Comprehensive Literacy

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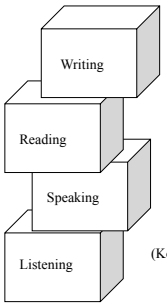
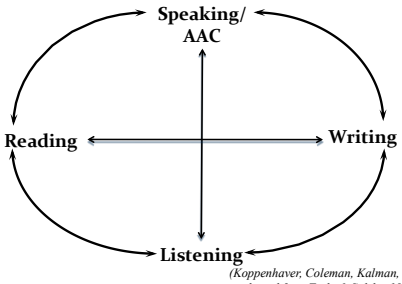
Traditional View of Literacy Learning

"Building Blocks Approach"



(Koppenhaver. 1992)

Concurrent Conceptual Model of Literacy and Language Development



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

Comprehensive Literacy Instruction

- Guided Reading
- Writing
- Self-selected Reading
- Word Work

(Cunningham, P., Hall, D.,& Mahaffey Sigmon, C., 2008)

Guided Reading

- Children work together with a teacher to understand books

Writing

- Children receive regular opportunities to write and communicate experiences and ideas

Self-selected reading

- Teachers provide students with daily opportunities to choose books and other texts for enjoyment

Word Work

- Teachers help students learn about letters, words and sentences

Comprehensive Literacy Approach – non-ability grouped, multilevel instruction After 6 Years of Data

	End of First Grade	End of Second Grade
Below Grade Level	10-17%	2-9%
At Grade Level	22-28%	14-25%
Above Grade Level	58-64%	68-76%

So, by the end of second grade, on average,
at least 91% of the class was at or above grade level in reading.

(Cunningham, Hall & Defee, 1998)

Comprehensive Literacy Curriculum Supplement Research

- MeVille to WeVille
  - 23 students with significant developmental disabilities
  - 8 weeks of intervention
  - Results: Gains were observed, though not at a statistically significant level.
    - Yet as much as a 12% increase was observed
    - More of the students were able to complete the individual assessments for many of the post tests.
    - Observed Increases in communication and promoted social interactions
    - Integration of assistive technology increased

(Erickson, K. Clendon, S., Abraham, L., Roy, V., Van de Carr, H., 2005).

Comprehensive Literacy Research

- MeVille to WeVille
  - 109 students 8-21 years of age
    - All moderate to mild intellectual disabilities
    - 22 with a diagnosis of autism
    - 15 students with multiple disabilities
  - 3 intervention groups
    - All 3 made gains (results: (a) Group 1, d=.23; (b) Group 2, d=.22; and (c) Group 3, d=.44).

(Erickson, K., 2008)

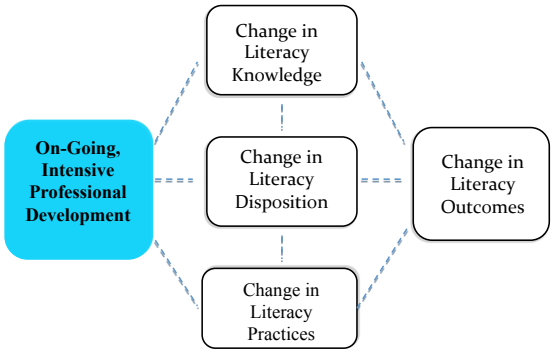
Whole to Part Reading Research

- Orange County Schools research conducted by Karen Erickson
  - 618 students for 20 weeks of intervention
  - Results – 97% made one or more years growth on at least one of the three targeted areas (word study, listing comprehension, and print processing)

(Shortley, V., 2010)

A Brief History

- Literacy, Language, & Communication for Students with Significant Developmental Disabilities: Reaching Potential through Systemic & Sustainable Statewide Professional Development (also known as The Iowa Literacy Project)
  - was developed under a contract with the Iowa Department of Education using funds made available by the United States Department of Education under IDEA. The State of Iowa's initial steps in building leadership and instructional capacity*
  - Through **professional development** and **research** in the area of literacy for individuals with significant disabilities.
    - Literacy
    - Assistive Technology
    - Communication (Augmentative communication)



Practice (change in doing)

- Comprehension
  - Shared reading, guided reading, multiple genres, multiple purposes for reading, encouraging open-ended comments and conversation about books observed

Practice

- Writing
  - Increased writing opportunities such as predictable charts, Big Paper, peer conferencing, author's chair

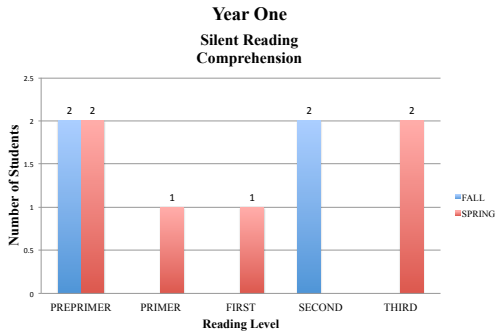
Practice

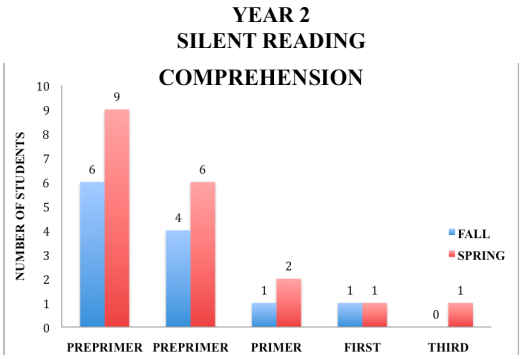
- Independent Reading
  - Increased variety and number of books, increased time in daily schedule, modeling reading and "blessing" books

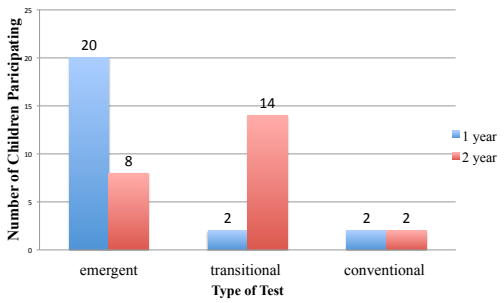
Practice

- Word Level
  - Increased and varied instructional opportunities such as making words, word wall, guess the covered word, etc.

Student Outcomes







So…

- Comprehensive literacy for everyone, from the start
- Children progress at different rates
- Monitor how children are doing so the "plus 1" can be put into place

References

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