Creating the Context for Literacy Learning Success

Comprehensive Literacy Instruction
Instructional Resource Webinar
January 13, 2016
Learning Outcomes
<table>
<thead>
<tr>
<th>Traditional Readiness/Mastery View</th>
<th>Current/Emergent View Students with Significant Disabilities</th>
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<tbody>
<tr>
<td>Literacy is learned in a predetermined, sequential manner that is linear, additive, and unitary.</td>
<td>Literacy is learned through interaction with and exposure to all aspects of literacy (i.e. listening, speaking, reading, and writing).</td>
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<tr>
<td>Literacy learning is school-based.</td>
<td>Literacy is a process that begins at birth and perhaps before.</td>
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<td>Literacy learning requires mastery of certain pre-requisite skills.</td>
<td>Literacy abilities/skills develop concurrently and interrelatedly.</td>
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<tr>
<td>Some children will never learn to read.</td>
<td>All children can learn to use print meaningfully.</td>
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Iowa Literacy Project, 2009
What We Know about Literacy Students with Significant Disabilities

- “The process of learning to read and write is a continuum that begins at birth—there are no prerequisites.
- Children learn written language through active engagement with their world.

Erickson, 2011
What We Know about Literacy Students with Significant Disabilities

• Emergent literacy behaviors are fleeting and variable depending on the text, task, and environment.”

• Technologies, media, and materials can dramatically impact emergent literacy demonstrations.

Erickson, 2011
What We Know about Literacy Students with Significant Disabilities

- Over the past **twenty-five years**, study after study has demonstrated that individuals with multiple and complex disabilities **can develop** literacy skills
  - (Erickson, Clendon, Abraham, Roy, & Van de Carr, 2005; Erickson, Koppenhaver, Yoder, & Nance, 1997; Foley, & Staples, 2003; Hanser, & Erickson, 2007; Hetzroni, & Schanin, 2002; Kliewer, & Biklen, 2001; Koppenhaver, Erickson, & Skotko, 2001; Koppenhaver, & Yoder, 1993; Light, McNaughton, Weyer, & Karg, 2008; Mike, 1995; Staples, & Edmister, 2012).
The **Link** Between Literacy, Language, & Communication
Literacy is a Language Based Skill

- Ultimate goal = to understand the text.
- Listening and reading comprehension strongly correlated.
- Reading comprehension taps all aspects of language: phonology, syntax, semantics, morphology, and pragmatic.

Erickson, 2009
“Language is the Key” to Literacy Learning

• “Word knowledge” helps develop “world knowledge” and vice versa.

• Word and world knowledge help students understand what they hear and read.

• Successful readers in first grade have a 20,000 receptive vocabulary-poor readers have less than 5,000 words.

TSHA, 2011
“Language is the Key” to Literacy Learning

• Oral language is:
  – “The foundation for literacy development”
  – Strong predictor of later reading achievement because of its relationship to reading comprehension”

Strickland & Riley-Ayers, 2006
Expressive Communication (speaking)

Receptive Communication (listening)

Reading

Writing

Oral and Written Language Development (Koppenhaver, Coleman, Kalman & Yoder, 1991 adapted from Teale & Sulzby, 1989)
The **Link** Between Oral and Written Language Development & Iowa Core Comprehensive Literacy Instruction
Iowa Core English Language Arts
Comprehensive Literacy Instruction

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Language</th>
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<tr>
<td>Foundational Skills</td>
<td>Literature</td>
<td>Informational Text</td>
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<tr>
<td>• Print Concepts</td>
<td>• Key Ideas and Details</td>
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<td>• Phonological Awareness</td>
<td>• Craft and Structure</td>
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<td>• Phonics and Word Recognition</td>
<td>• Integration of Knowledge and Ideas</td>
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<td>• Fluency</td>
<td>• Range of Reading and Level of Text Complexity</td>
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<tr>
<td>Speaking &amp; Listening</td>
<td>Writing</td>
<td>Language</td>
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<tr>
<td>• Comprehension and Collaboration</td>
<td>• Text Types and Purposes</td>
<td>• Conventions of Standard English</td>
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<td>• Presentation of Knowledge and Ideas</td>
<td>• Production and Distribution of Writing</td>
<td>• Knowledge of Language</td>
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<td>• Research to Build and Present Knowledge</td>
<td>• Vocabulary Acquisition and Use</td>
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<td>• Range of Writing</td>
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Communication

- Communication and Comprehensive Literacy Elementary Special Education Classroom

Diagram:
- Reading
- Writing
- Communication
- Language
- Speaking & Listening
Why is a Comprehensive Literacy Program Important for Students with Significant Disabilities?

• The ability to read and write provides opportunities for self-directed learning, leisure activity, employment, and independence.

• Literacy skills assist learning in academic environments.

• Individuals with literacy skills have an increased opportunity for higher paying jobs when compared to those without literacy.
Why is a Comprehensive Literacy Program Important for Students with Significant Disabilities?

- Literacy skills provide independence for independent living such as reading want ads, navigating public transportation, filling out job applications, completing rental/or real estate contracts, filling out medical information, etc.

Iowa Department of Education Comprehensive Literacy Instruction Project, 2015
Why is a Comprehensive Literacy Program Important for Students with Significant Disabilities?

• For individuals with complex communication needs literacy becomes especially critical as it allows additional independence to program vocabulary onto a device, provides clues as to additional vocabulary needed, and/or provides the option for writing for communication.

Iowa Department of Education Comprehensive Literacy Instruction Project (2015)
Overview of Comprehensive Literacy Instruction
Instructional Framework

- Reading
  - Shared Reading
    - Foundational Skills
    - Reading Literature
    - Reading Information
- Writing
- Word Study
- Self-Selected Reading
Shared Reading

• During shared reading students learn to make meaning from written language with guidance from adults.

• It is about the interaction between the adults and the student(s).

• Students need to have a means of communication, i.e. symbols, AAC devices, tactual symbols in order to foster interaction.
Shared Reading

• Builds and promotes use of oral language
• Offers an authentic context to foster expressive communication

Iowa Literacy Project, 2009
Shared Reading

• The goals of shared reading are to teach students:
  – Important background knowledge (receptive language)
  – Print awareness
  – Vocabulary
  – Phonological awareness
  – Expressive communication using AAC systems

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Communication within Shared Reading

- Story Retell
Writing

• Writing is often a vehicle to reading.
• Sometimes it is through writing that educators are best able to interact with and communicate with their students.
• Writing can help with decoding, comprehension, and communication.
Writing

• Students are given opportunities to select what they want to write about and to then write about their self-selection independently using individual letters and words in a manner that is the most physically easiest.

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Writing

• Many students are unable to see and/or physically use a traditional pencil. For these students, alternative pencils should be used, i.e., eye gaze frames, print or Braille flip charts, and alternative keyboards.

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Writing

• Students also learn important understandings on concepts of print, letter knowledge, and phonological awareness.

• Writing experiences should be similar to young children who are free to explore and experiment.

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Writing

• Adults should have high expectations and assign purpose to every attempt.
• Copying and tracing are not generative writing activities.
• Since the goal is early writing exploration, there should not be a focus on correctness of grammar or spelling.

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Communication in Writing

- Communication: During a Writing Lesson in an Inclusive Kindergarten Classroom

Iowa Department of Education Comprehensive Literacy Instruction Project, 2015
Word Study

- Word study is an essential part of comprehensive literacy because children's understanding of how words work helps them in their reading and their writing.
Word Study Principles

• Primary purpose is to help students become strategic in reading words.

• Word study instruction:
  – Words-based
  – Experience-based
  – Age-appropriate

• Should result in students who read and write:
  – More
  – More successfully and independently
  – With greater enjoyment

Iowa Literacy Project, 2009
Word Study

• Word study supports both reading and writing.
• The interaction between reading and writing can be seen in the types of activities that support both language use and vocabulary.

Iowa Department of Education Comprehensive Literacy Instruction Project, 2015
Word Study

- Within the context of reading a story, instruction focused on word work helps build a child's understanding of the sounds and letter patterns within words, and how those letter combinations and patterns can be generalized to words they know and to words they are reading and writing.

Iowa Department of Education Comprehensive Literacy Instruction Project, 2015
Communication in Word Study

• Partner Assisted Scanning to Select Rhyming Words

Iowa Department of Education
Comprehensive Literacy Instruction Project, 2015
Self-selected Reading

- Self-selected reading is intended to provide students with daily opportunities to select a book they would want to read and then engage in independent reading/exploration of the book.

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Self-selected Reading

• Is intended to provide students with daily opportunities to select a book they want to read and engage in independent reading/exploration of the book.

• Effective self-selected reading instruction requires a broad range of accessible books.

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Self-selected Reading

• The goals of self-selected reading are to help students:
  – Learn that reading can be an enjoyable activity
  – See themselves as readers
  – Develop preferences
  – Apply concepts and strategies adults have taught them

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Self-selected Reading

• For emergent readers, self-selected reading offers opportunities to build print awareness, phonological awareness and book manipulation skills.

• For early conventional readers, self-selected reading with easy books allows students to build fluency in reading, a critical skills that is essential for text comprehension.

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Self-selected Reading

• For students who are unable to read or physically able to manipulate traditions books, alternate accessible books should be available.
  – Electronic books, enlarged print books, Braille books, durable laminated books with page separators.

Center for Literacy and Disability Studies, UNC Chapel Hill, NC
Communication in Self-selected Reading

• Self-Selected Reading Lesson in a Lower Elementary Special Education Classroom
The **Link** Between Comprehensive Literacy Instruction and Iowa’s Early Literacy and AYP Alternate Assessments
The Dynamic Learning Maps Aligned K-3 Early Literacy Alternate Assessment

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<th>Reading Literature: Key Ideas and Details</th>
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<td>Kindergarten</td>
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<th>Reading Information: Text: Key Ideas and Details</th>
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<th>Reading Information: Text: Integration of Knowledge and Ideas</th>
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<th>Reading Foundations: Phonics and Word Recognition</th>
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<th>Writing: Text Types and Purposes</th>
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<th>Language: Vocabulary Acquisition and Use</th>
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### DLM Grade 3 Test Blueprint

#### Grade 3: ELA Essential Elements and minimum requirement for each student’s assessment

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<tr>
<th>Reading Literature</th>
<th>EE</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>EE.RL.3.1</td>
<td>Answer who and what questions to demonstrate understanding of details in a text.</td>
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<td></td>
<td>EE.RL.3.3</td>
<td>Identify the feelings of characters in a story.</td>
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<td></td>
<td>EE.RL.3.6</td>
<td>Order two events from a text as “first” and “next”.</td>
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<td>EE.RI.3.1</td>
<td>Answer who and what questions to demonstrate understanding of details in a text.</td>
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<td></td>
<td>EE.RI.3.8</td>
<td>Identify two related points the author makes in an informational text.</td>
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<td></td>
<td>EE.L.3.5a</td>
<td>Determine the literal meaning of words and phrases in context.</td>
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<td></td>
<td>EE.RL.3.9</td>
<td>Identify common elements in two stories in a series.</td>
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<td></td>
<td>EE.W.3.2a</td>
<td>Select a topic and write about it including one fact or detail.</td>
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<td>EE.W.3.4</td>
<td>With guidance and support produce writing that expresses more than one idea.</td>
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Getting Started

- Two Special Education Teachers Answer, "How Did Your Team Get Started With Comprehensive Literacy?"

Iowa Department of Education Comprehensive Literacy Instruction Project, 2015
Administration Perspective

- Administrators Sharing Their Perspective About Comprehensive Literacy
Thank You!

• To Iowa AEA staff, teachers, and their students who provided examples of comprehensive literacy instruction within this webinar.
  – Rochelle Maxfield, Sioux City, CSD
  – Deb Bzoski, Sioux City, CSD
  – Kristi Wickre, Des Moines Independent CSD
  – Caroline Much, MBAEA
  – Sandrine Gabriel, Muscatine CSD
Thank You!

• To Iowa Administrators who supported the Iowa Department of Education Comprehensive Literacy Project featured in this webinar.
  – Jean Peters, Former Director of Learning Supports, Sioux City Community School District
  – Cindy Munn, Regional Facilitator/Supervisor at Northwest Area Education Agency
  – Leslie Timmerman, Former Principal, Smouse School, Des Moines Independent CSD
Thank You!

• To University of Northern Iowa Faculty for their belief that all students can and do benefit from comprehensive literacy and for sharing their expertise in delivering professional learning opportunities and module content within the Iowa Department of Education Iowa Comprehensive Literacy Project
  – Dr. Amy Staples
  – Dr. Evette Edmister
  – Dr. Jennifer Garrett
  – Dr. Deborah Tidwell
Thank you!

• To Dr. Karen Erickson, Director, Center for Literacy and Disabilities Studies, UNC Chapel Hill, NC, who supports Iowa students, teachers, and their families, through ongoing collaboration and resources that promote literacy learning for our student with significant disabilities.
References

• Erickson, K. & Roy, V (2006). Word Study Instructional Strategies. Description prepared for the Center for Literacy & Disability Studies University of North Carolina at Chapel Hill.

• Iowa Department of Education Iowa Literacy Project (2009). Summer Institute on Literacy, Language, and communication.

• Iowa Department of Education Comprehensive Literacy Project (2015).

• Iowa Department of Education Comprehensive Literacy Instruction Project (2015).

• Self-selected Reading Visitor Observation Form. Center for Literacy and Disability Studies, Department of Allied Health Sciences, University of North Carolina at Chapel Hill at Chapel Hill.

• Self-selected Writing Visitor Observation Form. Center for Literacy and Disability Studies, Department of Allied Health Sciences, University of North Carolina at Chapel Hill at Chapel Hill.

• Shared Reading Visitor Observation Form. Center for Literacy and Disability Studies, Department of Allied Health Sciences, University of North Carolina at Chapel Hill at Chapel Hill.
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