



# Comprehensive Literacy For All Text Overview

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Minnesota Region 11 Low Incidence Projects

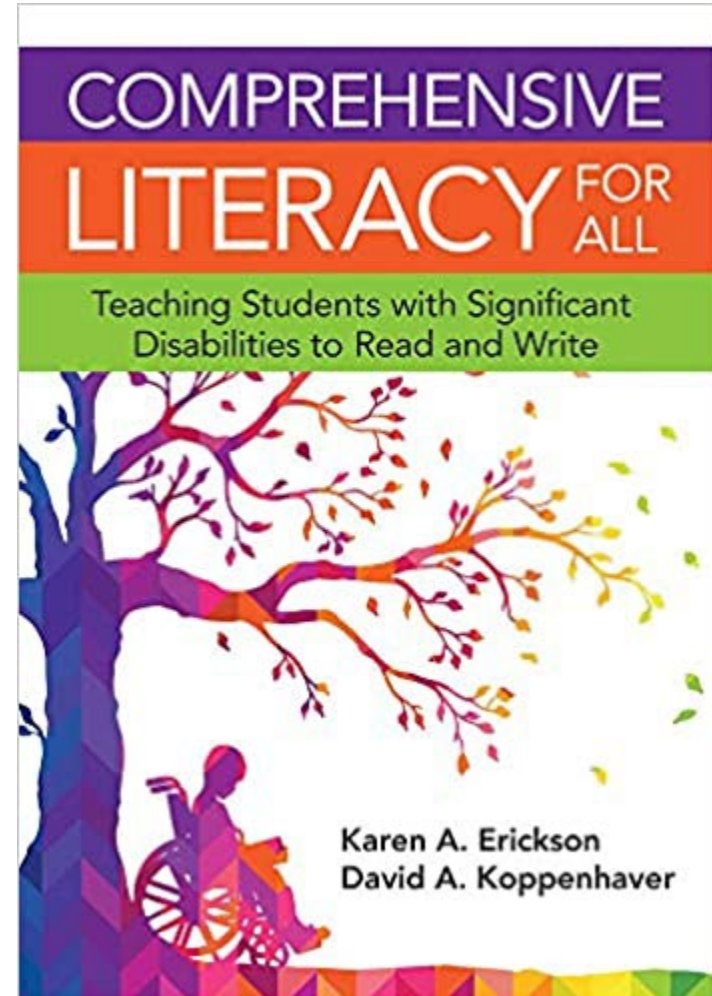
# Comprehensive Literacy For All

Teaching Students with Significant Disabilities to Read and Write

Karen Erickson & David Koppenhaver

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[Brookes Publishing Downloads](#)



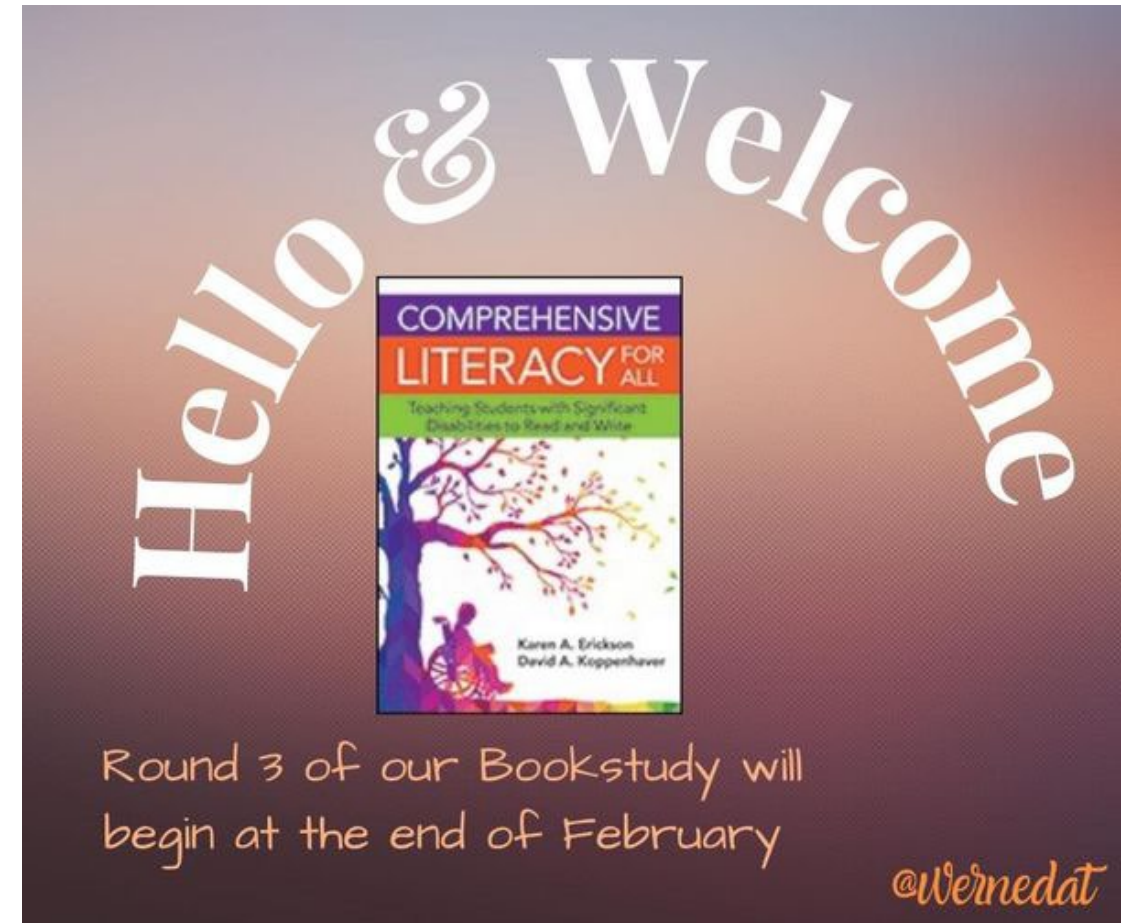
# Facebook Group

<https://www.facebook.com/groups/983240382040429/>

3.3 K Members

Group book study

Forum for Sharing



COMPREHENSIVE  
LITERACY FOR ALL  
Teaching Students with Significant  
Disabilities to Read and Write  
Karen A. Erickson  
David A. Koppenhaver

Round 3 of our Bookstudy will  
begin at the end of February

@Wernedat

# Book Sections & Chapters

Section I Core Understandings

Section II Building a Foundation for Literacy

Section III Learning to Read and Write

Section IV Implementation

# Section I Core Understandings

“No one is too anything to learn to read  
and write.” –David Yoder

All means ALL

Filled with stories



# Section I Core Understandings

Establishing the Environment for Successful Literacy Learning

<https://www.buildingbridges-ela.com/principles-ela/>

1. Knowledgeable others
2. Means of communication and interaction
3. Repetition with variety
4. Cognitive clarity
5. Personal connection to the curriculum
6. Encouragement of risk taking
7. Comprehensive instruction
8. Significant time allocation
9. High expectations

## Section II Building a Foundation for Literacy

### Alphabet knowledge

- Embedded & Explicit

### Phonological Awareness

- Embedded & Explicit

### Emergent Reading

- Independent & Guided

### Emergent Writing

- Independent & Guided

# Alphabet Knowledge

## Explicit

- Enhanced Alphabet Knowledge Instruction (EAK) (Jones et al. 2013)
- P. 39 EAK routine with nonverbal ideas ([downloadable material](#))

## Embedded

- Alphabet books
- Alphabet games, puzzles
- Student names
- Environmental print
- Apps & Computer content



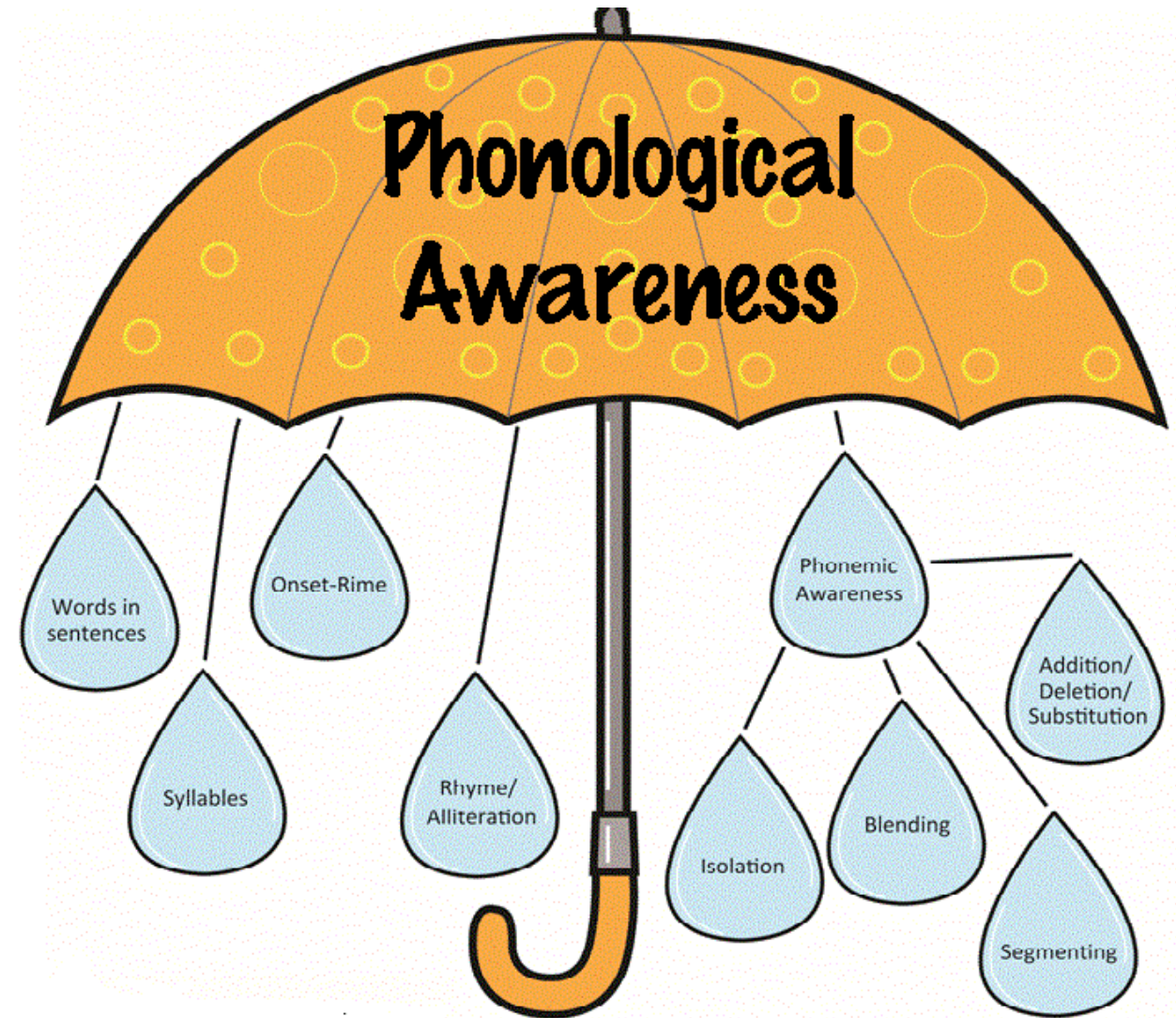
# Phonological Awareness

## Explicit

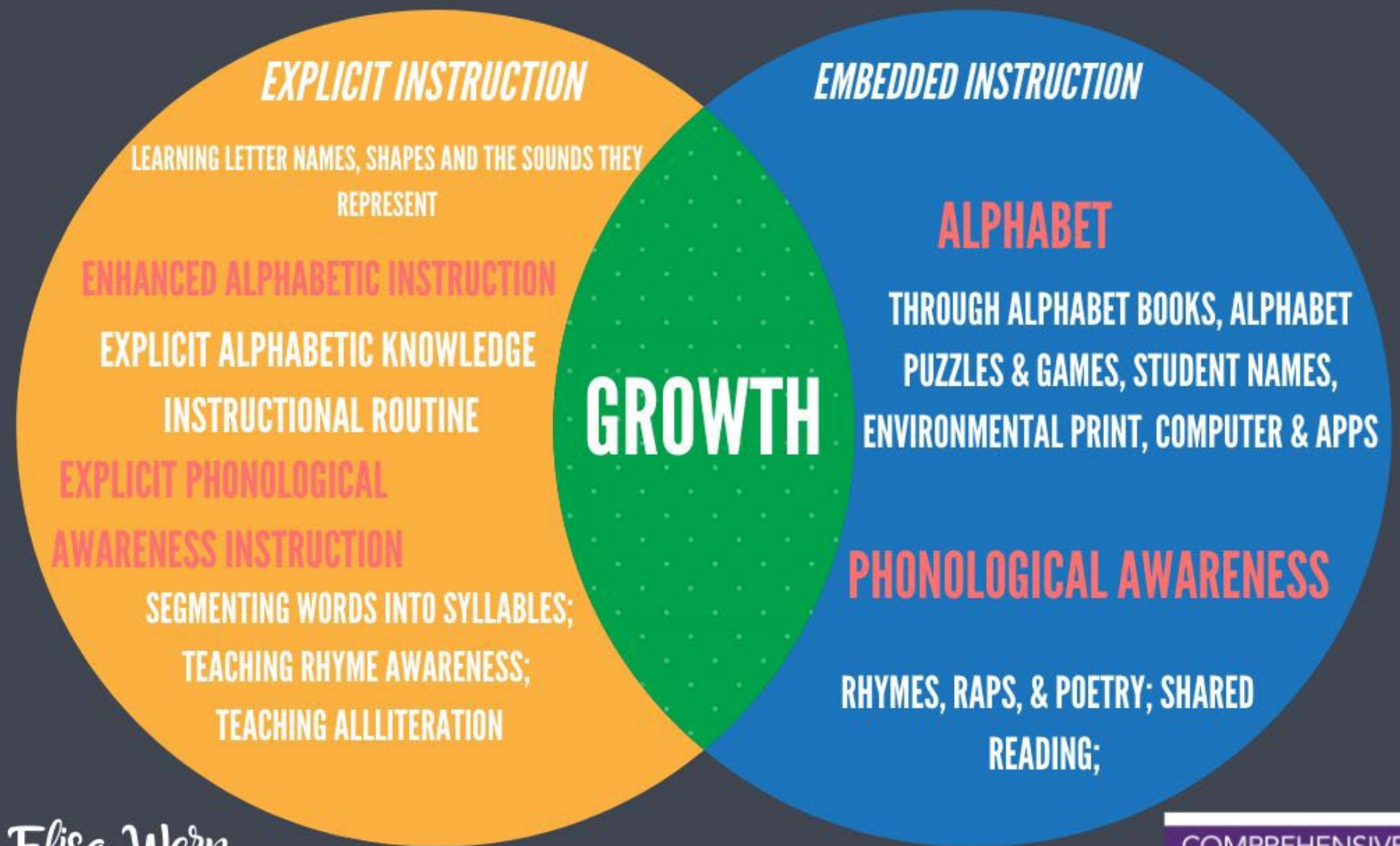
- Teaching not testing
- Effective teacher modeling
- Phonological (not phonemic)
  - Syllables, Rhymes, Alliteration

## Embedded

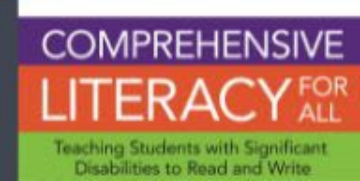
- Nursery Rhymes
- Raps
- Poetry
- Shared Reading



# Alphabetic Knowledge & Phonemic Awareness



Elisa Wern,  
@Wernedat



# Emergent Reading

## Independent

- Online
- Wordless
- Peer or Buddy

## Guided (Shared)

- CAR (Comment Ask Respond)
  - P. 55 CAR Flowchart ([downloadable material](#))
- CROWD (Completion, Recall, Open-ended, Wh-, Distancing)
- PEER (Prompt, Evaluate, Expand, Repeat)

# Shared Reading

Shared Reading is defined as the interaction that occurs between an adult and student as they read a book together (Ezell & Justice, 2005) with the intention of enhancing the student's language and literacy skills (U.S. Department of Education, 2015c.)

The Commission on Reading called shared reading “the single most important activity for developing the knowledge required for eventual success in reading” (National Academy of Education & Anderson, 1985, p.23)



# Emergent Writing p. 64

Emergent writing emphasizes written language use even before children know what writing looks like, how to produce it, or the purposes it serves.

Children are encouraged to engage in frequent and regular writing experiences while teachers and families demonstrate conventional print use.

Emergent writing progresses through fairly predictable stages.

# Emergent Writing

## Independent

- Alternative pencils
- Inventive spelling (p73)
- Pair with pictures

## Guided

- Writing demonstrations
  - Morning message
  - Sign in, up or, out
- Predictable Chart Writing

### Welcome to Our Classroom

We are learning to write. You may see a lot of what you think are errors and want to help us fix them. Don't! These mistakes help our teacher learn what to teach us next.

#### Here Are Some Ways You Can Help Us

1. Ask us to read to you what we have written. Write down what we say on a sticky note, and stick it on the back of our papers. Tell us how much you like what we are writing and say, "Write some more about that!"
2. Tell us your first name and show us how you write it. Say each letter aloud as you write it. Make sure we can see what you are writing. Then point to your name and say it. If any letters in your name are the same in ours, then help us find them.
3. Sit down next to us, draw a picture, and write no more than three words about it. Show us your picture, point to the words, and read them aloud to us.

Thoughtful teachers keep a record of a student's intended meaning without disturbing the student's product or feelings of ownership.

Thanks for visiting today!

Dear Families,

Here are our class writings about \_\_\_\_\_. We hope you enjoy them.

PLEASE: Ask your child to show you his or her page and read it aloud to you. Tell him or her how proud you are of his or her writing. Encourage him or her to keep writing about all the things that interest him or her. Hang your child's writing on the fridge or on the wall. Share his or her writing with other family and friends.

DON'T: Tell your child about mistakes you find or require your child to correct his or her mistakes.

We are learning to write this year, and these differences between adult writing and what your child is doing (emergent writing) help me know what I need to focus on next to teach him or her better. If you have any questions, please call me or stop by my classroom after school to chat.

Thanks

# Section III & IV

Conventional Literacy

Implementation



**Thank you!**

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