

What is Comprehensive Literacy and Literacy Ideas for Home

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Date: February 22, 2024

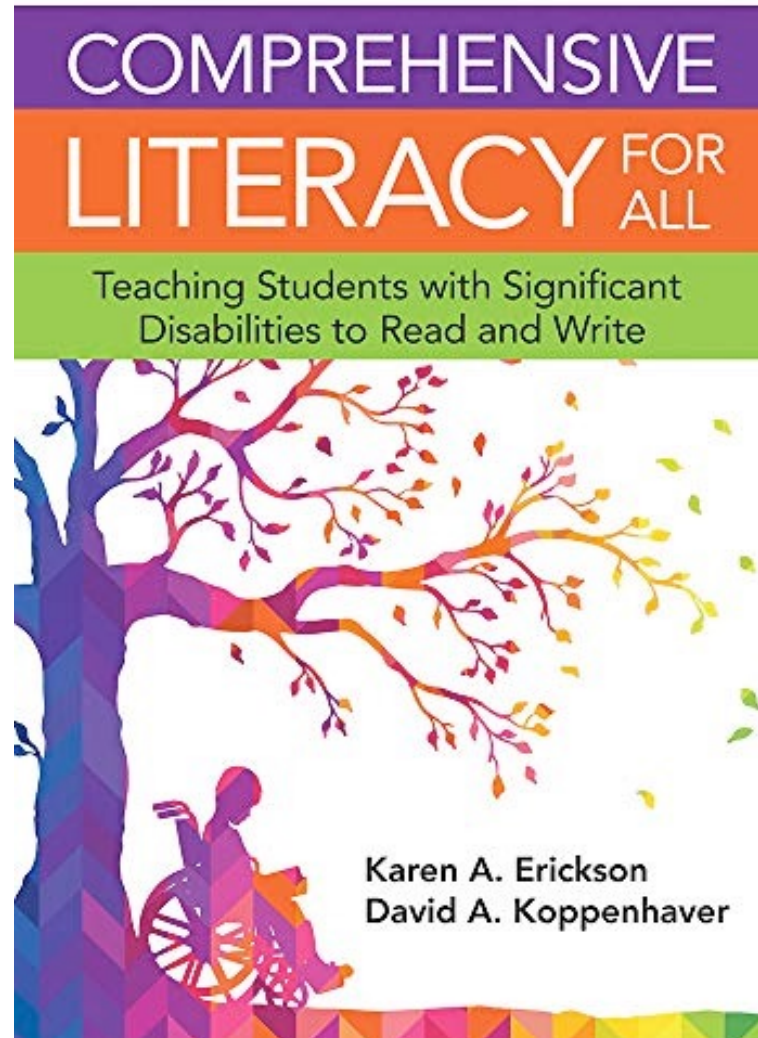
Time: 7-8PM PST



Agenda

- Request to turn on your camera and introductions
- How to earn a continuing education certificate
- AAC Learning Networks – Why the name change?
- What is Comprehensive Literacy for All?
- Whiteboarding – What are some simple ideas families can do to bring literacy into the home?

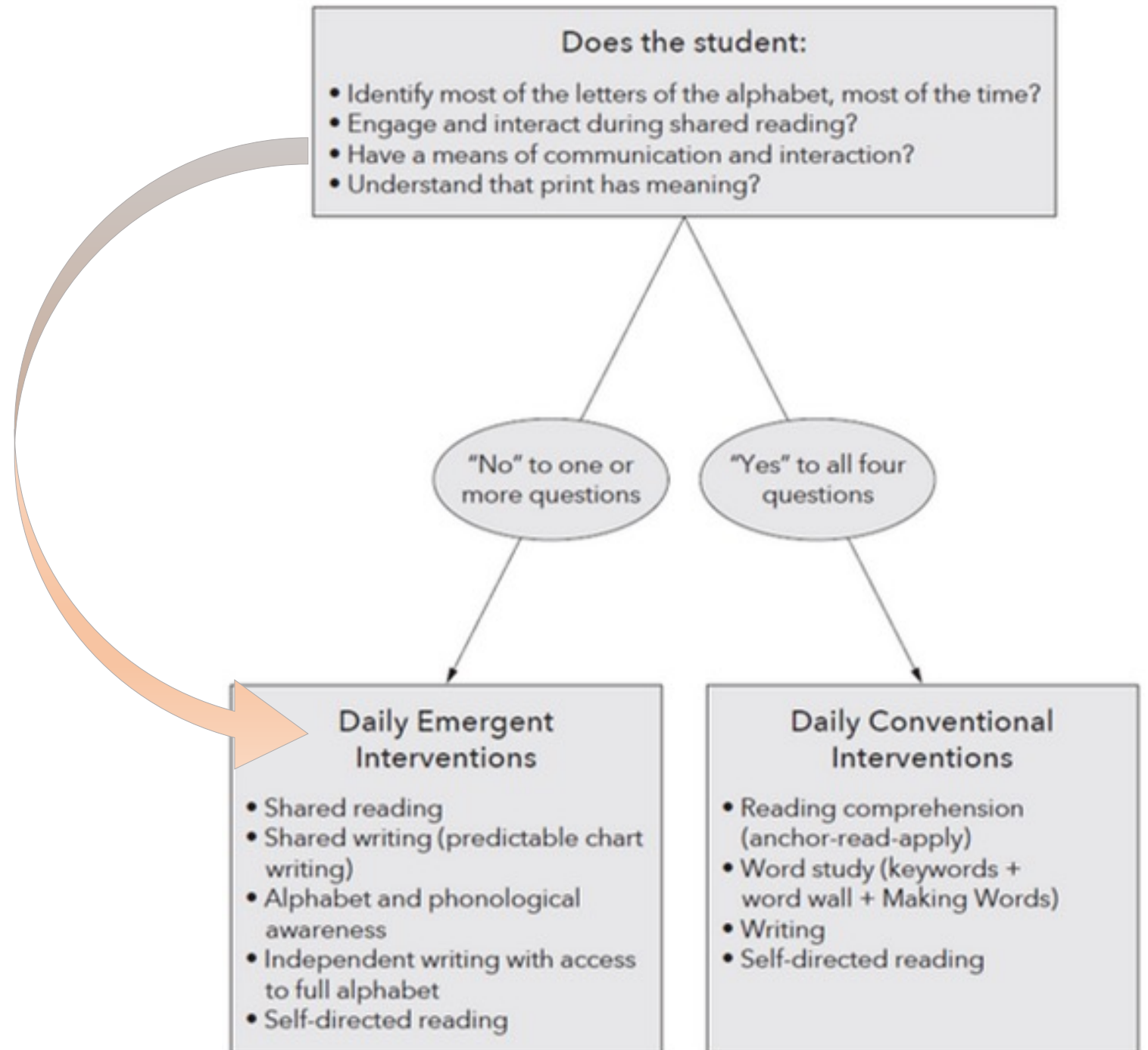
Karen Erickson and David Koppenhaver 2019



Comprehensive Literacy for All

- Students engaged in a typical 3rd grade curriculum receive 2 hours of reading and language arts instruction per day.
- Students receiving primarily special education instruction have more down time due to personal care needs or classroom management as examples, with more passive engagement in reading activities.
- Least dangerous assumption: “All human beings are capable of emergent literacy and communication, regardless of the severity or complexity of their disabilities.”
- Children don’t learn to read and write because they can’t. They don’t learn to read and write because
 - we don’t teach them how
 - we don’t know how to teach them

Comprehensive Literacy For All



Emergent Literacy

- Shared Reading
- Self-directed or Independent Reading
- Shared Writing (predictable chart writing)
- Independent Writing and Access to a Full Alphabet
- Alphabet and Phonological Awareness

- Means of Communication and Interaction

Shared Reading

- Two or more people and a book
- Focus is on the interaction and shared experience when two people look at or read a book together
- You are showing how the book is held in a specific way
- The book has a cover, a title, pages, words
- You can talk about the letters, the sounds they represent
- Point out words that rhyme
- Bridging AAC with shared reading
 - Follow the CAR

Follow the CAR

- Lead with a COMMENT
 - Stop and wait 5 seconds
- ASK a question
 - Stop and wait 5 seconds
- RESPOND by adding more

- Suggestions
 - Use affect and sound effects
 - Have fun, enjoy yourself
 - Don't worry about reading all the words, you can focus on the pictures



<https://www.youtube.com/watch?v=1taE51T38Lg>

Shared Reading Challenges

- Individual difference
- Can't physically access the book
- Likes to engage with the book in a sensorimotor way
- Likes to flip through the pages really quickly

Do you read to your child every day?

- If not, what is the barrier? Let's brainstorm!



Independent Reading

- Time for students to explore and read books independently at their own level
- Daily opportunities to explore books
- This can be picking a book from a pile
- This can be choosing and listening to a book being read
- This can be physical books or ebooks
- This can be maps, recipes, comics, trading cards

Independent Writing and Access to a Full Alphabet

- Emergent writing can be thought of as the exploration of writing for learners who do not yet fully understand what it means to write. This may be due to their inexperience with print generally. It can also be due to their inexperience with writing tools specifically. (p. 64)
- Notice and celebrate attempts to write or manipulate letters

Shared Writing (predictable chart writing)

- Writing starts with access to writing materials so access to crayons, paint, dot art, etc. a way to form or manipulate letters
- Early writing ideas -
- Predictable chart writing (typically in schools, discussed in future meetings)



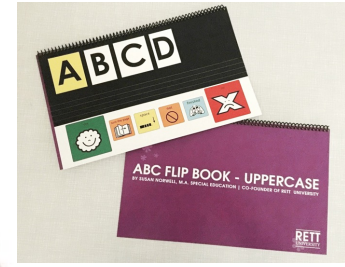
<https://www.janefarrall.com/flip-charts-an-important-emergent-writing-tool/>

Alphabet and Phonological Awareness

- “There is clear evidence that successfully developing alphabet knowledge and applying that knowledge in later reading is related to instructional opportunity rather than severity of disability.”
- Students with significant disabilities can develop alphabet knowledge and apply it meaningfully to reading and spelling when it is taught and immediately applied in the context of comprehensive instruction that extends over a period of months and years.

Alphabet and Phonological Awareness

- Alphabet Knowledge – Knowing letter names and that letters make sounds
 - Ability to recognize letter shapes
 - Name letters
 - Write letters
 - Identify the sounds they make
- Phonological Awareness – An awareness of and ability to manipulate sounds in spoken language
 - Starts with hearing the number of words in a sentence
 - Starts with hearing the number of syllables in a word
 - Hearing each sound in a word
 - Recognizing patterns (e.g. rhyming or initial sound patterns)
- Any explicit instruction should be brief
- In the moment ideas for home
 - Find books that rhyme
 - Sing familiar songs with rhymes
 - Make letters out of pie dough, play doh, soap bubbles
 - Make up a song with your child's name

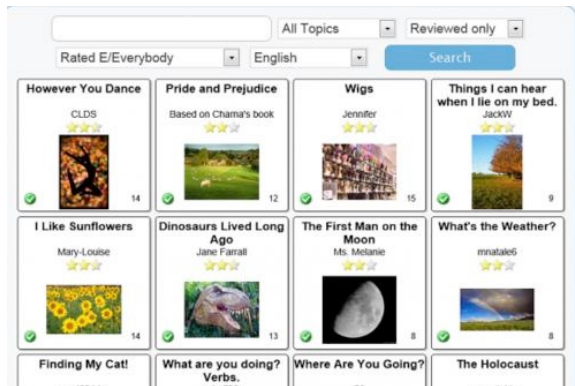


<https://www.pathstoliteracy.org/tactile-alphabet-cards/>
 Leapfrog Phonics Bus Fringe Magnets - Amazon

Writing Wizard app
 E-train eye gaze board
 Squiggle Wiggle Pen
 ABC Flip Chart: <https://www.linkassitive.com/product/flip-books/>



Word Wizard iOS and Google Play app
 Montessori Crosswords for Kids iOS and Google Play app



Pictello iOS app
 Story Creator
 Book Creator

Tarheel Reader

I Love Books iOS app



Literacy Ideas for Home

- Raise your hand to share
- 1-3 minute idea what works for creating literacy opportunities at home
 - Independent reading
 - Shared reading
 - Independent writing, access to alphabet
 - Shared writing
 - Alphabet and phonological awareness
 - Integrating AAC into literacy
- Prompt..."I am excited to share the moment when me and my child/student..."

Questions? Wondering Prompt, Case Study

- I am wondering how I can provide more reading and writing opportunities for a child who is...
- I have tried...
- I have barriers that include...