “the criterion of the least dangerous assumption holds that in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults.”

Mastery/Readiness/Reductionist View of Literacy

- ❑ Literacy is learned in predetermined, sequential manner that is linear, additive and unitary
- ❑ Literacy learning is school based
- ❑ Literacy learning requires master of certain prerequisite skills
- ❑ Some people will never learn to read

Emergent View of Literacy

- ❑ Literacy is learned through interaction with and exposure to all aspects of literacy (i.e. listening, speaking/AAC, reading and writing)
- ❑ Literacy is a process that begins at birth
- ❑ Literacy abilities/skills develop concurrently and inter-relatedly
- ❑ All children can learn to use print meaningfully

Universal Design for Learning

- Three networks of learning.
- Recognition network: “How do we get students to recognise words?” Teaching students words. Has often been the focus on special education.
- Strategic network: “What do we do with the words once we’ve learned them.” Show students how literacy really works.
- Affective network: “Why do I want to learn the words?”. Show students the reason for learning.

Universal Design for Learning

- UDL provides a structure for us to make sure we've got good goals and instruction.
- Need to provide multiple and flexible means of engagement. Engagement enhances learning. But we can't repeat something too often or it isn't engaging.
- Need to provide multiple and flexible means of expression to provide diverse students with alternative for demonstrating what they have learned.
- Once we have UDL in place then we do differentiation.

Differentiation

- Provide students with different avenues to acquire content.
- Allow them to process, construct or make sense of ideas.
- Differentiate through:
 - Content
 - Process
 - Product
 - Learning environment

Accommodating Struggles



physical demands

cognitive demands

sensory demands

communication demands

experience demands

affect demands



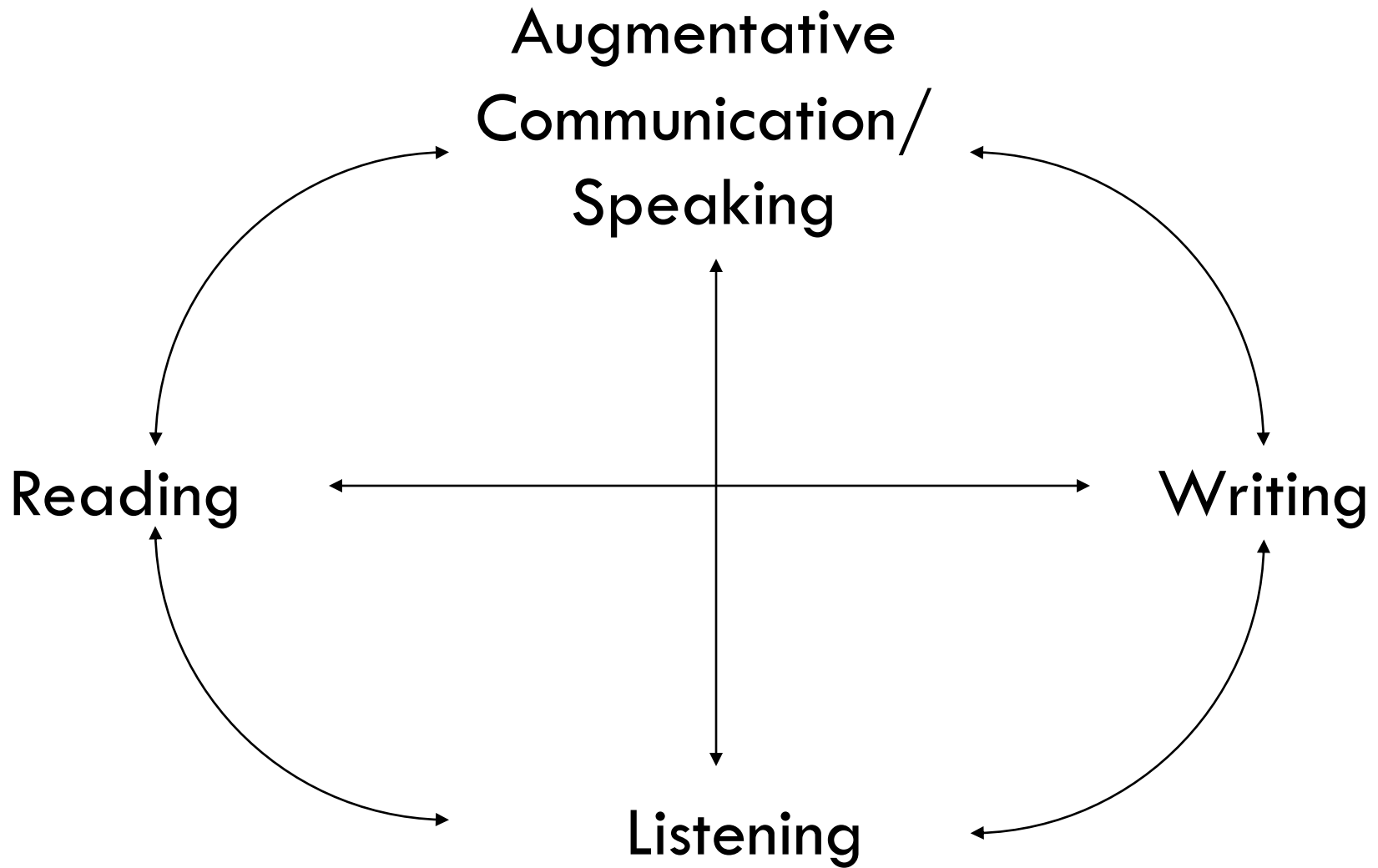
**So how do we teach literacy for all our
diverse students?**

EMERGENT LITERACY




A Current/Emergent View of Literacy

- Literacy is constructive, interactive, recursive, and emergent.
- Literacy is a process that begins at birth and perhaps before.
- Emergent literacy is “...the reading and writing behaviors that precede and develop into conventional literacy” .
- Emergent literacy is appropriate for all children.



Oral and Written Language Development

(Koppenhaver, Coleman, Kalman & Yoder, 1991
adapted from Teale & Sulzby, 1989)

- 
- Involves a building of understandings and experiences, not an accumulation of isolated skills in a predetermined sequence.
 - Behaviours are fleeting and variable depending on text, task, and environment.
 - The functions of print are as integral to literacy as the forms.
 - Over 1000 hours of literacy before school even begins.

Two Primary Aims

1. To promote children's positive regard for literacy and their understanding of the functional, intentional use of literacy.
2. To increase children's skills in discrete skill areas that are critically linked to later reading success.

A Balanced Diet

- Reading to children – both fiction and nonfiction
- Reading with children – shared reading of predictable big books
- Providing opportunities for children to read by themselves
- Writing for children – morning messages at the start of the day and journal entries at the end of the day
- Writing with children – shared writing of predictable charts
- Providing opportunities for children to write by themselves
- Developing phonological awareness
- Working with letters and sounds
- Learning some “interesting-to-them” words (names, environmental print etc).

Shared Reading

- Impacts on children's conceptual knowledge and reasoning skills.
- Builds vocabulary and language comprehension.
- Exposes children to specific components of print and book conventions which facilitates the learning of letter names, shapes, and sounds.
- Key factor is the conversation that takes place around shared storybook reading.

Important Adult Behaviors

- Mutual questioning and responding.
- Making stories relevant to the child's life.
- Giving praise and feedback.
- Explaining.
- Physically sharing the book.
- Monitoring a child's understanding.
- Adjusting mutual dialogue to acknowledge child's understanding.

Making it Accessible

- Talking switches
- Communication displays
- BookWorm
- Page fluffers
- Digital books
- Braille labels, Twin Vision Books
- Tactile graphics
- Real objects / props
- Symbols or duplications of illustrations





**Step 1: Getting the
Conversation Going**

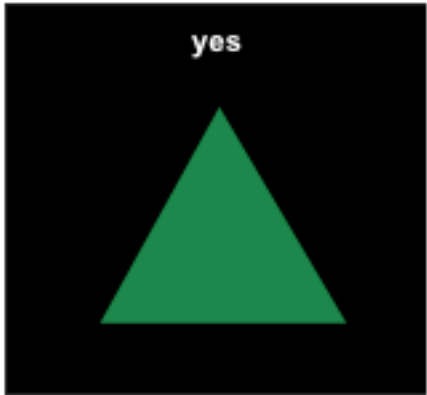
Remember to:

- Follow student's lead
- Keep it low pressure - no testing
- Relate to what student knows
- Attribute meaning to student attempts
- Use teacher aides as models


Why Attribute Meaning?

- A natural response to children without disabilities
- Teaches students to be less random.
- Builds cognitive understandings over time.
- Sends message of competence and high expectations.






what



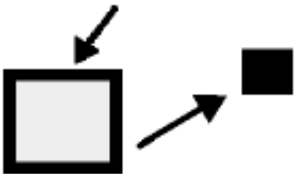
who



read




it that



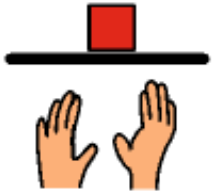
book



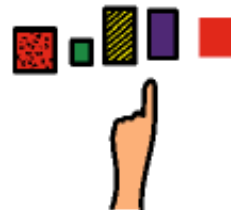
where




want




choose




again




picture



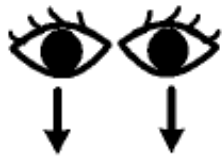
I, me, my, mine




not, don't, can't




look, see, watch



turn the page




funny




you, your, yours



I don't like that



like




finish



act it out



book





The goal is to maximise interactions
page-by-page.

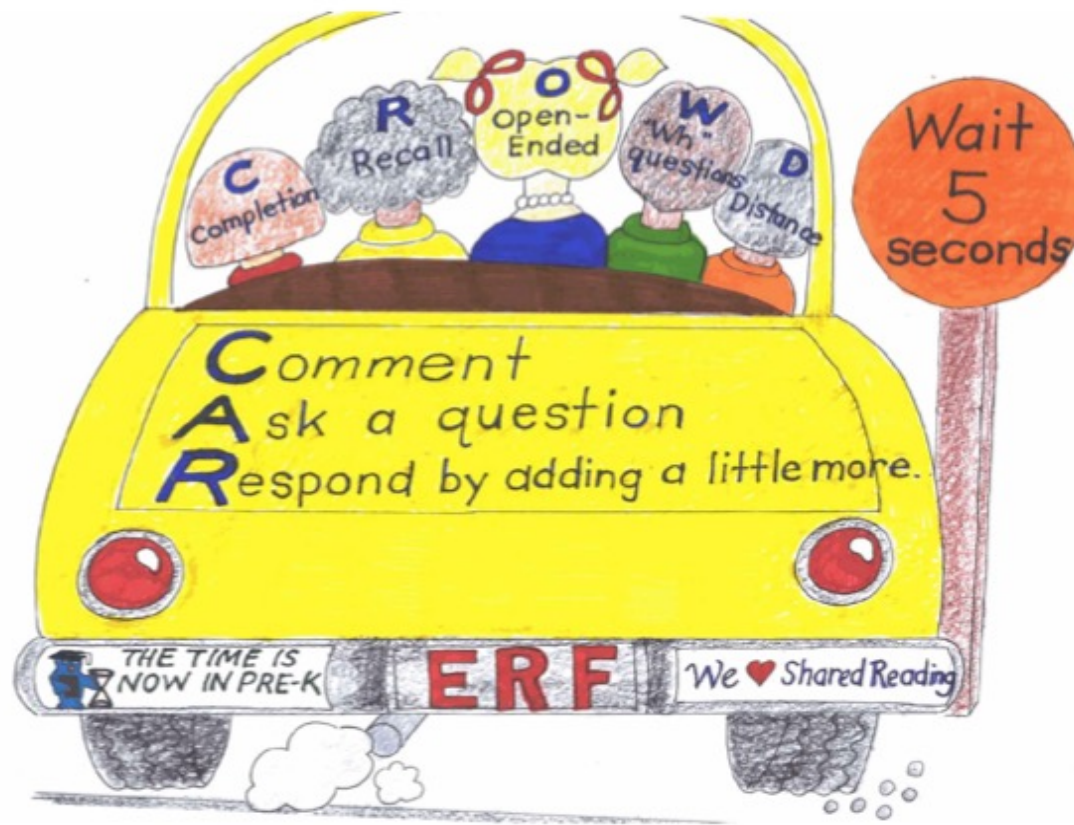


**Step 2: Getting More
Systematic with Shared
Reading**

Follow the C-A-R

- An approach to structuring shared reading interactions.
- Lead with a **COMMENT**.
 STOP and wait 5 seconds.
- **ASK** a question.
 STOP and wait 5 seconds.
- **RESPOND** by adding more.

Put the CROWD in the CAR



CROWD

- **Completion**
- **Recall**
- **Open-Ended**
- **Wh- Questions**
- **Distancing**

Rotate through them as it makes sense!

Completion

- Leave a blank at the end of a sentence and child fills it in.
- These are typically used in books with rhyme or books with repetitive phrases.
- Example, "Brown bear, brown bear, what do you see? I see a white dog looking at _____," letting the child fill in the blank with the word *me*.
- Completion questions help students begin to understand the structure of language in books.

Recall

- Questions about what happened in a portion of the book that has just been read.
- Example, “*Tell me what the little truck did.*”

Open-Ended

- Questions that do not have specifically right/wrong answers.
- Usually focus on the pictures in books.
- Example, "*Tell me what's happening in this picture.*"

Wh-Questions

- Questions that begin with what, where, when, why, and how.
- Typically focus on the pictures in books.
- Example, "*What does the man have?*"

Distancing

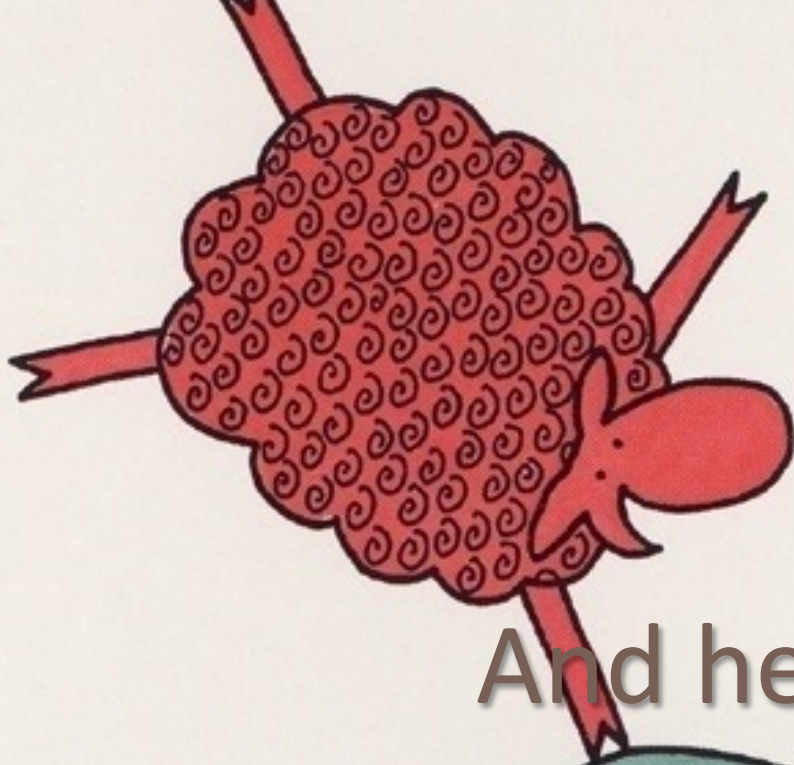
- Questions that relate what is in the book to experiences outside the book.
- Form a bridge between books and the real world.
- Example, "You saw animals at the farm. What animal did you see at the farm?"

Table 2
Dialogic Reading Prompts, Examples of Use, and Accommodations for Diverse Learners

Prompt	Example	Accommodation
Completion—Completing a sentence with familiar word(s)	<p>"Brown Bear Brown Bear, What do you see?" (Martin, 1967)</p> <p>"Brown bear brown bear _____?"</p> <p>"Purple cat purple cat _____?"</p> <p>(Complete with the words "what do you see?")</p>	<p>Provide the child with a picture or real object to use in place of having to speak the words.</p> <p>Prompt the child with the first word or words and have them complete the rest.</p>
Recall—Remembering some aspect of the story (e.g., words, pictures, character, plot)	<p>"The Very Hungry Caterpillar" (Carle, 1969)</p> <p>"Can you remember some of the foods that the caterpillar ate?"</p> <p>"What did he turn into at the end of the story?"</p>	<p>Provide a child with their own copy of the book so they can more easily keep track of the sequence of the story.</p> <p>Reread the story individually or in small groups to assist with comprehension and recall.</p>
Open ended—Requires more than just a one- or two-word response	<p>"I Was So Mad" (Mayer, 2000)</p> <p>"What was your favorite part of the book?"</p> <p>"How could the story have ended differently?"</p>	<p>Script out the first part of the response ("My favorite part was . . .") and have the child complete it.</p> <p>Have the child choose between two different scenarios provided by the teacher in place of coming up with it all on their own.</p>
Wh prompts—Who, what, when, where, why	<p>"Rosie's Walk" (Hutchins, 1971)</p> <p>"Who was Rosie trying to get away from?"</p> <p>"Why do you think she was trying to get away from the fox?"</p> <p>"Where were some of the places that she walked?"</p>	<p>Preread the story to familiarize a child with the content.</p> <p>Allow the child to use a pointer, wooden spoon, feather, flyswatter, or other pointing device to indicate their answer.</p>
Distancing—Connecting the story with children's background knowledge	<p>"The Little Red Hen" (Byron, 1994)</p> <p>"Has anyone ever made bread before?"</p> <p>"Have you ever needed help with something before and no one would help you?"</p>	<p>Talk with families about any previous experiences with the content of the book.</p> <p>Allow extra time for the child to think and respond.</p>

Students who are using AAC

- Ideally students have comprehensive AAC systems.
- If not currently in place, then use what you have (e.g., activity displays) and make what you need.
- As much as you can, try to match your prompts to the language that the students have available to them.










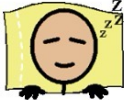







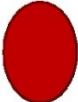
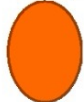

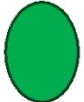












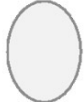
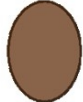





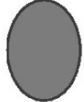
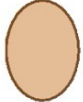
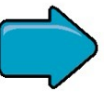
And here is the red sheep.

The sheep in this story are different colours. What colour sheep have you seen before? [Distancing]



Back

Menu

	happy 	sad 	fine 	okay 	so	very	really
	hungry 	thirsty 	tired 	sick 	bad 	good 	more
angry 	better 	big 	cool 	red 	orange 	yellow 	green 
cold 	excited 	fun 	funny 	great 	blue 	purple 	pink 
	hot 	little 	nice 	proud 	white 	brown 	black 
warm 	worse 	DESCRIB A - Z	right 	wrong 	grey 	tan 	

Remember ...

- AAC systems are for building receptive and expressive language skills.
- We need to allow students time to explore and learn the system.
- We need to model, model, model expected communication behaviours before expecting to see those behaviours from our students.
- AAC must be available at all times.

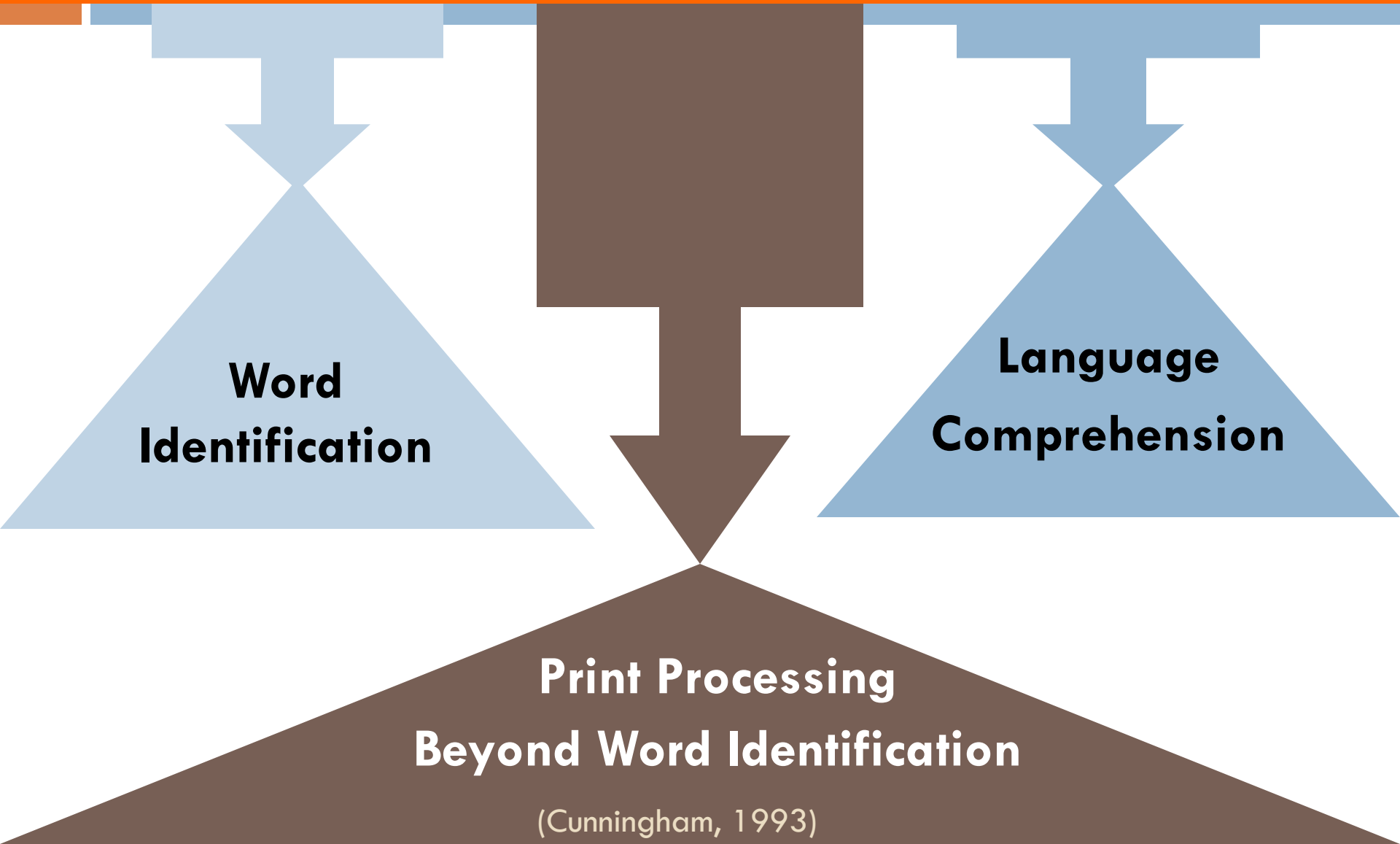
Aim For ...

- 3+ a day
- Communication
- Enthusiasm
- Engagement!!!!

CONVENTIONAL LITERACY



Silent Reading Comprehension



Four Blocks



Anchor, Read, Apply

Guided Reading

- Primary purposes are to assist students to:
 - ▣ Understand that reading involves thinking and meaning-making;
 - ▣ Become more strategic in their own reading.
- Must use a wide variety of books and other print materials.

Working with Words

- Primary purpose is to help students become strategic in reading words;
- Make words instruction:
 - Words based;
 - Experience based;
 - Age appropriate;
- Should result in students who read and write:
 - More;
 - More successfully and independently;
 - With greater enjoyment.

Writing

- Students who write become better readers, writers and thinkers;
- Learning in classroom writing communities:
 - ▣ Write for real reasons;
 - ▣ See others do so;
 - ▣ Interact with peers and teacher about written content, use and form.

Self-Selected Reading

- Primary purposes are to assist students to:
 - Understand why they might want to learn;
 - Become automatic in skill application;
 - Choose to read after they learn how.
- It isn't self-directed if you don't choose it yourself;
- You can't get good at it if it is too difficult.

Technology to Support the Four Blocks



But remember.....



ICT = It Can't Teach

ANCHOR, READ, APPLY GUIDED READING



Anchor, Read, Apply

Guided Reading

- Help students to understand that:
 - Reading involves thinking and meaning making;
 - They can use a range of strategies in their reading to collect information, understand text, etc.
- Must use a wide variety of books and other print materials:
 - Commercial books;
 - Personal experience books;
 - Custom books.
- NOT listening comprehension.

Guided Reading or Shared Reading?

- Guided Reading is done more traditionally with students who are conventional – right from the earliest levels of conventional reading
- Shared Reading is done more traditionally with emergent students
- ALL students benefit from Shared Reading
- Guided Reading is more traditionally for conventional students – but ALL students can benefit from it as well with different purposes

Purposes for Reading

- Need to set a purpose every time you do guided reading;
- If you don't set a purpose students think they have to remember everything – or become passive;
- Purpose needs to be broad enough to motivate processing of entire text.

Purposes for Reading

- Developing readers have not learned to set their own purposes for reading.
- If a purpose is not set, the implied purpose is:
 - Read this to remember everything
 - Read this to guess what I am going to ask you
- Purpose should be broad enough to motivate processing of entire text:
 - Yes: Read to make up a new title for this story
 - No: Read to tell me where the story takes place

3 Characteristics of Good Purposes:

“Read so that you can...”

- Requires processing of entire text, at least initially:
 - ▣ Yes: tell in 10 words or less what this story is about
 - ▣ No: tell where the hero lived
- Requires search for main idea:
 - ▣ Yes: tell how you think the story will end
 - ▣ No: tell which words on pg7 have a short /i/ sound
- Helps the reader focus attention:
 - ▣ Yes: tell which of these adjectives describe the boy and which describe the girl in the story
 - ▣ No: answer the questions at the end of the chapter

Anchor, Read, Apply

Guided Reading

- 1 book per week;
- Different purpose each day;
- Build confidence;
- Some students will participate in the repeated readings or in setting purposes as they become more skilled;
- Help students become independent.

Types of Guided Reading

- Picture walk;
- Five-part Anchor – Read – Apply;
- Directed Reading-Thinking Activity;
- KWL (What do I **K**now, what do I **W**ant to know, what have I **L**earned).
- Question-Answer Relationships
- Yes or No?

Guided Reading Follow-Ups

- Action purposes – Reader’s Theatre, Drawing, etc;
- Linguistic purposes – sentence ordering, word ordering, write our own version.

Picture Walk

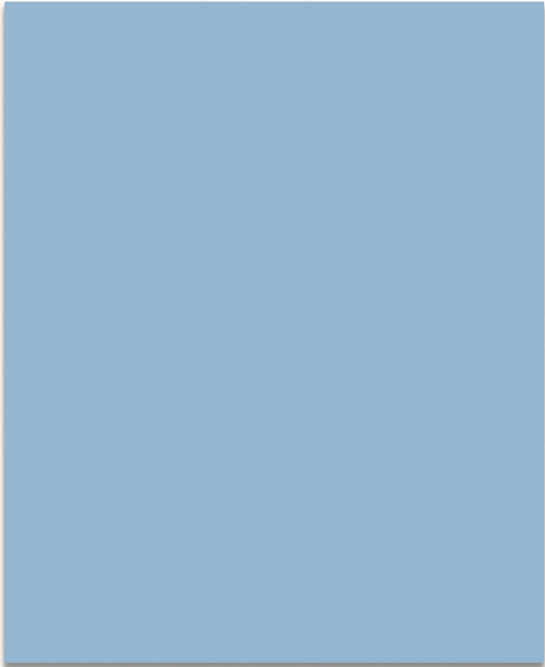
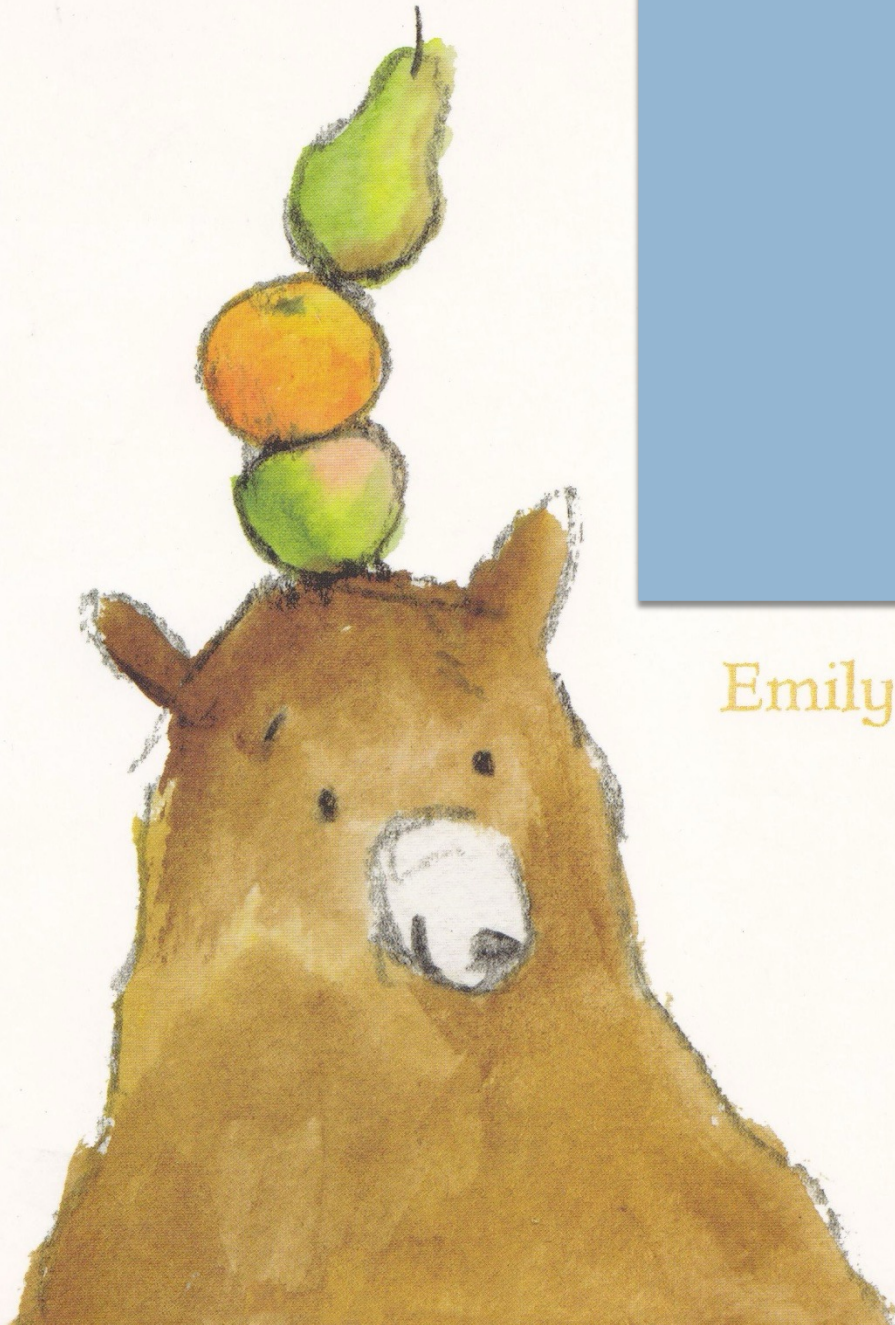
- Walk students through the book and get them to guess the content;
- They can use any strategy:
 - ▣ Prior knowledge;
 - ▣ Knowledge of text structures;
 - ▣ Some word knowledge;
 - ▣ Picture as supports.

5 part Anchor, Read, Apply

- Before reading:
 - Build or activate background knowledge
 - Purpose “Read so that you can”
- During reading:
 - Read/listen
- After reading:
 - Task directly related to the purpose
 - Feedback/Discussion (typically woven into follow-up)
 - What makes you say that? How do you know? Why do you think so?
 - Help students gain cognitive clarity so they can be successful again or next time

Titles

- What's your favourite book title?
- What's your favourite TV show title?



Emily Gravett

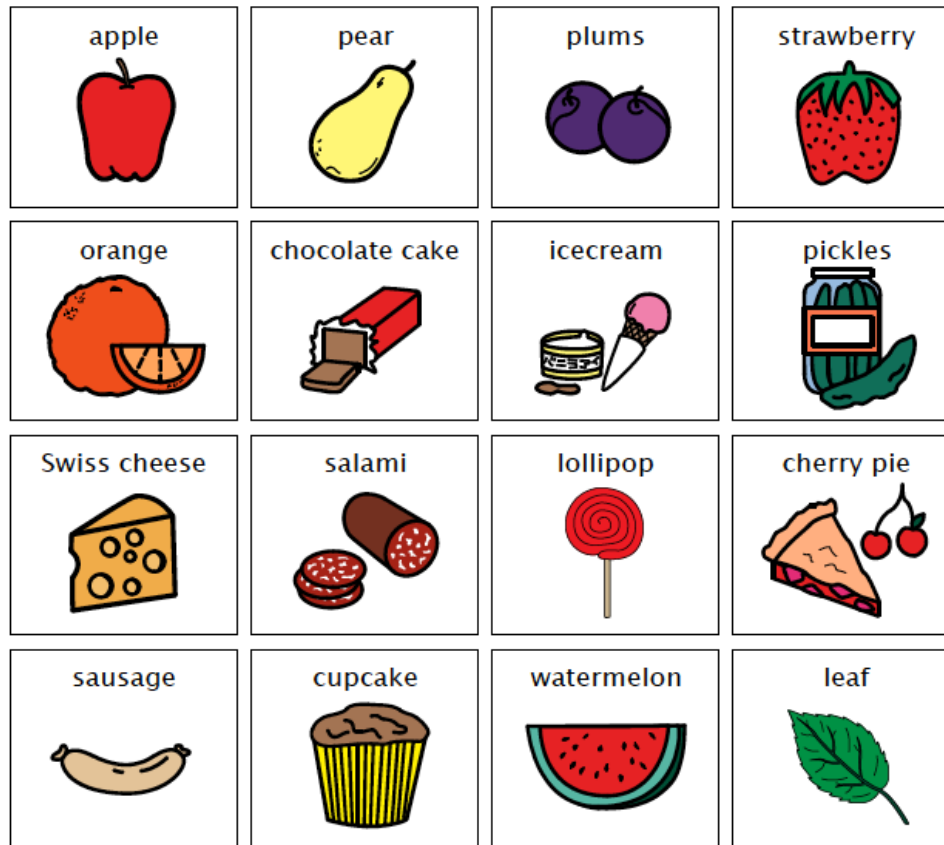
Read to discover a good title for this book.

- Orange
- Pear
- Apple
- Bear
- Or something else?

Custom Supports for Students who need AAC

- Can be developed for each purpose for each book while we work on a more comprehensive system for each student.
- Positives:
 - ▣ Students with CCN can participate in discussing the purpose
- Negatives:
 - ▣ The language is shown once or twice and then disappears
 - ▣ Language generally isn't useful throughout the day
 - ▣ Student has no way of communicating through the whole day
 - ▣ Lots of ongoing work constantly preparing these resources
 - ▣ Limited to the language provided

Read to learn which food in the book is your favourite



Custom Supports for Students who use AAC

- Only ever a temporary solution
- Need to pair them with aided language displays as soon as possible

Aided Language Displays

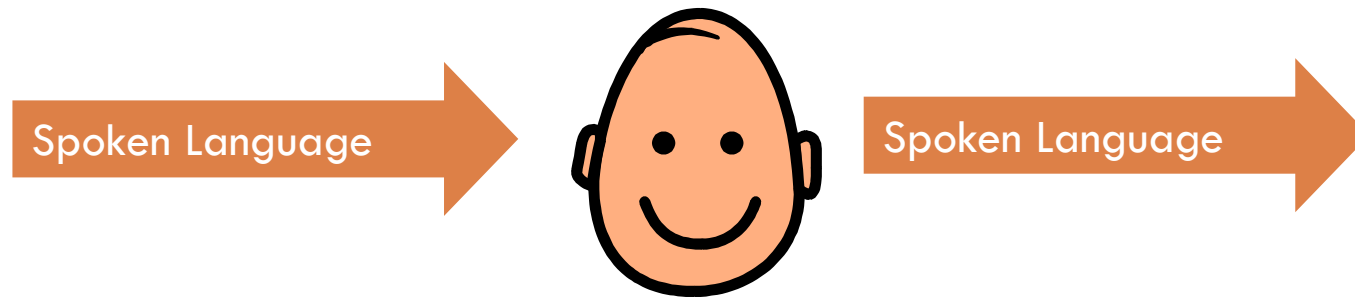
- Prospective users must be provided with frequent examples of interactive, generative use to acquire any semblance or proficiency.
- No-one would dispute the fact that it would be very difficult to become a fluent speaker of French, if your instructor seldom used French in your presence.

Goossens', Crain and Elder (1988); Goossens' (1989)

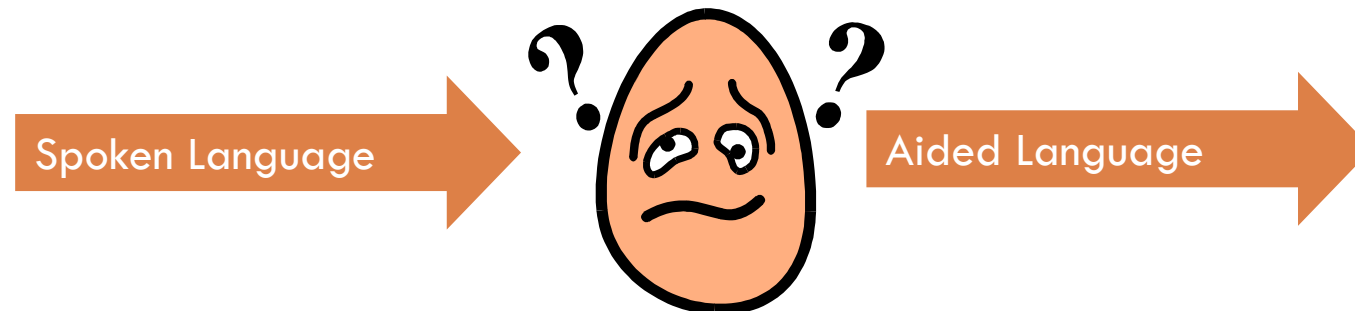
Input

Output

Spoken language development



Child learning aided symbols

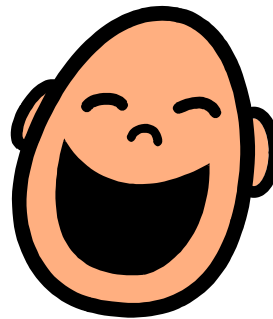


Input

Output

Child learning aided symbols

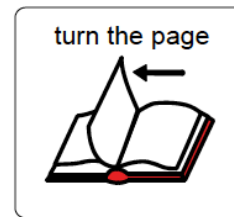
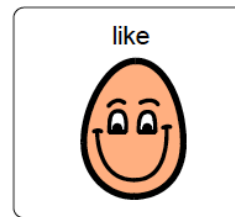
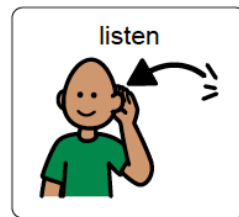
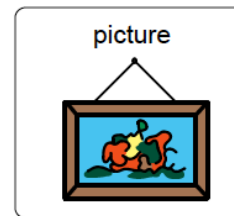
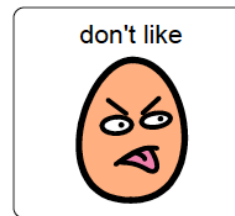
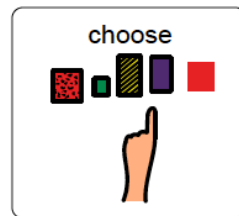
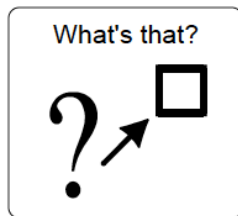
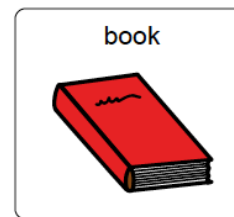
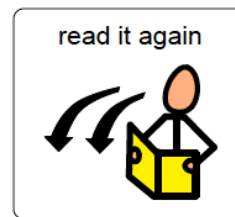
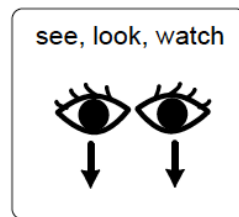
Aided Language
Spoken Language
(Sign language)



Aided Language
(Spoken Language)
(Sign language)

Book Reading

Aided Language Display



Aided Language Displays

- Aided Language Displays provide access to a range of vocabulary that can be used repeatedly within an activity.
- Lots of opportunities to make language visible
- Great resources on aided language at <http://practicalaac.org/tag/aided-language-input/>

Aided Language Displays

- Generic across a range of books
- Positives:
 - Students with CCN can be more interactive in the book reading
 - Students can have more control over book reading
 - Work for guided reading and self-selected reading
 - Lots of opportunities to repeatedly model language
- Negatives:
 - Don't have specific language needed for books
 - Limited to the language provided on each ALD

Aided Language Displays

- Short term solution
- Need to provide students with a more comprehensive AAC system as soon as we can so they have language for the whole activity and the whole day

Comprehensive AAC Supports

- Used across the whole day
- Positives:
 - ▣ Long term solution, all day every day
 - ▣ Can be used across a wide range of purposes
 - ▣ Rich links to language development
 - ▣ Students with CCN can:
 - Share an opinion
 - Ask a question
 - Change the ending
 - Predict the title
 - ▣ Lots of opportunities to repeatedly model language
 - ▣ Generic templates are available
 - ▣ Don't need to constantly make more
- Negatives:
 - ▣ Takes support staff a while to learn
 - ▣ Core vocabulary arrangements require language before use

Comprehensive AAC Supports

- Enable teachers to:
 - Model and expand an extensive vocabulary
 - Activate background knowledge with a student
 - Set a wide range of purposes

- Enable students to:
 - Relate information about life experiences and other texts

Participation for students with Complex Communication Needs

- If they have a comprehensive communication system (eg PODD) then they can use that to participate across the day;
- If they don't then we need to provide ways for them to participate;
- AND we need to work towards getting them a comprehensive communication system.

Variety & Repetition

- Variety of purposes;
- Variety of approaches;
- Variety of texts;
- Repetition of purposes;
- Repetition of approaches;
- Repetition of texts.

Anchor, Read, Apply purposes

Centre for Literacy and Disability Studies/Karen Erickson

- 15 different sheets with the structure laid out
- 1 sheet with multiple suggestions
- Can develop other purposes (of course) but these are a good guideline

Repetition with Variety

- Repetition – read the book again and again for different purposes
- Repetition – repeat the same purpose again and again with different books

Select or write a purpose for reading

The Rainforest

- Use the purpose to develop a lesson
 - Anchor activity
 - How can you anchor the lesson in something the students already know?
 - Apply
 - What will the students do to demonstrate success in achieving the purpose?

Select or write a purpose for reading

The Rainforest

- Use the purpose to develop a lesson
 - Anchor activity
 - How can you anchor the lesson in something the students already know?
 - Apply
 - What will the students do to demonstrate success in achieving the purpose?

- What purposes can you repeat from the previous book?

Directed Reading-Thinking Activity (Stauffer)

- Students LOOK at title or pictures and predict story;
- Students READ to a predetermined stopping point;
- Students PROVE the accuracy of their predictions and modify them or make new predictions.

Prediction and Reading for Meaning

- Sometimes students read text without reading for meaning
- DR-TA or Predicting both help students to read for meaning.
- Need to reinforce that every time we read a text we get information from it.
- More meaningful to the student if they make that meaning themselves by predicting.

Variety of texts

- Commercial books;
- Fiction and non-fiction;
- Language Experience/custom texts;
- Created texts about class/individual experiences;
- Personal alphabet books;
- TarHeel Reader books.

Guided Reading Books

- Those you already have (class and library);
- Information from the www;
- Created books on topics of interest in PowerPoint, Clicker 6, Boardmaker Studio;
- Tar Heel Reader;
- Anything else at an appropriate reading level.

WORKING WITH WORDS

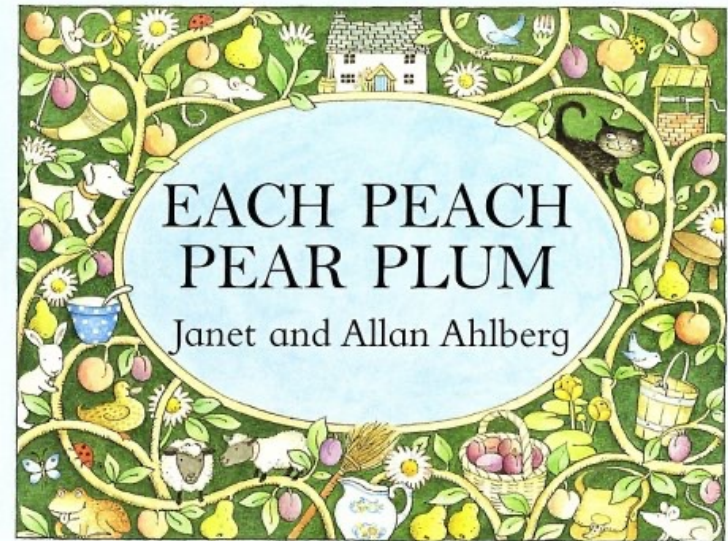
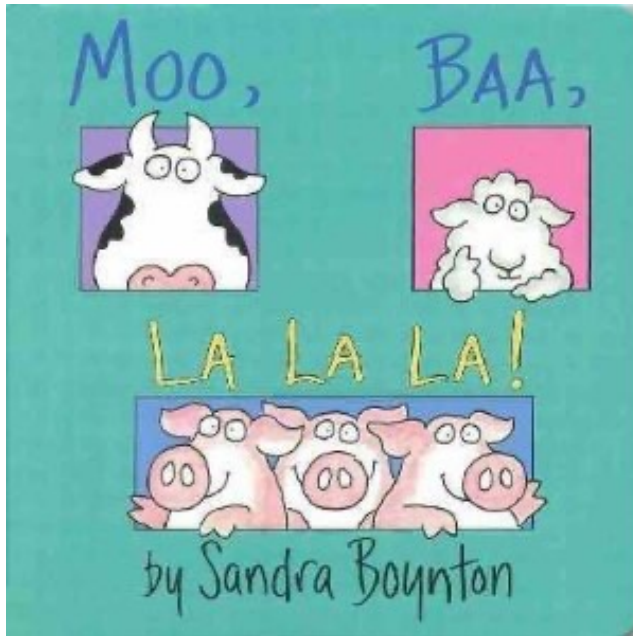


Phonological Awareness

- The ability to hear and work with the sound units in spoken language.
- Develops along a continuum with the awareness of larger units typically emerging prior to the awareness of smaller units (Caravolas & Bruck, 1993).
- Phonological awareness skills, particularly phoneme awareness, are critical in early reading development (Wagner & Torgesen, 1987).

- **Alliteration awareness:** recognizes common sounds across words in initial (*bug, bat*), medial (*mad, hat*), or final (*tip, flop*) position
- **Blending:** combines smaller oral language units into larger units, such as phonemes (f-r-o-g to *frog*), syllables (flow-er to *flower*), and onset/rime (b-oat to *boat*)
- **Phoneme identity:** identifies a particular phoneme in a word (e.g., *mat* starts with /m/)
- **Rhyme awareness:** produces or comprehends rhyme patterns (e.g., *up—cup*)
- **Segmenting:** breaking larger oral language units into smaller units, such as phonemes (*bat* to b-a-t), syllables (*hamburger* to ham-bur-ger) and onset/rime (*cup* to c-up)
- **Syllable awareness:** recognizes syllable boundaries in spoken language (e.g., *butterfly* is three syllables)
- **Word awareness:** recognizes word boundaries in spoken language (e.g., *He is Sam* is three words)

Books



Word and Syllable Boundaries

- Clapping out Names.
- The Longest Word (Love & Reilly, 2002)
- Combining Pictures – Dog + House (Kaderavek & Justice, 2004)
- Robot Talk – but...er...fly (Kaderavek & Justice, 2004)

Rhyme

- Sing songs and read nursery rhymes
- Rhyming riddles (Love & Reilly, 2002)
- Rhyme cloze (Love & Reilly, 2002)
- Rhyme bingo
- I spy
- Guess the word
- Rhyme families

Riddles

- It is something that **grows**
- You can smell it with your **nose**.
- It grows in the garden
- It is called a _____ (**rose**)

Cloze

Help me complete the rhyming sentence. The answer is a body part.

- Mrs Rose has a mosquito on her _____ (nose).
- Jenny Bin has a pimple on her _____ (chin).
- Mr Weg has a broken _____ (leg).
- Tommy Weir has a flea in his _____ (ear).

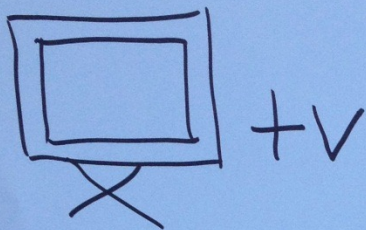
Phonemes

- Treasure Hunt
- I spy
- First Sound Shop (Love & Reilly, 2002)
- The Food Game (Love & Reilly, 2002)

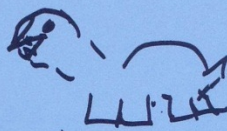
It - the



tiger



TV



t. rex



tomato



teeth



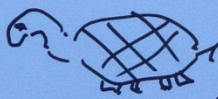
toothbrush



tap

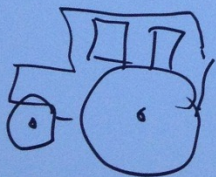


Tremaine



turtle

tortoise



tractor



trip

B

S



	ack
--	-----

j r s b

37 Common Rimes (Wylie & Durrell, 1970)

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	ank
an	eat	in	op	ell
ine	ore			

Apps

- Difficult to find great apps for teaching these skills.
- The apps tend to have bits that are good, and bits that are not so good.
- When choosing activities consider the following:
 - ▣ Is it age appropriate for my students? Lots of the apps are aimed at very young children.
 - ▣ Is the activity teaching letter knowledge and/or building phonological awareness?
 - ▣ Is the feedback sufficient or do I need to make sure that an adult is sitting with the student(s) to maximise learning?

Alphabet Knowledge



Letter Name Knowledge


- Children's knowledge of letter names is a powerful predictor of their later literacy abilities.
- Many letter names help to cue children in to letter sounds. This assists them to figure out the alphabet principle which in turn helps them to decode and spell words (Kim, Petscher, Foorman, & Zhou, 2010).
- The number of letter names that children know and the order in which they learn them is influenced by a number of factors, e.g., much more likely to know letters in their own names (Justice, Pence, Bowles, & Wiggins, 2006).

Incidental Teaching

- Make sure you have lots of alphabet books in your classroom library and that they are available during shared reading and independent reading.
- Point out letters and print in the environment.
- Talk about letters and sounds when you encounter them in everyday activities.
- Explicitly reference letter names and sounds in shared reading and writing activities, e.g., morning message, signing in, predictable chart writing, independent writing.

Alphabet Books for your Class Library

- Books from the library, e.g., Animalia.
- Tarheel Readers – search “alphabet” or see Jane’s blog for some links:
<http://www.janefarrall.com/letter-of-the-week-resources-for-older-students/>
- Books using students’ names and photos, e.g.,
 - ▣ Food ABC – “Ruby loves raisins. Liam loves lollies. Ben loves bananas.”
 - ▣ Actions ABC – “Jack jumps. Suzy swings. David dances”.

- 
- Books using students' interests, e.g.,
 - Cricket ABC – B is for Ball, C is for catch”.
 - Disney ABC – L is for Lightning McQueen, N is for Nemo”.
 - Famous People ABC – D is for Demi Levarado, J is for Justin Bieber”.
 - Books for letter-of-the week.
 - Books relating to topics or themes.

Books for Letter of the Week

D d

Books for Topics/Themes

My Beach ABC



Why Working with Words?

- Primary purpose is to help students to become strategic in reading words.
- Must minimise metalinguistic demands.
- Make words instruction:
 - ▣ words-based
 - ▣ experience-based
 - ▣ age-appropriate
- Should result in students who read and write:
 - ▣ more
 - ▣ more successfully and independently
 - ▣ with greater enjoyment

Purposes

1. Help children learn high-frequency words needed for fluent, successful reading with comprehension.
2. Teach children the skills required to decode and spell words they will use for reading and writing.
3. Help children understand how words work.

Word Wall

- Used to teach words that you don't want students to have to work to decode or spell.
- Used to teach words that you expect students to read with automaticity and spell with accuracy by the end of the year.
- Not a mastery approach.

Word Wall Content Basics

- Unimportant words need not apply...
 - ▣ High frequency words
 - ▣ Generative patterns (“keywords”)
 - at, can, like, old
 - ▣ High utility
 - School name, TV favourites, writing topics
 - ▣ Spelling demons
 - Words regularly misspelt in writing

37 Common Rimes (Wylie & Durrell, 1970)

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	ank
an	eat	in	op	ell
ine	ore			

Aa

Bb

Cc

Dd

Ee

Ff

Gg

after

because

can

did

eat

friend

good

and

down

all

Hh

Ii

Jj

Kk

Ll

Mm

Nn

have

in

jump

kick

like

make

nice

little

made

Oo

Pp

Qq

Rr

Ss

Tt

Uu

out

play

Quidditch

rain

said

the

us

people

they

Vv

Ww

Xx

Yy

Zz

teacher

Word Wall

Aa

and
am
animal
ail

Bb

by
big
because

Cc

chip
can
could
chocolate

Dd

do
down
did

Ee

end
eat

Ff

favourite
for
friend

Gg

give
good
get

Hh

have
has
had

Ii

it
is
if
in

Jj

jump

Kk

kick

Ll

like
little
look

Mm

me
make
made

Nn

no
night
nuts

Oo

off
old
on

Pp

pet
people
put

Qq

quiet
quit

Rr

run
rain
rack

Ss

stop
said
so
spin
sit
ship

Tt

them
think
thin
top

Uu

us
up

Vv

very

Ww

would
won't
when
went

Xx

Yy

your

Zz

zoo

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31					



The Word Wall

- Typically 5 new words are added each week
 - ▣ Some teachers in self-contained classrooms may find that they can only add 3 each week given the complexity of their students' needs
 - ▣ For beginning readers, the words include the 37 key words, sight words that can't be decoded (e.g., was), and other words that are personally meaningful to the class (e.g., school mascot)
- Words are placed alphabetically by first letter and remain in the same place throughout the year
- Teach the meaning of the words and then spell the words by clapping, chanting and then writing
- Complete daily activities to teach the words and how they can be used to read and spell other words
- Refer to the wall throughout the day to encourage its use.

Some Word Wall Activities

1. Dictate sentences using only Word Wall Words.
2. Spell word wall words that share a spelling pattern with the rhyming words.
 - ▣ “I’m thinking of a word that starts with l and rhymes with hike.”
3. Add endings to words.
 - ▣ add the ending “s” to make rains, then “ed” to make rained, then “ing” to make raining.
4. Play I Spy
 - ▣ “I am thinking of a word on the wall. It has 4 letters. It is on a yellow card. It rhymes with the word pain. The word is ...”

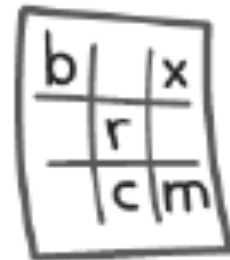
Portable Word Walls



<http://www.teachingmaddness.com/2012/06/monster-ously-new-mini-offices.html>

Making Words

- Teaches children to look for spelling patterns in words and recognize the differences that result when a single letter is changed.



T, S, R, A, U, N

- a
- as, at, an
- sat, rat, ran, tan, nut, rut
- rats, nuts, stun, star, rant, rust
- ?



Take two letters
and make *at*.
Mum is *at* work

Add a letter to make
the three-letter word
sat. She *sat* on the
chair. Let's all say *sat*.

Instructional Feedback is Key!

Knowledgeable
Other(s)

Add a letter to make
the three-letter word
sat. She *sat* on the
chair. Let's all say *sat*.

n

a

t

This word says *nat*. We
are trying to make
the word *sat*.

Let me show you how
I write *sat*.

Take a look at your word
and see what you need
to do to make your word
look like mine.

Sorting and Transfer

- Sorting
 - ▣ Refocuses students on the words they've made.
 - ▣ Find all the words you made that: (1) have the same beginning sound (2) have # letters (3) share a spelling pattern
- Transfer
 - ▣ Gets students to use what they've learned to do something they haven't been taught directly.
 - ▣ Use the words you made to help you spell a new word that: (1) starts with the same sound (2) ends with the same sound (3) shares the spelling pattern

Key Word Sorts

- Learning to use words you know

<u>at</u>	<u>pick</u>
fat	lick
bat	sick
sat	

Level 1: Visual Word Sorts

- **Step 1:** Select two key words the student knows that have a common spelling pattern (at - pick).
- **Step 2:** Make sure student can read the two key words.
- **Step 3:** Show student a word that has the same spelling pattern as one of the key words.
- **Step 4:** Ask the student to indicate which key word has the same spelling pattern as the new word. Compare/Contrast the two words.

at	pick
fat	lick
bat	sick
sat	

Level 2: Auditory Word Sorts

Word sorts begin to engage the phonological processor when students begin to sort words based on the way they sound prior to checking the visual pattern.

- **Step 1:** Select two key words the student knows that have a common spelling pattern (at - pick)
- **Step 2:** Make sure student can read the two key words.
- **Step 3:** Tell the student a word that has the same spelling pattern as one of the key words.
- **Step 4:** Ask the student to indicate which key word has the same spelling pattern as the new word.
- **Step 5:** Show the student the new word and compare/contrast it with the selected key word to check.

Level 3: Spelling Word Sorts

Guiding students to use the selected key word to try to spell the words prior to checking the response visually engages the phonological processor even more deeply.

- **Step 1:** Select two key words the student knows that have a common spelling pattern (at - pick)
- **Step 2:** Make sure student can read the two key words.
- **Step 3:** Tell the student a word that has the same spelling pattern as one of the key words.
- **Step 4:** Ask the student to indicate which key word has the same spelling pattern as the new word.
- **Step 5:** Ask the student to try to use the key word to spell the new word.
- **Step 6:** Show the student the new word and compare/contrast it with the student's spelling attempt correcting as necessary.

Ear Spelling

- Teach children to write the sounds they hear in the order they hear them.
- Encourage ear spelling in any preliminary draft writing.
- Provides critical assessment information.
- AAC users should be encouraged to use first-letter cueing and invented spelling in their face-to-face communication long before they are able to read or spell conventionally.

Picture-Supported Text

WHAT
?

HIGH SCHOOL MUSICAL 2



Disney made a movie for TV in 2006.



2006

It was *High School Musical (HSM)*.



Millions of boys and girls watched the movie.
1,000,000s



+



Fans loved the story and wanted more.



+



- Widespread practice.
- Driven by an assumption that pictures/symbols help children with disabilities learn to read.
- Dual Coding Theory (Pavio, 1986): Coding a stimulus both verbally and visually should lead to increased recall and understanding of what has been read.

Websites



- “Seeing words illustrated makes the text more meaningful and easier to remember”.
- “Using the word above the symbol is a successful way of developing reading skills”.
- “Picture + text materials reduce the difficulty of the task when that difficulty level should be lowered to insure success”.

Why is this Problematic?

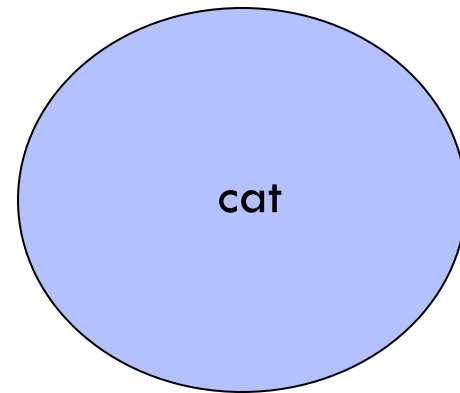
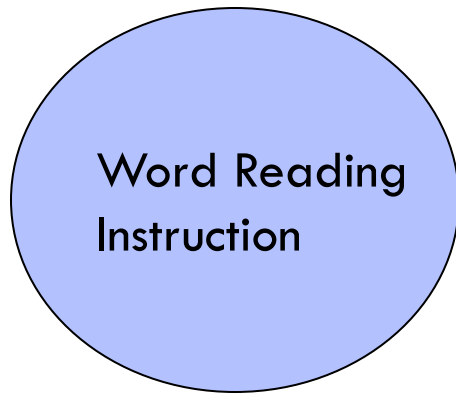
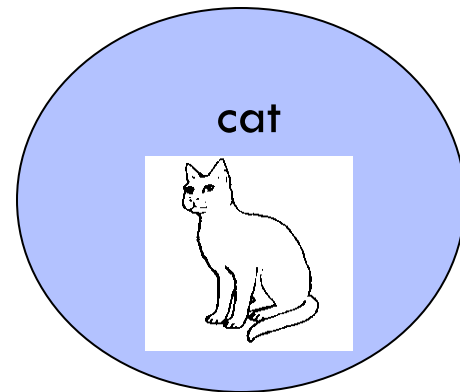
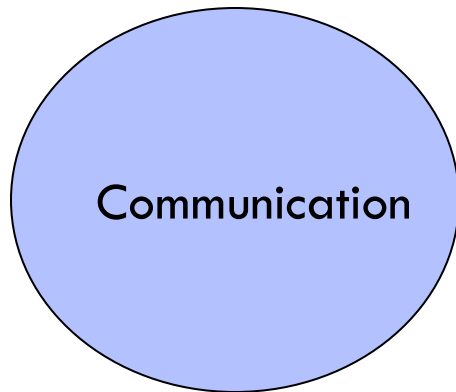
- Pictures increase confusion, especially when they represent abstract concepts, have multiple meanings, or serve more than one grammatical function (Hatch, 2009).
- Pictures are distracting.

Focal Attention Hypothesis

- Presenting pictures/symbols in association with words has a distracting effect in that it diverts children's attention away from the printed word.
- Principle of least effort (Underwood, 1963): When a child is presented with a complex stimulus, the child will select the aspect of that stimulus which leads most readily to a correct response.

No Picture	Related Picture	Unrelated Picture
cat		

What's your Goal?



WRITING



Writing

- Students who write become better readers, writers and thinkers
- Writing without standards
- Learn in classroom writing communities:
 - ▣ Write for real reasons
 - ▣ See others do so
 - ▣ Interact with peers and teachers about written content, use and form

Proficient Written Composition is our Goal



(a) Composing a message (b) independently (c) that is understood by the intended audience and (d) achieves a meaningful goal.

Writing

- Writing consists of a large number of sub-skills
- These include:
 - ▣ Ideas, language, spelling, sensory motor skills, word identification, word generation, etc
- Many of these skills, especially operational skills, need to be automatic before a writer becomes fluent
- Need to address both:
 - ▣ The development of skills for writing
 - ▣ Meeting current requirements for writing (record school work, demonstrate knowledge, write to friends, etc.)

From Erickson and Koppenhaver (2000)

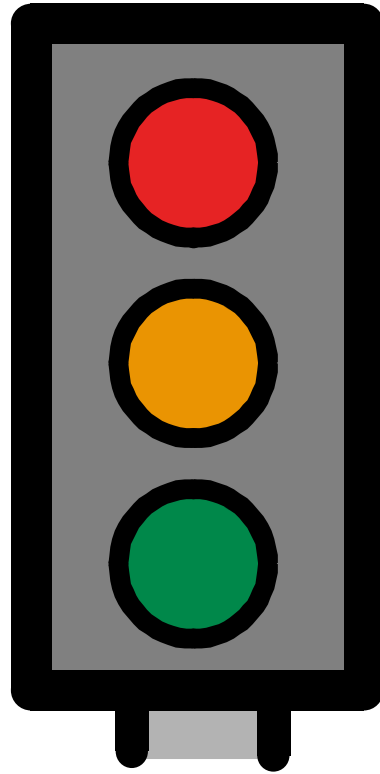
Writing and Reading

- Without a pencil, writing doesn't improve
- Without writing, reading development will be limited
- If a student doesn't have a pencil, you need to find one!

Writing and Emergent Literacy

- The function of literacy is as important as the form
- Students need to understand why writing is important

Red, Yellow, Green (Erickson)



Handwriting

- Many student's writing input has favoured motor development
- We need to help them to understand what it means to be a writer
- We need to give them a chance to develop their skills in the other areas of writing without motor skills adding a second "red light"
- Then we can go back to handwriting if needed/appropriate

Developmental Spelling Stages

- Print has meaning (emergent writing) – scribble, numbers, letter-like strings, letters
- Visual Cue – read/spell in environmental context, tuned to distinctive visual features
- Phonetic Cue – sound it out, “glue to print” (initial sound, initial + final, initial, medial + final)
- Transitional – rule based e.g. putting past tense on every verb
- Conventional

Print Has Meaning Stage

- Final stage of emergent writing – scribble, numbers, letter-like strings, letters

Print Has Meaning Intervention

- Must learn that print has communicative function
 - Point out environmental print
 - Create language experience texts
 - Use Big Books and point to text as you read
 - Use predictable books and pattern books
- Provide daily opportunities to write for real reasons

Visual Cue Stage

- Read/spell in environmental context, tuned to distinctive visual features

Visual Cue Intervention

- Must learn that letters and sounds are systematically related
 - ▣ Use patterned, rhymed text to foster phonological awareness
 - ▣ Encourage invented spelling
 - ▣ Informal phonics instruction (there's a B like in your name Bob)
 - ▣ Use voice output during writing activities
- Provide daily opportunities to write for real reasons

Phonetic Cue Stage

- Sound it out
- “Glue to print” (initial sound, initial + final, initial, medial + final)

Phonetic Cue Intervention

- Must learn automatic application of decoding strategies and develop large sight vocabulary
 - ▣ Read, write, listen across tasks and texts
 - ▣ Use words on the wall
 - ▣ Begin using word prediction as soon as student can pick first letter or the word represented
- Provide daily opportunities to write for real reasons

Transitional

- Rule based e.g. putting past tense on every verb or knowing that “ch” = ch and not using tch when it is appropriate.

Transitional Intervention

- Must learn automatic application of decoding strategies and develop large sight vocabulary
 - ▣ Read, write, listen across tasks and texts
 - ▣ Use words on the wall
 - ▣ Begin using word prediction as soon as student can pick first letter or the word represented
 - ▣ Use spell checker
- Provide daily opportunities to write for real reasons

Alternative Pencils

- For every student we need to find a pencil that they can use easily
- Many students will need time to scribble with their pencil ie emergent writing
- Other students just need something that is physically easier
- The right pencil allows them to focus on the cognitive aspects of writing

So Many Pencils

- Alphabet boards
- Flip charts
- Keyboards
- Alternative Keyboards
- Onscreen keyboards
- Eye gaze boards
- Speech Generating Devices
- iPads and apps
- Pens and pencils!

Alphabet Boards

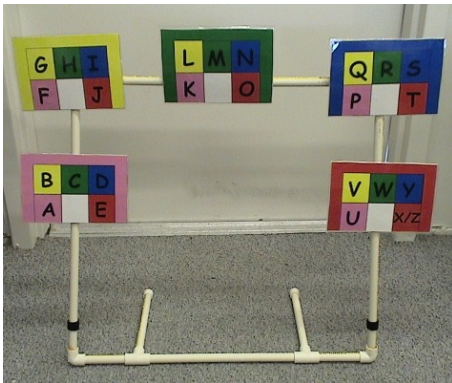
Alphabet Board



No	1	2	3	4	5	6	7	8	9	0	Yes
Would you write it down?	Q	W	E	R	T	Y	U	I	O	P	End of word
It starts with....	A	S	D	F	G	H	J	K	L		I made a mistake. I'll start again.
I'd like to ask you something	Z	X	C	V	B	N	M	?			Please get the other boards.
Do you understand ?											Thanks.

This is a communication tool to help people who cannot talk or who have language that is difficult to understand.
If you have any ideas on how we could improve this please fill in a comment sheet.

Writing With Alternative Pencils CD



Flip Charts



Flip Chart Stages

Repeats Letters In Order - The student repeats the letters in the order that they are presented or appear next to each other. The student doesn't have to include every single letter, but includes most of them. Example:

jjjjjllllllnnnnnnxxxxxxkkkkkkkaaaaaakkkllllmmmmm

Repeats Letters Out of Order- The student continues to repeat letters, but not always in the order that they are presented. The student begins to be more selective about what letter they want to write. They may include single letters. At this point, it would be useful to offer "add a space" on the student's pencil. Example:

jjjjiorttghhhhemae

Letter Patterns - The student selectively experiments with a pair or small group of letters. They use the particular letters to make repeated patterns. Example:

hrhrhrhwwwlwlwlllqwllrttytyty

Random Spaces - The student begins to experiment with using spaces. They may repeat them multiple times. Example: rr l l l w www qw eeeeeeee fhfhfhfhf w w

Word Like Groupings - The student begins to use spaces more deliberately. Writing contains word-like groupings. The words are not recognizable, but if you squint it looks like it could be a sentence. Example kjl;jk ryry ruui jdjdjdjdj ajlkj fj fjfjfffj

Keyboards



Alternative Keyboards



Onscreen Keyboards

The screenshot shows a software application window titled "Clicker 6 - Untitled". The window contains a text area with the text "This is an onscreen key". Below the text area, a word predictor window is open, displaying a list of words: "key", "keys", "keyboard", "keyhole", "keynote", and "keystone". The word predictor window has a "Predictor" label and a "# ▾" dropdown menu. Below the text area, an onscreen keyboard is visible. The keyboard has a blue border and includes a red "X" button, a "Caps Lock" button, and various letter keys. The bottom of the window shows a taskbar with "Edit Clicker Set", "Explorer", and "Page 1 of 1".

Clicker 6 Document Clicker Set Edit View Insert Format Options Help

Clicker 6 - Untitled

This is an onscreen key

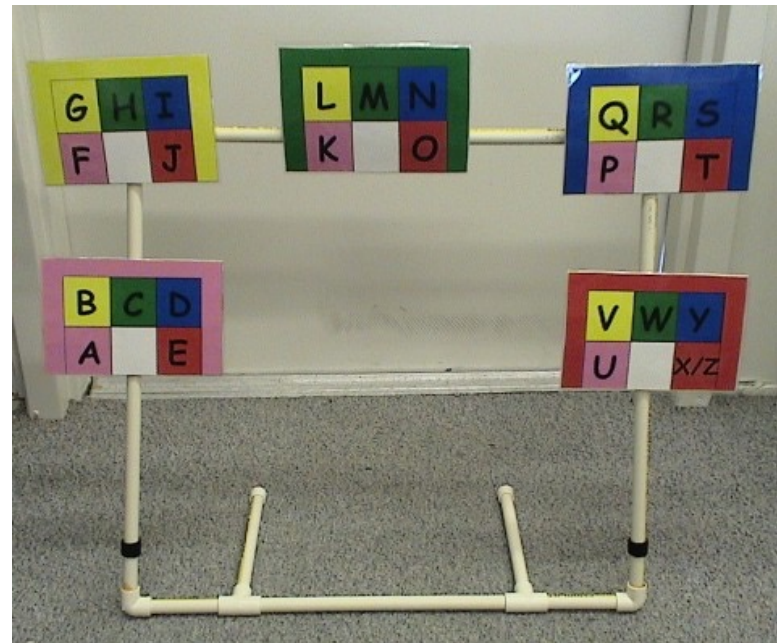
key
keys
keyboard
keyhole
keynote
keystone

Predictor # ▾

✖ 1 2 3 4 5 6 7 8 9 0 - = ←
← → q w e r t y u i o p [] \
Caps Lock a s d f g h j k l ; ' Enter
⇧ z x c v b n m , . / ⇧
àü

Edit Clicker Set Explorer Page 1 of 1

+ Eye Gaze Boards



Eye Gaze Technology



Speech Generating Devices



iPads and apps



Pens and Pencils



Writing Without Standards

- Just write!
- Never try to get it perfect on the first draft – just have a go!
- We review, revise and edit later

Shared Writing

- Shared (group) writing activities that focus on the language side of writing
- Models successful writers
- Gives all learners the experience of being published
- Can be done over multiple occasions to produce a product

Predictable Chart Writing

- Cunningham (1979)
- Use a repeated sentence structure where learners provide some of the language
- Teacher scribes the story

- See <http://www.janefarrall.com/blog/2013/06/06/predictable-chart-writing-group-writing-for-all/>

Predictable Chart Writing - Day 1

- Generate the language needed for a predictable chart.
- An example predictable chart would be:
- Things we like in the garden by Room 10
 - I like flowers (Nola)
 - I like trees (Caitlin)
 - I like grass (Cody)
 - I like sprinklers (Sam)
 - Etc
- Write it up on chart paper or in a Word document as each person picks their language for the sentence.

Predictable Chart Writing - Day 2

- Re-read the predictable chart you wrote yesterday.
- Record the whole chart on a step-by-step and then have the students read out their line from the story (and the ones who can read can do their turn verbally of course)
- Focus is on students finding their name on the chart and reading their own line.

Predictable Chart Writing - Day 3

- Re-read the chart
- Chop up the students' sentences and have them stick them back down.
- For some students we are just interested to see if they go from left to right – the words don't have to be in the right order at all.
- Whatever order they pick, that's what you leave it as.

Predictable Chart Writing - Day 4

- Re-read the chart
- Talk about pictures you might use to illustrate each sentence/page
- Google pictures, draw them or take photos

Predictable Chart Writing - Day 5

- Re-read the chart
- Combine the pictures and the text to make up a book.
- You could make the book in Clicker 6 or PowerPoint or in Keynote on the iPad or low tech.
- Print the book and add it to your self-selected reading resources in the classroom.

Predictable charts

- You can make the language more complex over time.
- Some learners might participate in writing/typing up the finished book on the last couple of days.
- Often become some of the most popular books in independent reading time.

Other options for shared writing

- Use familiar language such as:
 - Two truths and a lie
 - A book you have recently read
 - Knock, knock jokes
 - Custom books you have written
 - Give me 5....

Always View the Student as a Writer

- Writer of the week award
- Praise and positive comments
- Follow through on literacy actions e.g. post letters
- Display their edited writing

Writer of the Week



Brag Board



Writing Intervention

- Inherently multilevel and individualised
- Typically chaotic in classroom context
- Goals: creating skills, experiences and interest to help children write well and use writing to accomplish their own purposes
- Plan volume of writing versus quality of writing, number of pieces versus length of pieces
- Research on Written Composition (Hillocks, 1986) and Graham and Perin (2007) both found there is a negative effect on student outcomes in writing when grammar is the primary or exclusive way of teaching.

Models

- Present the form to teach the form
- Model the style of writing you want a student to do
- Pick a topic e.g. a friend.
- Write about the topic in front of the student
- E.g. I'm going to write about a friend. I'm going to write about Becky. "Becky is my friend. Becky is a teacher. She is funny and happy. Becky is very clever."
- Then remove your writing and get them to write.

Models

- Simple structure model e.g. writing poetry
- Colour poems – Write down all the things you can think of that start with your favourite colour.
- Now write a colour poem
 - Yellow tastes like....
 - Yellow smells like....
 - Yellow feels like....
 - Yellow sounds like....
 - Yellow looks.....

Models

- Other models
 - I used to be.... But now.....
 - Knock knock
 - Riddles
 - I seem to be..... But really.....
 - Lies
 - Two lies and a truth
 - Tar Heel Reader structures eg Going to the movies. Just can't wait. Going to see Toy Story. It's so great. Going to see Jungle Books. Just can't wait.

Structure with pictures

- Download a book from Tar Heel Reader into PowerPoint
- Read the book
- Open a version where you have deleted the text
- Get the students to generate words to describe each picture
- Pick one or more words to generate new text
- After a few weeks, get students to start scribing
- Have typical sentence starters available on the wall for them to use to write their own description sentence

Sentence Combining

- Direct instruction in producing more complex syntactic structures
- Give students sets of two or more sentences to combine into one
 - E.g. The box is heavy
 - The box is big
 - The box is full

Scales

- Also called rubrics – providing example of good writing on a specific area e.g. here's a piece of writing with good action verbs. Now you write one.

Inquiry



- Pose a problem
- Compile data as a group
- Write about it as individuals

Free Writing

- Also called “Can’t stop writing”
- Writing without standards (ie not even teaching)
- Big Paper Writing

Writing Intervention

- Focused mini-lessons on various aspects of the writing process e.g. brainstorming
- These happen daily for the majority of the writing time

Co:Writer 7

- Excellent word prediction and writing/reading support



- Sarah Williams (2002) – great research on how Co:Writer can help students write

iPad as a Writing Tool

- Difficult for many students
- However – easier for some
- Some Apps now with word prediction e.g. Typ-O, AbiliPad
- Speech recognition e.g. Dragon Dictate, iPad 3

Some Options for Mechanics Difficulties

- Spelling
 - Words on the wall
 - Compare/contrast word analysis
 - Making words
 - Word prediction and/or spelling assistance software
 - Word banks
- Students learn a lot more if they spell words by themselves, using any of those strategies.
- If we help students by spelling words to them, all they learn is to do what you tell them to do.

Language Experience Approach

- Student dictates a story to scribe
- Story is written using the student's language
- Story is re-read together and then independently on multiple occasions by the student
- Vocabulary in story becomes focus of word study

Teaching Strategies for Planning Difficulties

- Revision
- Peer group writing
- Outlining / webbing (KWL, Inspiration)
- Writing on familiar topics
- Content instruction
- Inquiry approaches (these have the most positive impact)

SELF-SELECTED READING



Why Self-Selected Reading?



- To increase the odds that students choose to read once they are able
 - ▣ To increase competence in sharing interest and excitement about reading
 - ▣ To increase competence in skimming, scanning, sampling, and selecting appropriate and interesting books
 - ▣ To increase fluency in application of skills learned in guided reading and working with words

Core Activities

- Teacher Read-Alouds
- DEAR time
- Mini-lessons/focused discussions
- Reader Conferences
- Reader's Chair

Tar Heel Reader

Pandas can eat

Jane Farrall



9

Cars!

Original by Sarah



18

Hogwarts Houses

Adapted from M. Tilley



12

Stone Soup

CLDS



22

Scout

Charna



10

Buried Treasure

CLDS



12

The Rules of Camp Green Lake

CLDS



15

Vegetables in the Ground

DLM



10

However You Dance

CLDS



Tar Heel Reader

Tar Heel Reader on the iPad, iPod, or iPhone

To get the most out of Tar Heel Reader on your iOS device, you should run it in *App* mode. Simply open the site in Safari and click the Bookmark button and choose Add to Home Screen. Edit the name if you like, they offer me "Tar Heel Read" so I add the "er" to the end. Click save. Now close Safari and find the button on your Home Screen. For me, it appeared on page 2. Click that and the site will open up like an App and have access to the full screen.

When reading a book you can change pages by touching the Next and Back buttons or by "swiping" left or right. Just touch the screen and move your finger left to turn to the next page.

Posted on: February 26th, 2013 by Gary

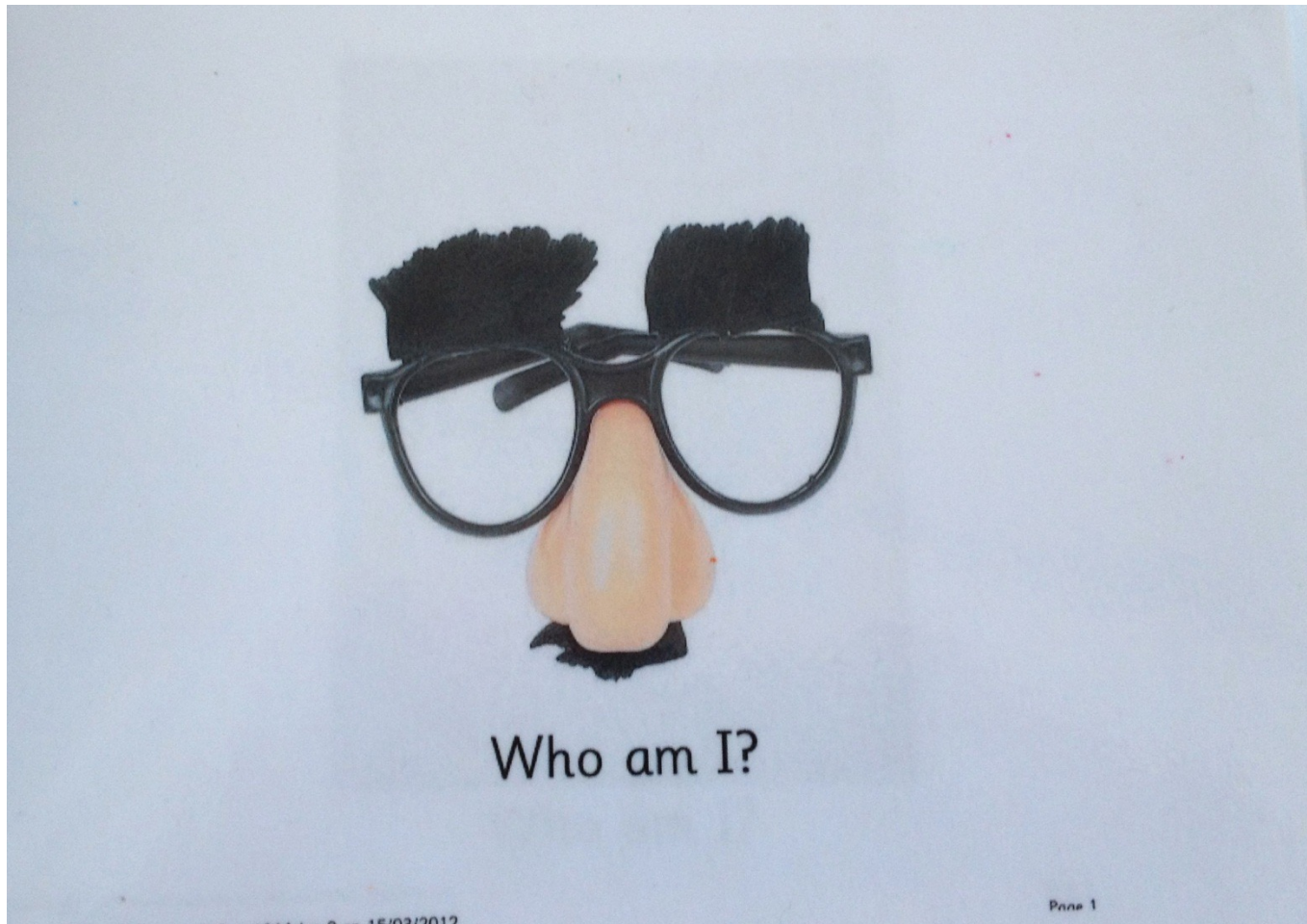
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<http://tarheelreader.org/2013/02/26/tar-heel-reader-on-the-ipad-ipod-or-iphone/>

<http://www.janefarrall.com/blog/2013/03/04/putting-tar-heel-reader-books-into-ibooks-with-speech/>

Personalised Books



Personal Interest Books



Topic-Related Books

New Zealand Native Trees

Ms. Mackwood

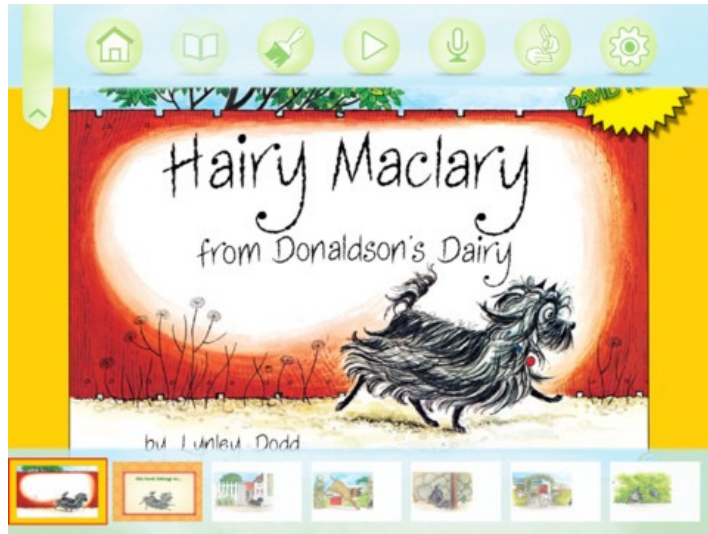


Making Apple Juice

Ms. Mackwood



Digital Storybooks / Storybook Apps



Check out <http://www.janefarrall.com/blog/2012/06/21/ipad-apps-for-guided-reading/>