

Access to Literacy



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What is Literacy?



The minimal ability to read and write in a designated language, as well as a mindset or way of thinking about the use of reading and writing in everyday life. (Harris & Hodges, 1995, p. 142)

What is Literacy?

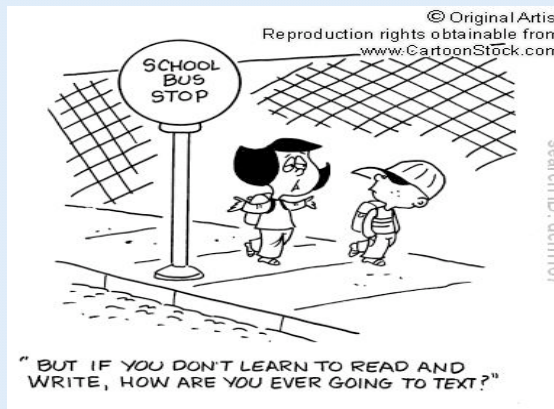
- **Literacy** is the ability to read, write, and understand written language.
- **Literacy** begins at birth and continues throughout life.
- **Literacy** exists on a continuum from emergent to independent.

Information provided courtesy of the Region 3 AT Center from Louisiana Workshops by Nancy Steele, NCBD

Literacy Impacts Quality of Life

- **Self-Esteem**
- **Self-Determination**
- **Independence**
- **Information Gathering**
- **Organization**
- **Learning**
- **Entertainment**

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Communication and Literacy

- Young children's abilities to listen, speak, read and write are interrelated and develop concurrently
- Communication development is influenced by situational context
- Interrelated modes of communication (listening, speaking, reading and writing) are highly dependent on concept development

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Everyone must:

- **Raise expectations**
- **Provide access**
- **Adapt for individual strengths, needs and interests**
- **Look at what works for all children**

Components of Reading

- **Phonemic awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Text Comprehension**

(from National Reading Panel report, 2000)

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Phonemic Awareness

Ability to hear, identify and manipulate individual sounds in spoken words

How does it relate?

- Beginning/Middle/End
- Rhythm, Patterns, Rhymes, Repetition
- Taking apart and putting together
- Relationship of part(s) to whole

These concepts can help create a foundation for building sentences.

Vocabulary

Words we must know to communicate effectively

Vocabulary

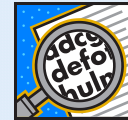
- Don't teach words without context
- Combine teaching vocabulary with teaching concepts
- "Word" does not necessarily mean "print"
- Pre-teach, teach and repeat

**Oral Vocabulary:
Words used in speaking or recognized in listening**



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**Reading Vocabulary:
Words recognized or used in print**



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Comprehension

The reason for reading



Comprehension

- Check regularly and often – give students opportunity to show what they know in a way that works for them
- Identify key characters
- Identify main Idea
- Put events in order
- Develop thinking/reasoning skills with questions like "What might happen next?"
- Students need an opportunity to comment on what they read, talk about feelings, express ideas

Focus on comprehension raises the bar, helps move students along the literacy continuum

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The Path to Literacy



**Our children may not experience the same richness of emergent activities that other children experience.
So . . . It's up to family members and teachers to enrich their experiences.**

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The Path to Literacy



Our children need:

- Exposure to literacy events
- Opportunities to observe print and Braille
- Access to appropriate literacy materials and activities
- Early and continuing experiences on which to build formal literacy instruction

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"ALPHABET SOUP! THIS COULD BE THE START OF SOMETHING BIG!"

The Path to Literacy

Make sure children are ready at the start of the lesson!

This requires paying attention to indicators that they are *ready to learn*. These indicators are often different or require more attention than readiness indicators for other children.

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The Path to Literacy

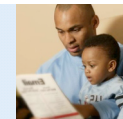
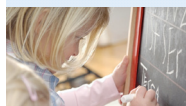
Readiness Indicators

- **State**
- **Muscle Tone**
- **Positioning**
- **Environmental supports**
- **Adaptations and modifications**
- **Motivation**

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The Path to Literacy

Create **literacy-rich environments** and provide opportunities for **literacy-rich play**



Create Meaningful Literacy Experiences



- Research has repeatedly shown that **home literacy environments** have measurable effects
- Children need to **observe** adults modeling literate behaviors
- Children need to **interact** with adults in reading and writing activities
- Children need to **explore** literacy through active experiences



Create Meaningful Literacy Experiences

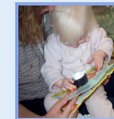
Build literacy learning opportunities into **everyday routines and activities**



Look for **natural learning opportunities** ("Use teachable moments")



Creating Meaningful Literacy Experiences



Provide **access** to literacy learning activities

Make sure materials and activities are **interesting and meaningful to the child**

The Path to Literacy

Creating Opportunities for Literacy

- Reading daily schedules
- Checking off each activity in schedule when finished
- Reading steps within a specific activity/checking off
- Writing name at center to participate there
- Reading message selected on augmentative communication device before
- ting one
- Reading a self monitoring behavior checklist

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Creating Opportunities for Literacy

- Daily planner/schedule
- Within task directions
- Self-monitoring checklists
- Language experience stories

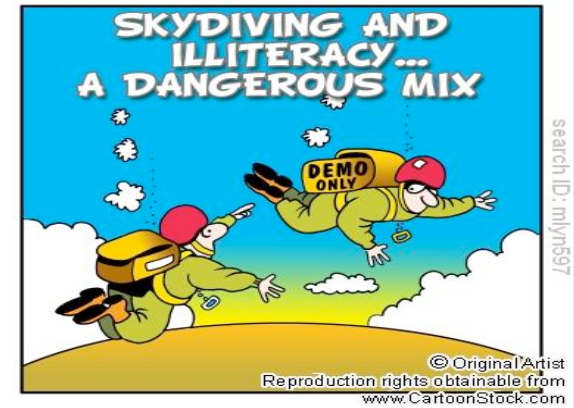
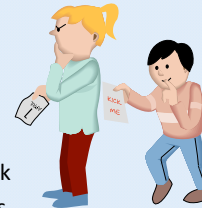


MAKE IT INTERACTIVE and FUN!

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Practical Reading Options

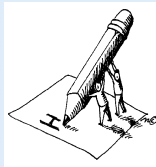
- Menus
- Recipes
- Magazines
- Board games
- Letters/postcards
- Directions to complete a task
- Conversation books/journals



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Practical Writing Opportunities

- Letter writing
- Shopping lists
- Notes to friends
- Birthday cards, Valentines, postcards
- Daily planners
- Recipes
- Step-by-step directions
- Invitations
- Gift lists for birthdays, Christmas, etc.



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Specific Instructional Strategies

- Draw attention to the stimulus and shape response
- Wait for response
- Provide corrective feedback and praise
- Fade instructional support
- Check for comprehension

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Literacy Materials

- Adapted books
- Activity/Experience books
- Object books
- Daily Schedules
- Calendar systems
- Classroom activities

Academic Access for All

Where do we start?

- Incorporating literacy across the curriculum
- Start with the "Standards"
- Our students use the Extended Standards

LA Department of Education Access Guide for Students with Significant Disabilities

