

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders, or as a self-paced study to enhance and support teacher practice in the area of literacy for students with significant disabilities

Literacy for All:

4-Blocks of Literacy



This learning guide is intended to be used after viewing the video clip: **Self-Selected Reading**.



General synopsis:

In this short video clip, Grade 1–6 teachers are demonstrating how they organize their classroom libraries and provide meaningful and accessible self-selected reading experiences for all students in their classrooms.

Key Understanding

- Self-selected reading provides opportunities for students to make choices about what they will read on their own, with a peer or with an adult.
- The goal of the self-selected reading block is to provide authentic opportunities for students to see themselves as competent and engaged readers.
- This reading block includes teacher modelling, students reading while the teacher conferences with individual students or small groups of students sharing about what they read.
- Explain how you could involve students with significant disabilities in reflecting on and sharing about what they have read? What types of structures, strategies and scaffolding might need to be in place so that this can be a successful experience for them?
- After viewing this video, is there anything you would do differently in your classroom related to self-selected reading and students with significant disabilities?

Questions for Discussion

- What are some ways you could organize your classroom library make books more accessible for all students?
- Are there certain routines or strategies that might be important for supporting students with significant disabilities to ensure reading time is meaningful?
- The video highlights the importance of providing students with choice. How can you support students with significant disabilities in making choices about what they read?

For more information

- Literacy for All. Retrieved from <http://abliteracyforall.wikispaces.com/>
- Alberta Regional Professional Development Consortia. Inclusive Education Retrieved from <http://www.inclusiveeducationpdresources.ca/literacy/>
- Erickson, K., and Koppenhaver, D. (2007). *Children with Disabilities: Reading and Writing the Four Blocks® Way*. Greensboro, NC: Carson-Dellosa.64–65.
- Erickson, K. (2003). *Reading Comprehension in AAC*. The ASHA Leader, Vol. 8, No. 12, 6-9. Retrieved from <http://ebookbrowse.com/reading-comprehension-in-aac-pdf-d48311206>
- Center for Literacy & Disability Studies, University of North Carolina-Chapel Hill Teacher Resources: Guided Reading Retrieved from <http://www.med.unc.edu/ahs/clds/projects/new-voices-project/teacher-resources>

Acknowledgement:

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This learning guide is intended to be used after viewing the video clip: **Structured Writing**.



General synopsis:

In this video clip, Grade 1-6 teachers are using structured writing to provide meaningful and engaging opportunities for students with significant disabilities to develop their skills as writers

Key Understanding

- A regular structured writing time offers students with significant disabilities opportunities to engage in meaningful writing activities.
- This block includes teacher modeling, (often in the form of a mini-lesson), students writing while the teacher conferences with two or three students, and opportunities for students to share what they have written.
- This writing time provides all students with varying levels of support to help build their confidence and skills as writers.

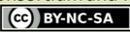
Questions for Discussion

- What did you notice about teacher modelling in this video clip?
- What are some ways you might support students with significant disabilities in developing their skills in the area of writing?
- How can you build in opportunities for students to share their work? What types of support or tools would be most helpful to enable a student with significant disabilities in this task?

For more information

- Literacy for All. Retrieved from <http://abliteracyforall.wikispaces.com/>
- Alberta Regional Professional Development Consortia. Inclusive Education Retrieved from <http://www.inclusiveeducationpdresources.ca/literacy/>
- Erickson, K., and Koppenhaver, D. (2007). Children with Disabilities: Reading and Writing the Four Blocks® Way. Greensboro, NC: Carson-Dellosa. 64–65.
- Center for Literacy & Disability Studies. University of North Carolina-Chapel Hill Teacher Resources: Writing. Retrieved from <http://www.med.unc.edu/ahs/clds/projects/new-voices-project/teacher-resources>

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This learning guide is intended to be used after viewing the video clip: **Working with Words.**



General synopsis:

This video illustrates how Grade 1–6 teachers are developing the literacy and communication skills of students with significant disabilities through the use of working with words activities.

Key Understanding

- All students benefit from regular and supported opportunities to work with words in structured and engaging ways.
- The working with words block can include a variety of strategies and activities to provide hand-on practice with word building for students beginning to learn to read and write.
- Word walls are visual displays of core words used to support students in their daily reading and writing.
- There are a number of working with words activities related to the word wall that students can do, such as: be a mind reader, guess the covered word, and making words.
- Share some examples of activities you might use to introduce, reinforce and/or review word wall words. How could you structure these activities to ensure they are most effective for students with disabilities?
- What examples from the video clip illustrate ways to make classroom activities more effective for students with disabilities?

For more information

- Literacy for All. Retrieved from <http://abliteracyforall.wikispaces.com/>
- Alberta Regional Professional Development Consortia. Inclusive Education Retrieved from <http://www.inclusiveeducationpdresources.ca/literacy/>
- Cunningham, P., and Hall, D. (2008) Month-by-Month Phonics Series (available for Grades K-5). Boston, MA: Pearson Education.
- Cunningham, P. (2012) Phonics They Use: Words for Reading and Writing (6th edition). Boston, MA: Pearson Education.
- Erickson, K., and Koppenhaver, D. (2007). Children with Disabilities: Reading and Writing the Four Blocks® Way. Greensboro, NC: Carson-Dellosa.64–65.

Questions for Discussion

- How might you make word walls more accessible to all students?
- What criteria would you use to choose which words to include on the word wall? What type of words might be most important for a student with a significant disability?

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Literacy for All: 4-Blocks of Literacy



This learning guide is intended to be used after viewing the video clip: **Guided Reading**.



General synopsis:

In this short video clip, Grade 1–6 teachers are using guided reading strategies to support all students in their classrooms, including students with significant disabilities.

Key Understanding

- Guided reading offers structured opportunities before, during and after reading to support students in developing literacy skills and strategies.
- A guided reading approach offers strategies and structures that teachers can use to address the unique learning and communication needs of students with significant disabilities.

Questions for Discussion

- What impact can activating and building background knowledge have for a student with significant disabilities?
- Share examples of activities and strategies that can be used as part of the **before reading** time. Would these activities work for a student with significant disabilities? If not, what changes would you have to make to ensure all students benefit?
- **During reading**, students read the book, including rereading the book. How might this “reading” look different for a student with a significant disability?
- What are some strategies you can use to get a sense of individual student’s understanding of what he or she have read, particularly students with limited verbal skills?

- What types of **after reading** activities would help students with significant disabilities deepen their understanding?
- How is your understanding of the potential of the guided reading process changing as a result of watching this video? Is there anything you would do differently in your classroom, after viewing this video?

For more information

- Literacy for All. Retrieved from <http://abliteracyforall.wikispaces.com/>
- Alberta Regional Professional Development Consortia. Inclusive Education Retrieved from <http://www.inclusiveeducationpdresources.ca/literacy/>
- Erickson, K., and Koppenhaver, D. (2007). Children with Disabilities: Reading and Writing the Four Blocks® Way. Greensboro, NC: Carson-Dellosa.64–65.
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- Center for Literacy & Disability Studies, University of North Carolina-Chapel Hill Teacher Resources: Guided Reading Retrieved from <http://www.med.unc.edu/ahs/clds/projects/new-voices-project/teacher-resources>

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