



Going Further with Adolescent Literacy

Charting the Cs
Conference 2025:

*To Literacy and
Beyond*

Cooperation
Communication
Collaboration

April 29, 2025

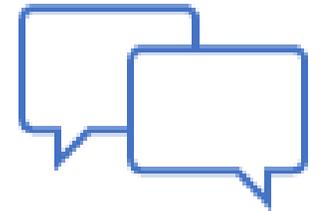
Heather Prenovost, MS, CCC-SLP & Training & Implementation
Supervisor with PRC-Salttillo

Christy Palmquist

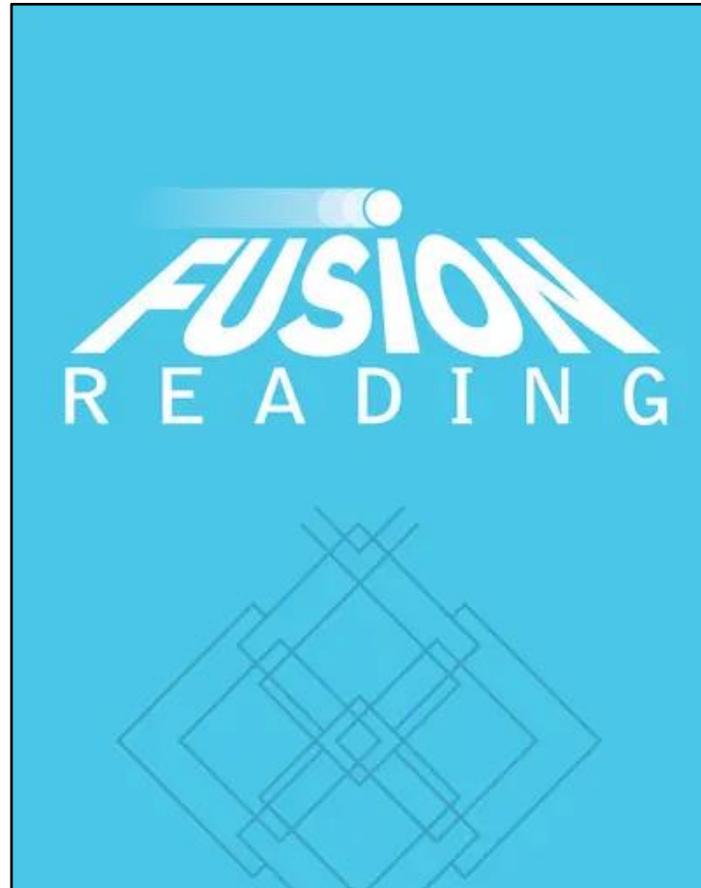
Today's Learning Objectives:

1. Participants will identify strategies to increase word study skills for adolescent struggling readers.
2. Participants will list at least two tools and resources to help support literacy instruction for adolescent struggling readers.
3. Participants will describe the connections between verbal expression and written expression skills within the literacy framework.
4. Participants will identify at least one way they will implement these systematic instructional strategies into their literacy practice.

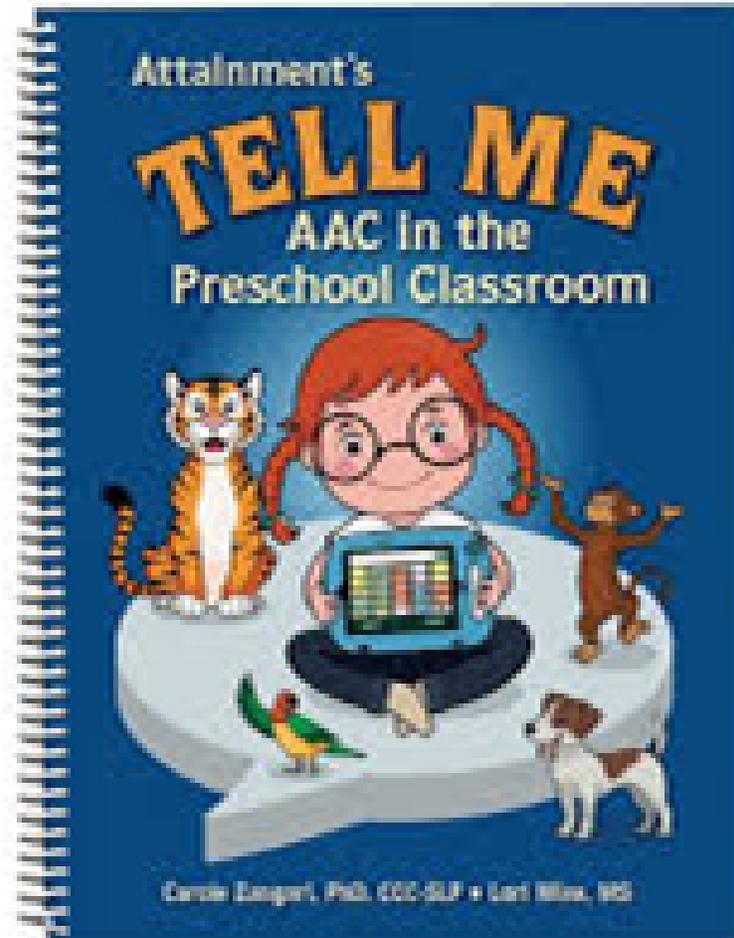
Our Story



The WHY:



The WHY: Tell Me



The WHY Continued:



Literacy Instruction for Students with Significant Disabilities

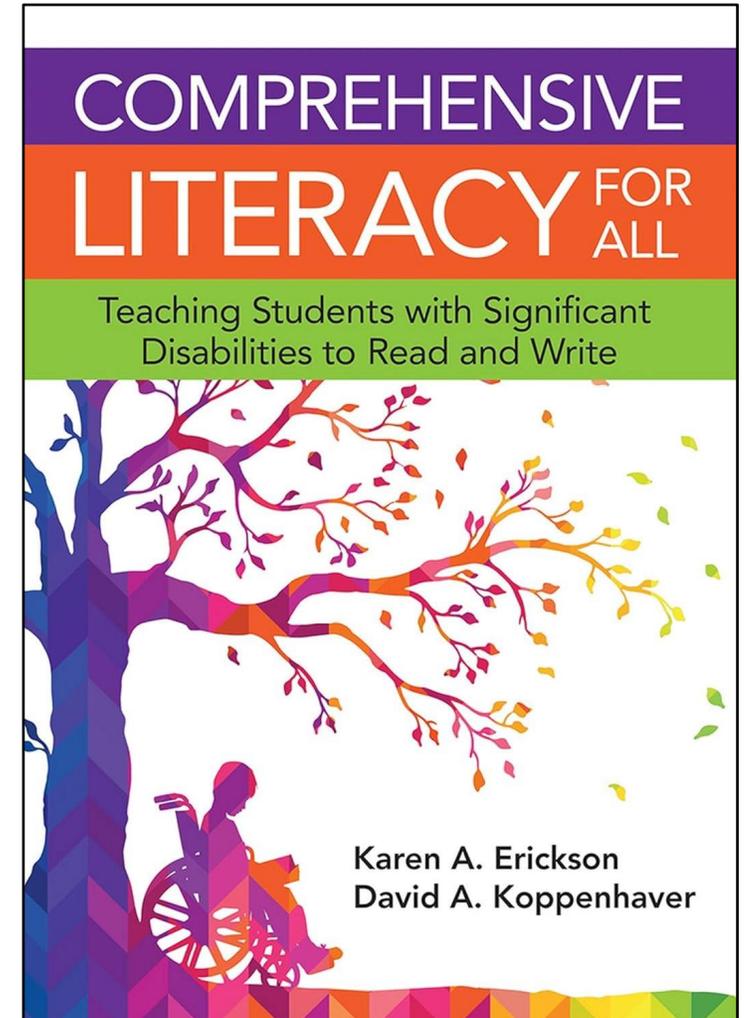
[Home](#) [Getting started](#) [Access to Communication](#) [Access to books](#) [Access to writing](#) [Emergent literacy](#) [Conventional literacy](#)

"We do not believe that a different curriculum is required in order for children with disabilities to succeed in learning to read and write. We have learned, however, that teachers must attend consciously and thoughtfully to the significant learning differences of children with disabilities in order to make good instruction accessible to these students."

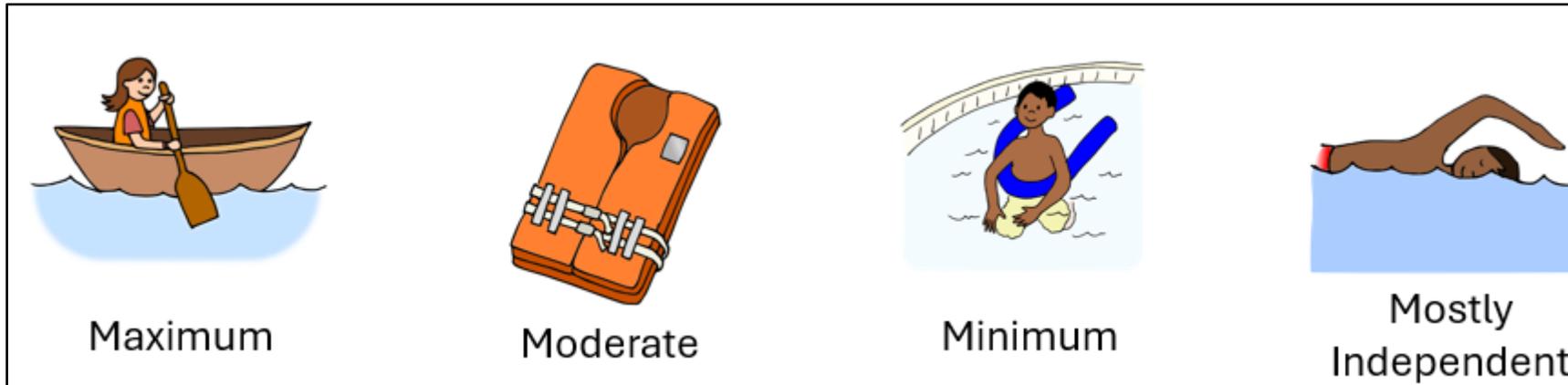
—Karen Erickson and David Koppenhaver from *Children With Disabilities: Reading and Writing the Four Blocks Way*

Literacy Instruction for Students with Significant Disabilities offers information, research-based instructional approaches, and effective instructional and learning strategies to support school leaders, teachers, and other specialists working to better meet the literacy and communication needs of students with significant disabilities, including students with:

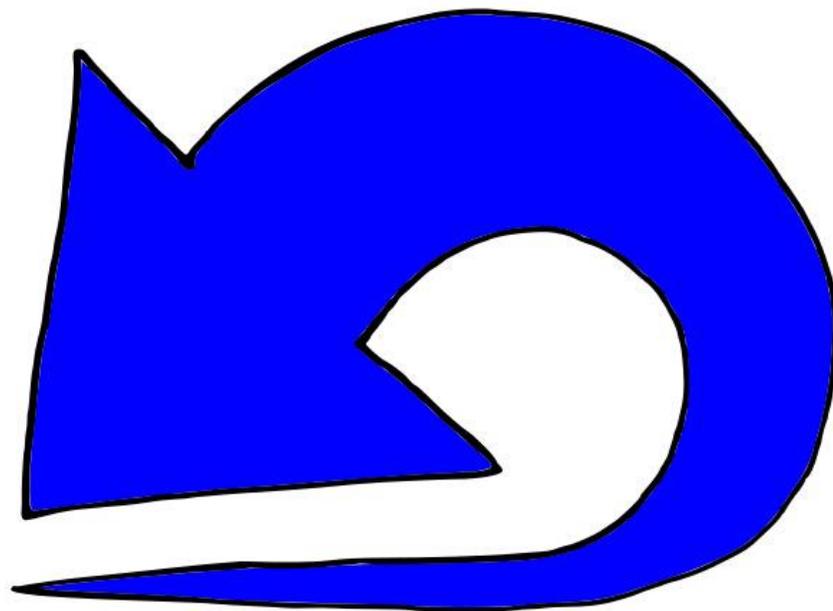
- moderate to severe cognitive disabilities
- complex communication needs
- multiple disabilities including deaf/blindness and/or physical access challenges



Reimagining How We Look at Support



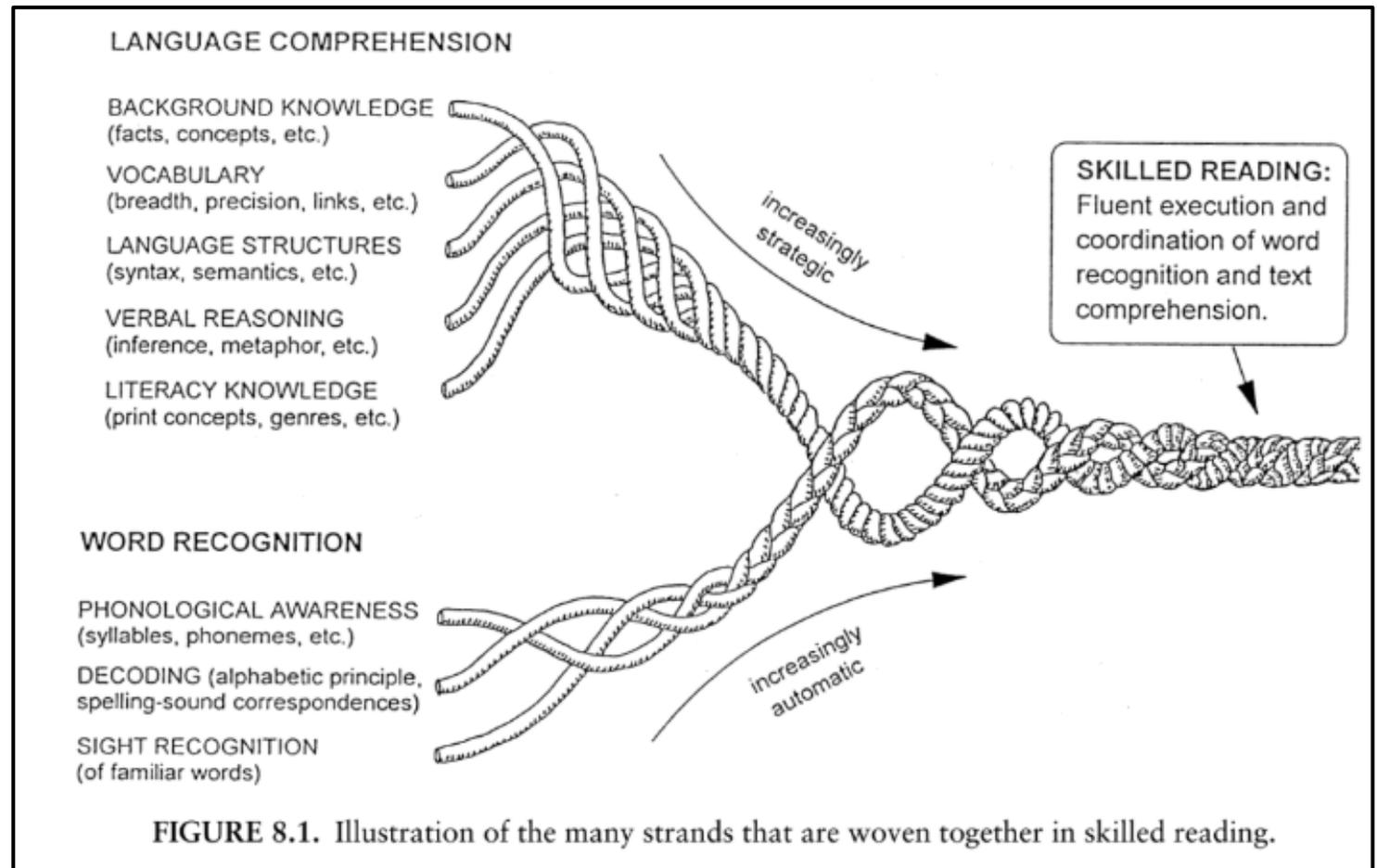
Backing up a step



Language and Literacy: Reading Rope

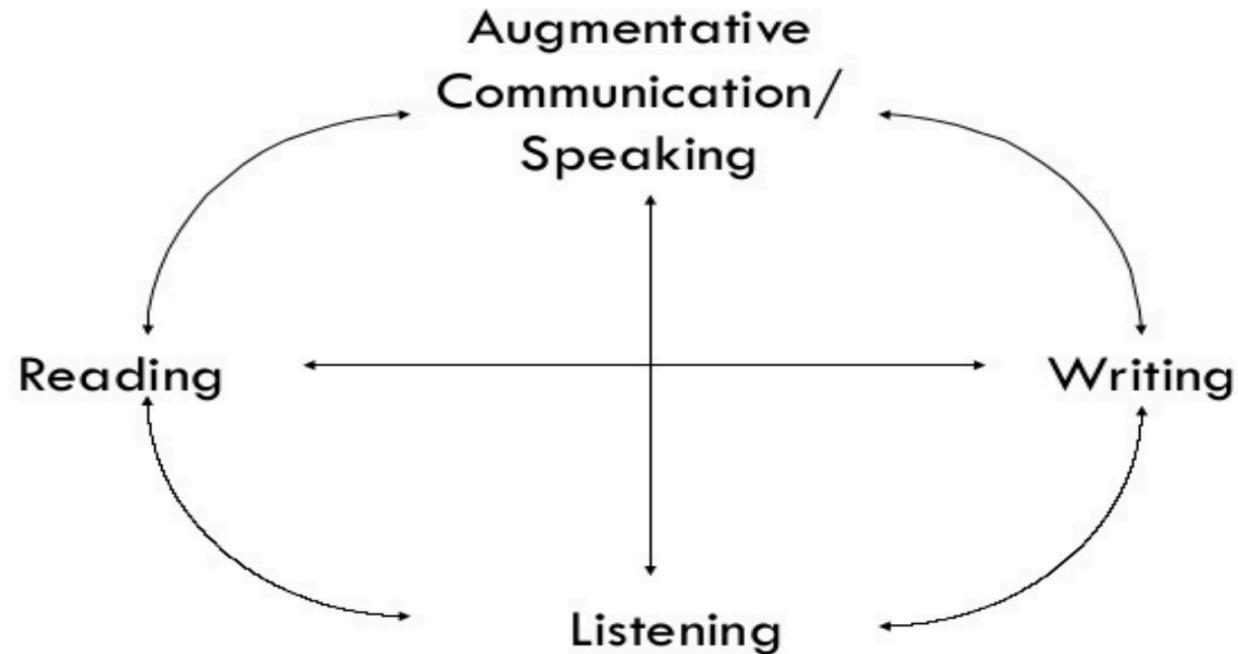
Reading Rope

Scarborough, H. 2001
Connecting Early Language
and Literacy to Later
Reading (Dis)abilities:
Evidence, Theory, and
Practice, pg. 98



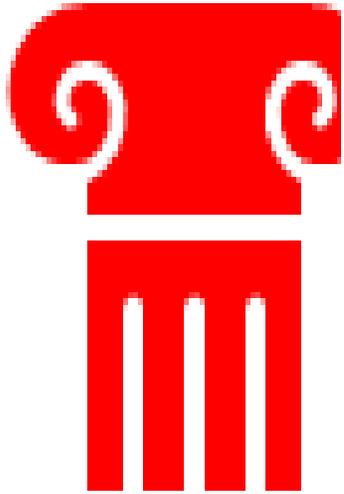
Connection between Speaking and Writing

Oral & Written Language Development (Koppenhaver et al., 1991)

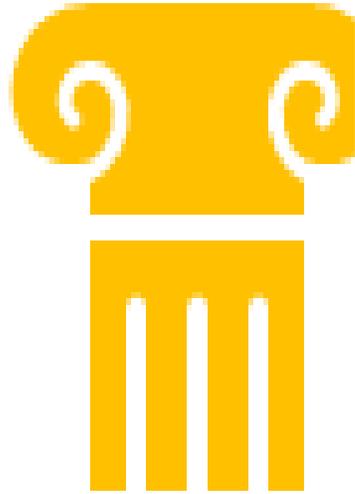


Language and Literacy

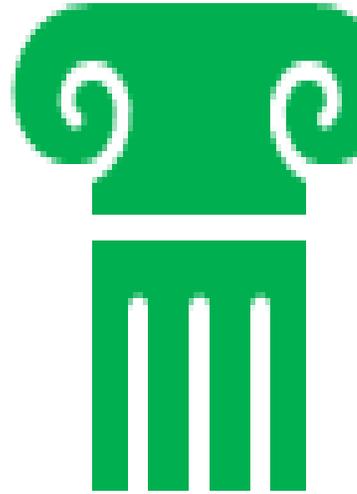
5 Pillars of Reading



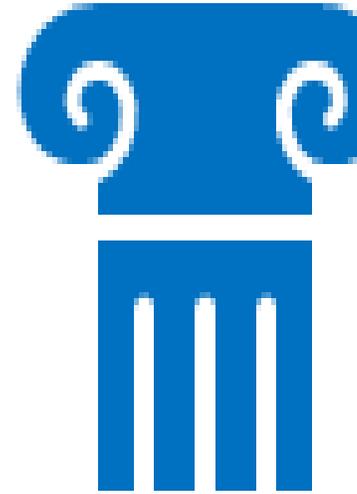
Phonemic
Awareness



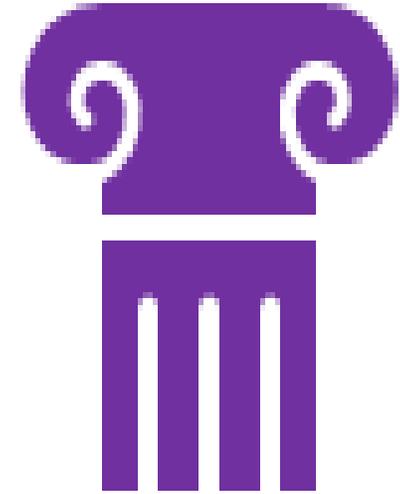
Phonics



Fluency

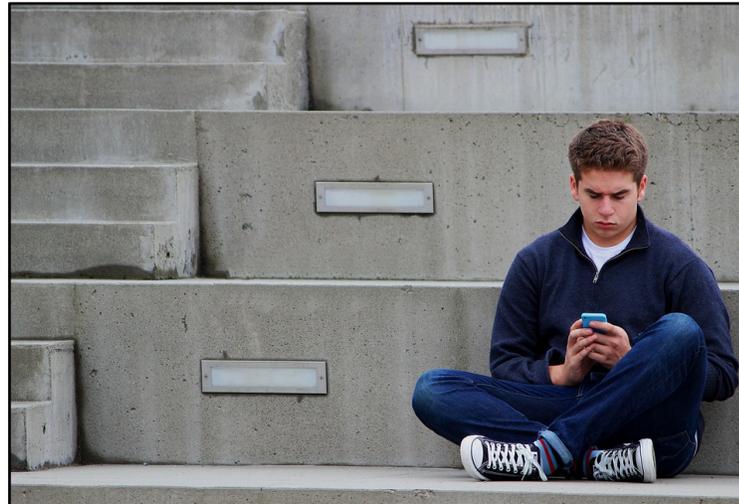


Vocabulary



Comprehension

Language and Literacy: The importance of it all



Our core belief

No one is too anything to learn to read and write —not too intellectually, emotionally, neurologically, or physically challenged to learn to read and write; to become literate (Yoder, 2001).



Motivation and Engagement



Motivation and Engagement: literacy intervention

prc-salttillo

Fill in the boxes with ideas to use with AAC and topics of high interest

Interest/Topic
CATS

Talk about it 

GIPHY Cats
(<https://giphy.com/search/cat>)

Alexa Skills-cat meow

Using adjectives to describe cats
(https://www.youtube.com/watch?v=H_dSU_V0tO4_)

Write about it 

Describe a cat:
Tarheel Reader
Stories and Scripts
Notebook page

Read about it 

Tarheel Reader:
Cats, Cats, Cats
(<https://tarheelreader.org/2020/04/07/cats-cats-cats-6/>)

Cat Ear Facts
<https://www.petmd.com/cat/care/cat-facts-10-interesting-things-about-cat-ears>

Play it 

Talking Tom Cat app
(<https://apps.apple.com/us/app/talking-tom-cat/id377194688>)

Crazy Games
(<https://www.crazygames.com/t/cat>)

Cat Simulator
(https://play.google.com/store/apps/details?id=com.hgamesart.catsimulator&hl=en_US&gl=US)

Watch it 

YouTube-That Little Puff
(<https://www.youtube.com/c/ThatLittlePuff>)

Create it 

Tarheel Reader
Giphy and PPT

Something else 

Counting Cats
Maps-Where is your cat?

Comprehensive Literacy Instruction



Framework

Book: _____

Theme: _____

Target	Day 1	Day 2	Day 3	Day 4	Day 5
Word Study	Introduce Core/Sight Words: Add-on Words:	Introduce target sounds:	Question Target:	Search your environment: Find target words and sound in your environment	Review Words & Sounds
Shared Reading	Pre-reading: <ul style="list-style-type: none"> • build background knowledge • CLUE Strategy 	Pre-reading: <ul style="list-style-type: none"> • find target words • find target sounds 	Pre-reading: <ul style="list-style-type: none"> • discuss target question word for the reading 	Read: <ul style="list-style-type: none"> • Read section/chapter • Thinking Reading models 	Post-reading: <ul style="list-style-type: none"> • answer question • review predictions from CLUE
Shared Writing	Use core/sight words to write about pre-reading	Predictable Chart Writing with chosen topic	Model Answering question	Write with sentence prompt/think aloud	<ul style="list-style-type: none"> • beginning/middle/end • Story retell scaffold • Write with summary template
Independent Work					

Literacy Instruction

TELL ME – Board_ALL

what ?	where 📍	mother 👩	father 👨	sister 👧	brother 👦	girl 👧	boy 👦	head 👤	hand ✋	feet 👣
I 👤	me 👤	who 👤	friend 👤👤	now 🕒	later 🕒	today ☀️	same 🟦🟦	diffrent 🟦🟩	big 📏	little 📏
my/mine 👤	is / am are	to ➡️	first 📏	next 📏	last 📏	all gone 👋	ready 👉	busy 👨	happy 😊	sad 😞
it 📏	can 👉	have 👤	come 👤	feel 😊😞	know 👤	give 👤👉	angry-mad 😡	messy 👨	good 👍	bad 👎
you 👤👤	do 👉	eat 👤	drink 👤	finish 👤	get 👤	sing 👤	that 👉	a the	and +	more 👤
your 👤	don't-not ✗	go ➡️	help 👤	open 👤	put 👤	see 👁️	again ↺️	in 📏	away 👤	on 💡
here 📏	there 👤	like 😊	play 👤	read 📖	stop STOP	walk 👤	show 👤	out ➡️	up ↑	off 💡
yes 😊	no ✗	want 👤	take 👤	tell 👤	turn ↻️	watch 👤	write 👤	front 👤	down ↓	with 👤

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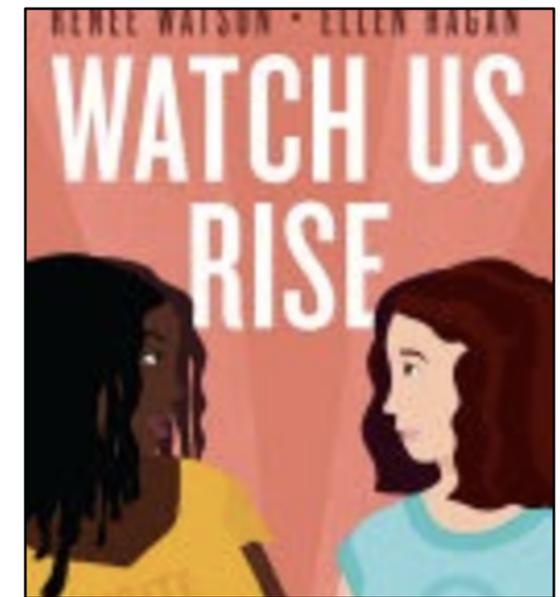
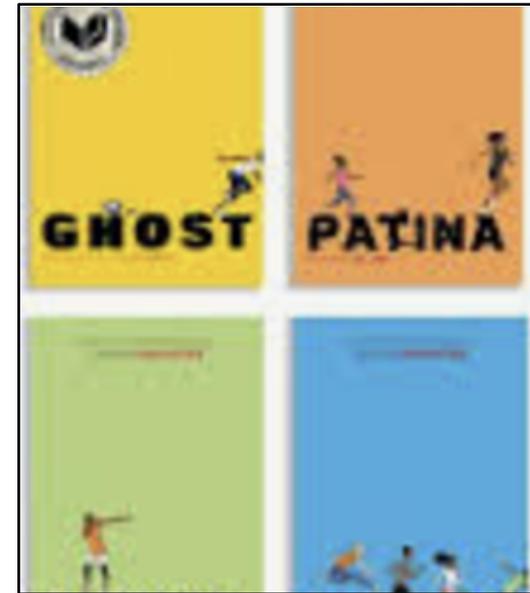
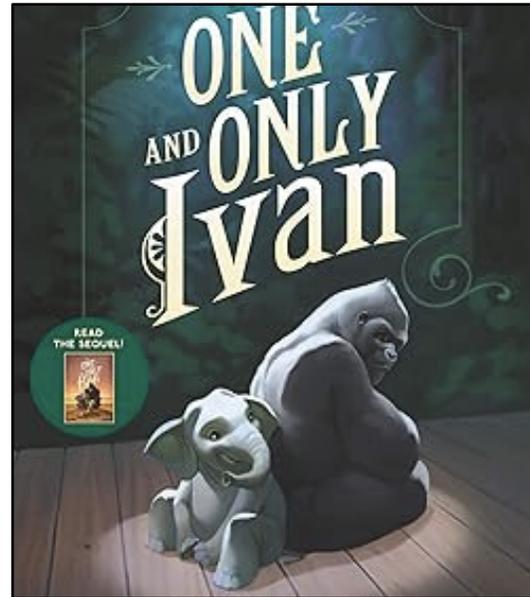
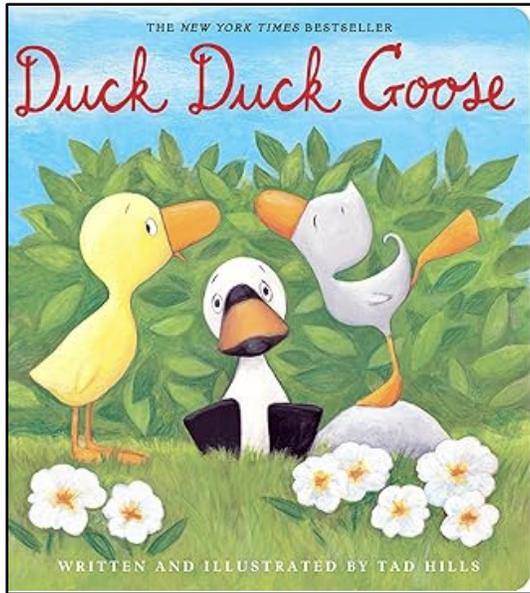
what ?

Details

size 📏	color 🎨	number 1 4 9 5 2 8
shape 📏	where 📍	movement 👤
mood 😊😞	background 🌳	perspective 👤
when 🕒	sound 👂	



Theme: Friendship and Challenges



Sample Framework

Target	Day 1	Day 2	Day 3		Day 4	Day 5
Word Study	Introduce Core/Sight Words: I/You Am Have Who Add-on Words: Friend Challenge	Introduce target sounds: a d h n s e (could use lesson 1 from Literacy Through WordPower/Unity lessons)	Question Target: Who		Search your environment: Find target words and sound in your environment	Review Words & Sounds
Shared Reading	Pre-reading: <ul style="list-style-type: none"> build background knowledge Show picture of gorilla in zoo setting Prediction (CLUE) Strategy (see visual) 	Pre-reading: <ul style="list-style-type: none"> find target words I/You (1-15) Am (1,2,4,6,8,9) Have (11, 12, 15) Who (12,15) find target sounds 	Pre-reading: <ul style="list-style-type: none"> discuss target question word for the reading Who is Ivan? Who could be Ivan's friends? 		Read: <ul style="list-style-type: none"> Read section/chapter Thinking Reading models (see visual) Inference Strategy (see visual) 	Post-reading: <ul style="list-style-type: none"> answer question review predictions from CLUE
Shared Writing	Use core/sight words to write about pre-reading Brainstorming (visualizing and verbalizing) to describe a gorilla	Predictable Chart Writing with chosen topic I have.../You have... (personal characteristics) I am (physical/friendship qualities)	Model Answering question A gorilla, he is big, he is patient, he is shy, he is smart, he is friendly, he is curious Mac the boss, Stella the elephant, Bo and Snickers the dogs, Mack the clown		Write with sentence prompt/think aloud Modeling perspective by using evidence from text (what Ivan says) to describe Ivan's feelings and/or challenges	<ul style="list-style-type: none"> beginning/middle/end Story retell scaffold Write with summary template (See visual)
Independent Work	Word Building with word tiles	Sentence Writing with color coded sentence frames	Take pictures of themselves with friends to answer who questions.	Could also do a "I have...who has" with the pictures	Talk/write about why they are friends, what they like about them, etc.	Story Retell (beginning/middle/end, writing, sequencing, etc.)
Book: <u>The One and Only Ivan</u>			Theme: <u>Friendship and Overcoming Challenges</u>			

Word Study:

I/you

have

am

who



Word Study

friendship

challenge

friendly

difficult

friend



obstacle



friendly



difficult



Word Study: Morphology



Functional Phonics™ + Morphology

Level	Sounds and Cards
PreRdg 5	s, t, b, m, l, d, n, p, k, j, v, z, f, c, g, r, h
1	a (at)
2	a (mixed)
3	i
4	o
5	x
6	ay
7	u
8	ee
9	e
10	w, y
11	sh
12	fszl
13	-ck
14	qu
15	st, sp, sm, sn, sc, sw
16	bl, cl, fl, pl, gl, sl
17	cr, tr, fr, dr, br, pr, gr
18	final long vowels: y (long i), e, o
19	ch

Word Study: Making Words with Letters

Step 1: Name the Letters and Their Sounds *(Use the individual letter cards.)*

You will review each of the letter names and letters sounds.

SAY: We're going to work with some letters to make different words. I'll say the letter names out loud, and you say them in your head.

(Point to each letter as you say it.) a d h n s

SAY: Each of these letters makes a different sound. I'll say the letter sounds out loud, and you say them in your head.

(Point to each letter as you say it.) /a/ /d/ /h/ /n/ /s/ // //

Step 2: Making Words *(Use the individual letter and word cards.)*

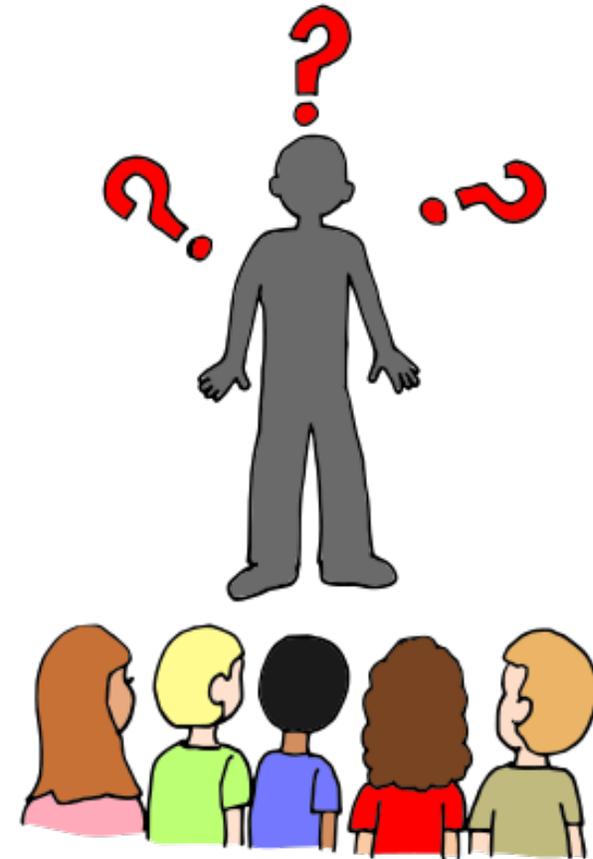
You will guide students in using the letters above to make words one-at-a-time. Do not show students the word cards until AFTER they have made an effort to spell each word.

Instructional Feedback

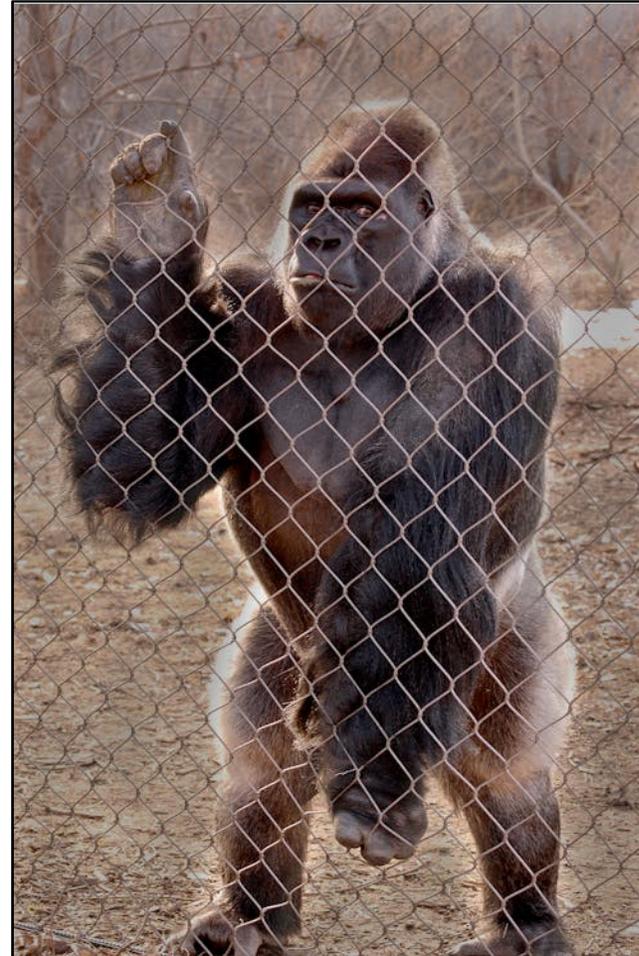
After every attempt to make a word do the following:

- For the correct and incorrect attempts, show a model of the Individual Word Card with the correct spelling.
- Helps students compare their attempt with the model and make corrections as needed.
- If incorrect, helps students compare and contrast with the model to identify what is

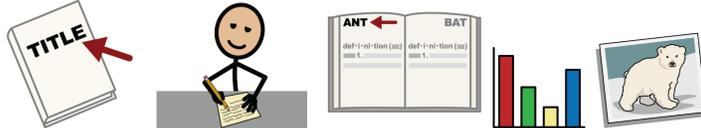
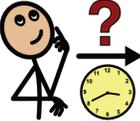
Word Study: Questions



Shared Reading



Comprehension Strategy: Prediction

 <p>Check</p>	 <p>Look at the Title, Author, Headings, Visual Clues</p>
 <p>Link</p>	 <p>What do the clues tell me?</p>  <p>What do I already know?</p>
 <p>Uncover</p>	 <p>I predict that.... (based on what I read)</p>
 <p>Examine</p>	 <p>Read a section</p>  <p>Check your prediction and fix or continue</p>

Shared Reading: Finding sight words



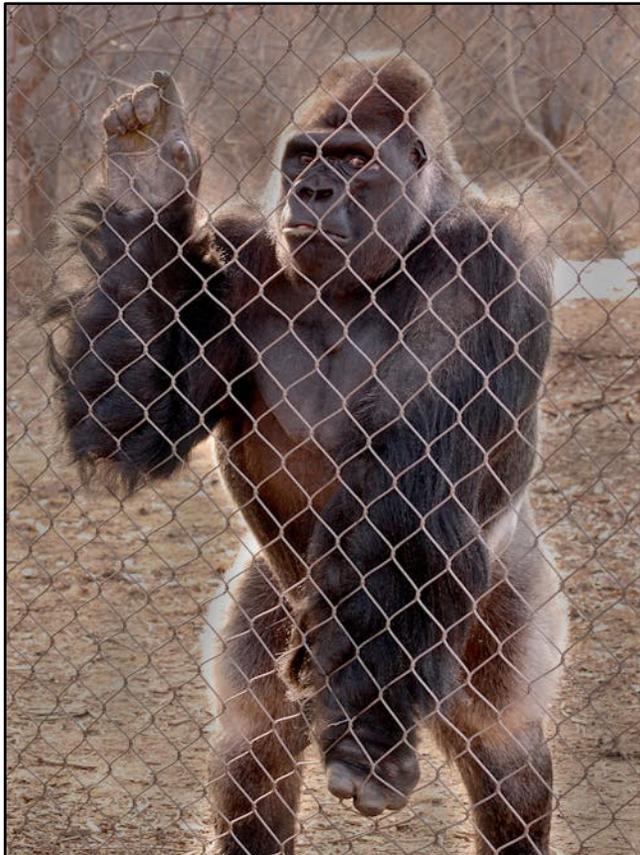
Shared Reading with Ivan

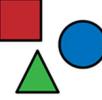
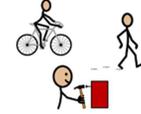
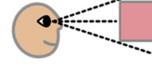
Who is Ivan? How would I
describe him?

Who could be his friends?



Shared Reading: Visualizing and Verbalizing



Main Idea			
 what			
Details			
 size	 color	 number	 shape
 where	 movement		 mood
 background	 perspective	 when	 sound
Modified from Visualizing and Verbalizing by Nanci Bell			

Shared Reading: Visualizing and Verbalizing cont

how I look

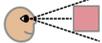
I used to be a wild gorilla, and I still look the part.

I have a gorilla's shy gaze, a gorilla's sly smile. I wear a snowy saddle of fur, the uniform of a silverback. When the sun warms my back, I cast a gorilla's majestic shadow.

In my size humans see a test of themselves. They hear fighting words on the wind, when all I'm thinking is how the late-day sun reminds me of a ripe nectarine.

I'm mightier than any human, four hundred pounds of pure power. My body looks made for battle. My arms, outstretched, span taller than the tallest human.

My family tree spreads wide as well. I am a great ape, and you are a great ape, and so are chimpanzees and orangutans and bonobos, all of us distant and distrustful cousins.

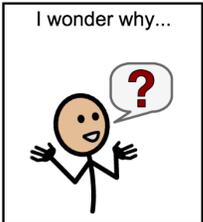
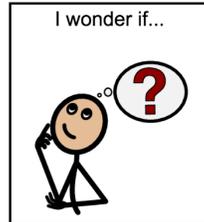
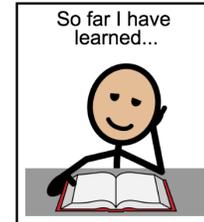
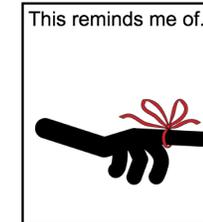
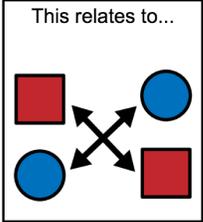
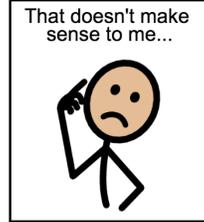
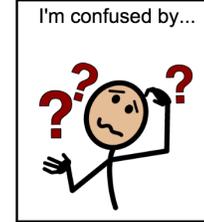
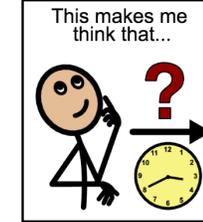
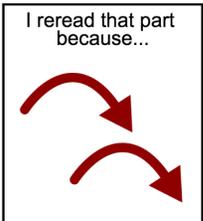
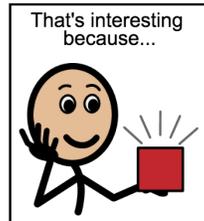
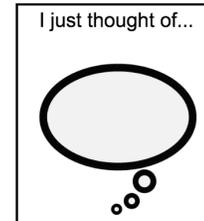
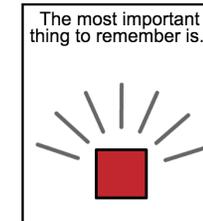
Main Idea			
 what			
Details			
 size	 color	 number	 shape
 where	 movement	 mood	
 background	 perspective	 when	 sound
<small>Modified from Visualizing and Verbalizing by Nanci Bell</small>			

Strategy: Main Idea and Details

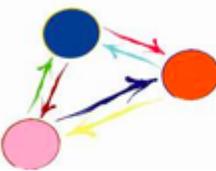
Main Idea & Details Strategy	
	Make the TOPIC known
	Accent at least 2 ESSENTIAL DETAILS
	Ink out the CLARIFYING DETAILS
	Notice how the ESSENTIAL DETAILS are RELATED
	INFER the MAIN IDEA (in your own words)

Shared Reading: Thinking Reading

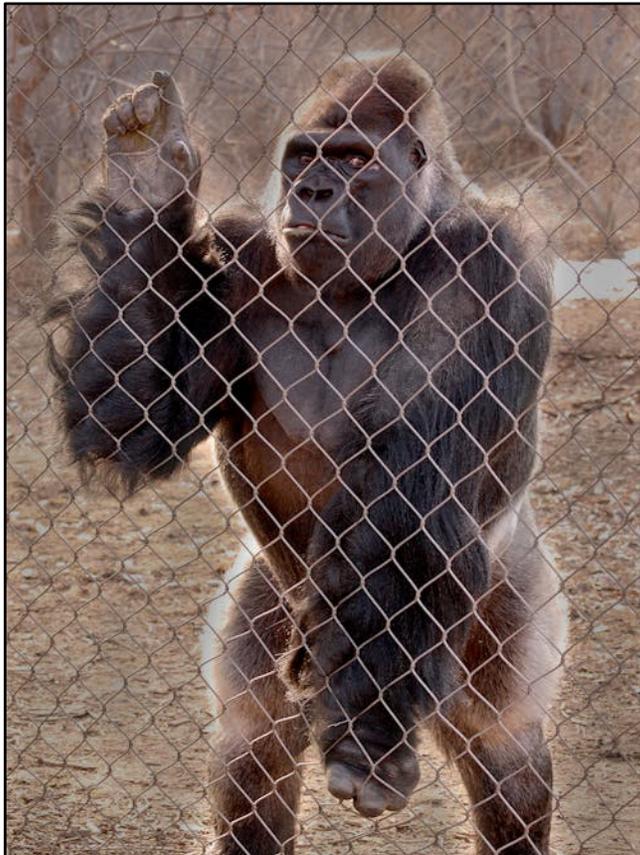
Think Alouds

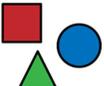
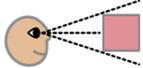
<p>I wonder why...</p> 	<p>I wonder if...</p> 	<p>So far I have learned...</p> 	<p>This reminds me of...</p> 
<p>This relates to...</p> 	<p>That doesn't make sense to me...</p> 	<p>I'm confused by...</p> 	<p>This makes me think that...</p> 
<p>I reread that part because...</p> 	<p>That's interesting because...</p> 	<p>I just thought of...</p> 	<p>The most important thing to remember is...</p> 

Shared Reading: Inference Strategy

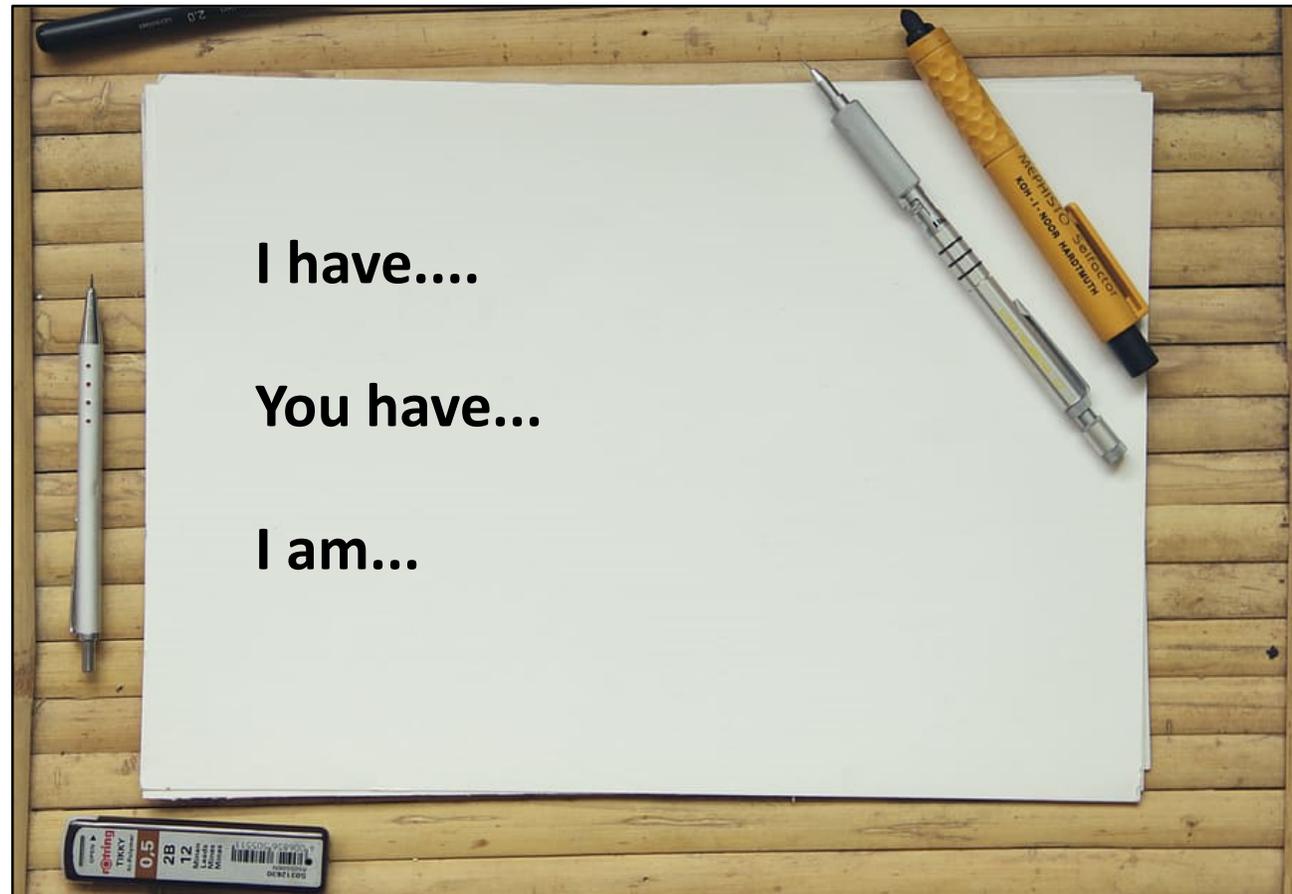
INFERENCE Strategy	
	<p>Interact with the questions and passage. Work with them. Think about them. Skim and Scan.</p>
	<p>Note what you know. Determine the question type. Mark the code letters (F, B, P, C). Think about what you know.</p>
	<p>Find the clues. Read the passage and look for clue words to help you answer each type of question.</p>
	<p>Explore any supporting details. Find more evidence to support your clues to the correct answer.</p>
	<p>Return to the question. Did I answer the right question? Did I mark it in the right space?</p>

Shared Writing: Visualizing and Verbalizing

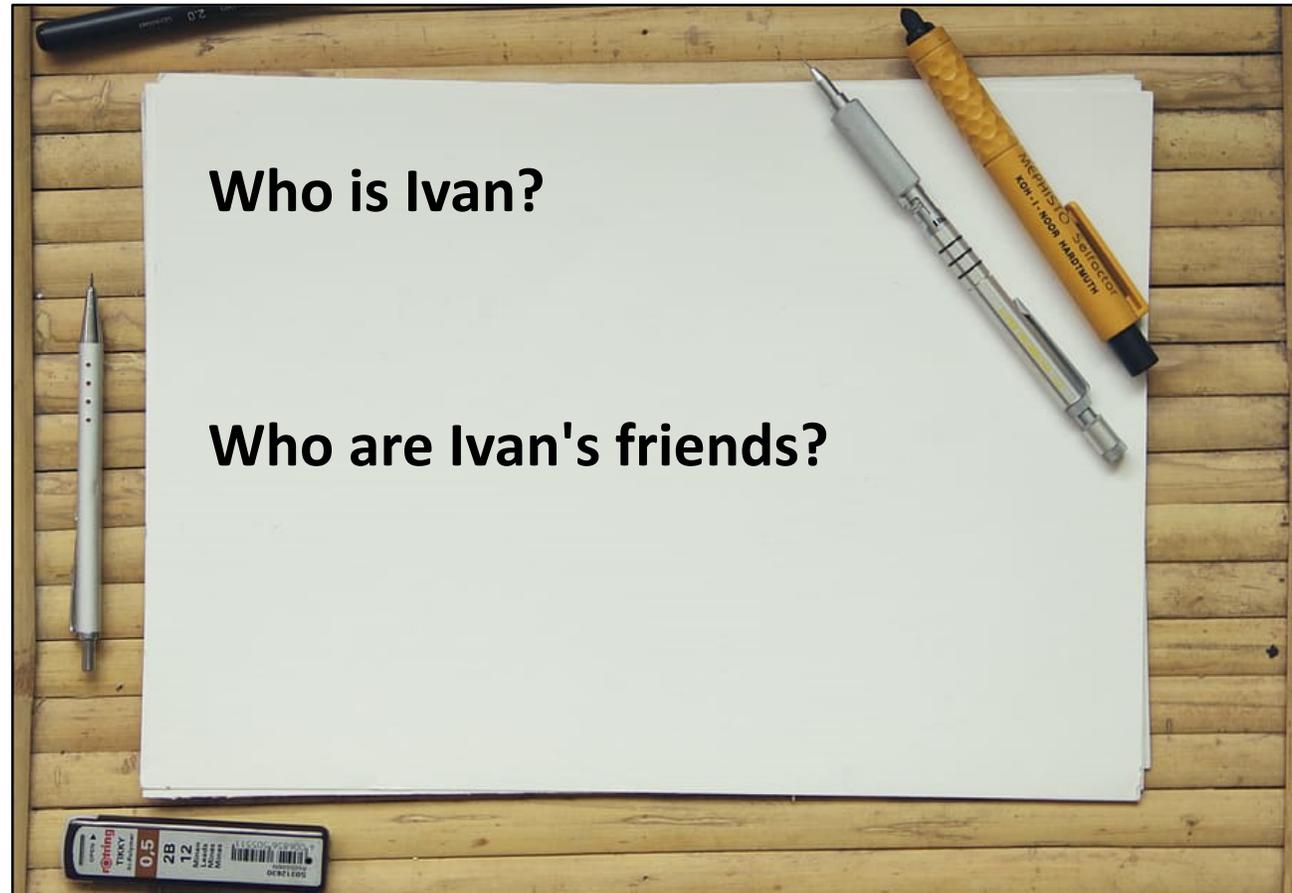


Main Idea			
 what			
Details			
 size	 color	 number	 shape
 where	 movement		 mood
 background	 perspective	 when	 sound
<small>Modified from Visualizing and Verbalizing by Nanci Bell</small>			

Shared Writing: Personal



Shared Writing: About Others



Shared Writing

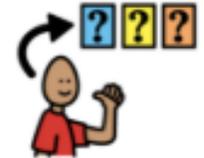


Shared Writing:

	_____ (who is in the story?)
	is _____ (what are they doing?)
	at _____ (where are they doing this?)
	Then _____ (what happened next?)

Created by Heather Prenovost & Christy Palmquist 2017
Ending Literacy & AAC for Adol. Web

Comprehension Strategy: Summarization

Preview the entire Selection	Paraphrase each Paragraph <small>(Repeat paraphrase steps for every paragraph)</small>	Summarize the entire Selection
 <p><input type="checkbox"/> Scan for CLUES</p>	 <p><input type="checkbox"/> Read the paragraph</p>	 <p><input type="checkbox"/> Reread all paraphrases</p>
 <p><input type="checkbox"/> What do you know about the clues?</p>	 <p><input type="checkbox"/> Mark what the paragraph is mostly about (MI)</p>  <p><input type="checkbox"/> Mark 2 important details (D1, D2)</p>	 <p><input type="checkbox"/> State what the passage is about</p>
 <p><input type="checkbox"/> Identify questions to answer</p>	<p><input type="checkbox"/> Paraphrase main idea</p> <p><input type="checkbox"/> Paraphrase detail 1</p> <p><input type="checkbox"/> Paraphrase detail 2</p>	 <p><input type="checkbox"/> State what you learned</p>

Independent Work: Word Study

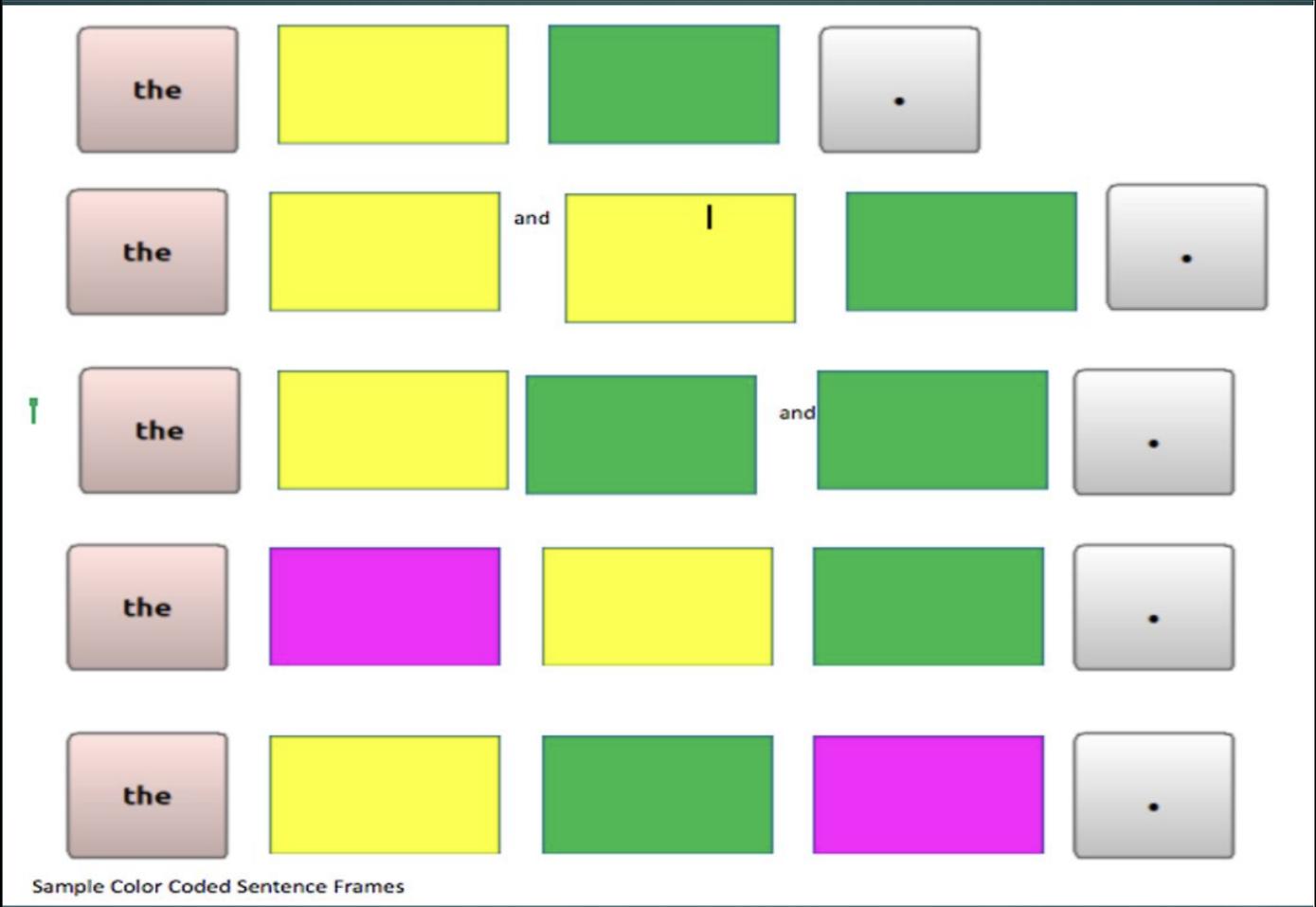
The **S**ea

S Words



Core Word on

Independent Work: Coding

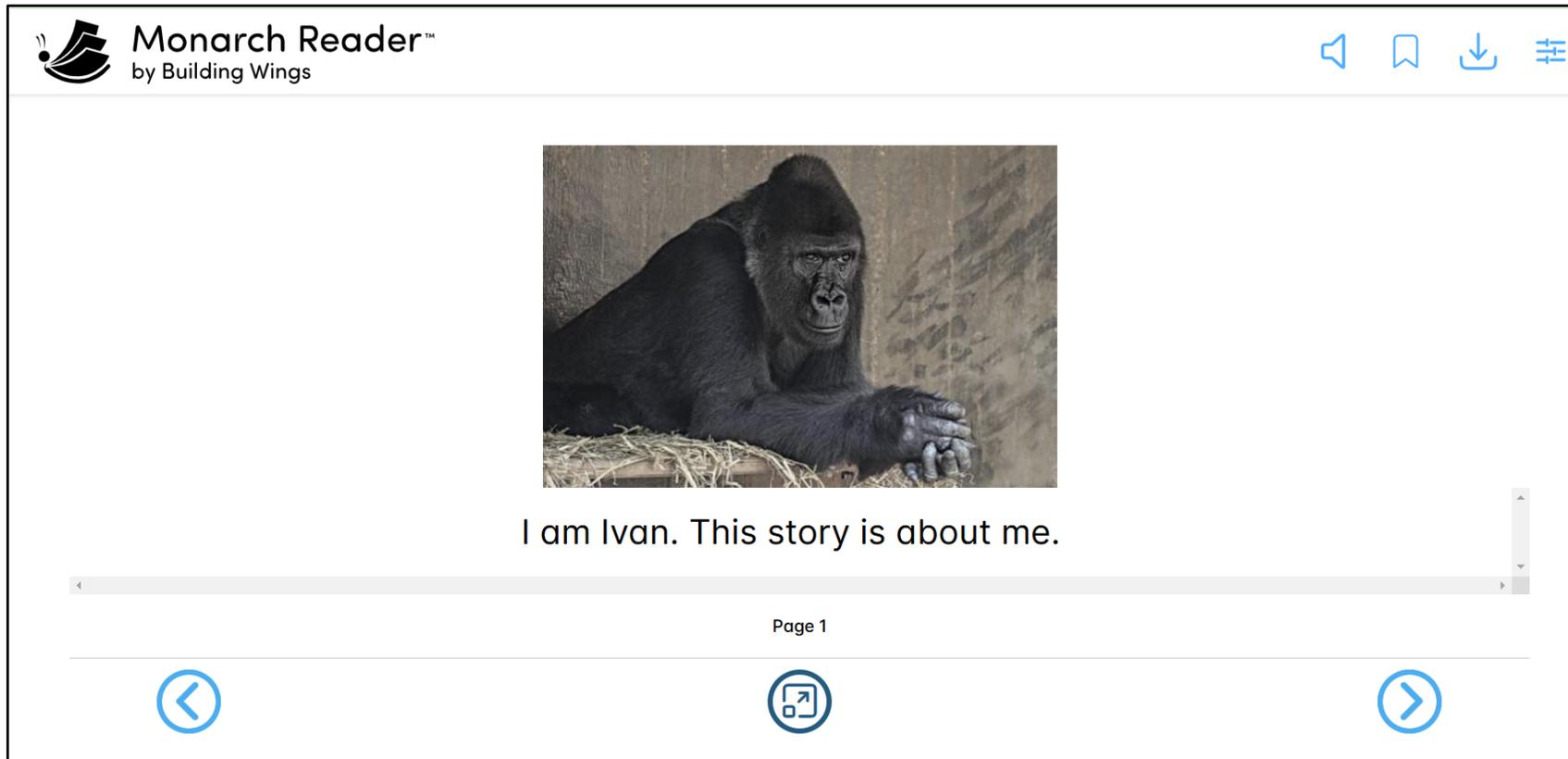


Sample Color Coded Sentence Frames

The image displays five rows of color-coded sentence frames. Each row starts with a pink box containing the word "the". The frames are as follows:

- Row 1: "the" (pink), yellow box, green box, grey box with a period.
- Row 2: "the" (pink), yellow box, "and" (black), yellow box with "I", green box, grey box with a period.
- Row 3: "the" (pink), yellow box, green box, "and" (black), green box, grey box with a period. A green arrow points to the first green box.
- Row 4: "the" (pink), purple box, yellow box, green box, grey box with a period.
- Row 5: "the" (pink), yellow box, green box, purple box, grey box with a period.

Independent Work: Monarch Reader



Monarch Reader™
by Building Wings



I am Ivan. This story is about me.

Page 1

Navigation icons: back, share, forward

Utility icons: speaker, bookmark, download, list

Horizontal scrollbar

Independent Work: Magic School AI

How I Look

I used to be a wild gorilla, and I still look like one!

I have a shy gaze like a gorilla and a sly smile too. I wear soft, snowy fur, just like a silverback gorilla. When the sun shines on my back, I make a big, cool shadow.

People look at my size and think about themselves. They hear tough words in the wind, but all I think about is how the warm sun reminds me of a sweet nectarine.

I am very strong, weighing four hundred pounds! My body looks ready for action. When I reach out my arms, they stretch wider than the tallest person!

Independent Work: Magic School AI, cont.

How I Look, cont.

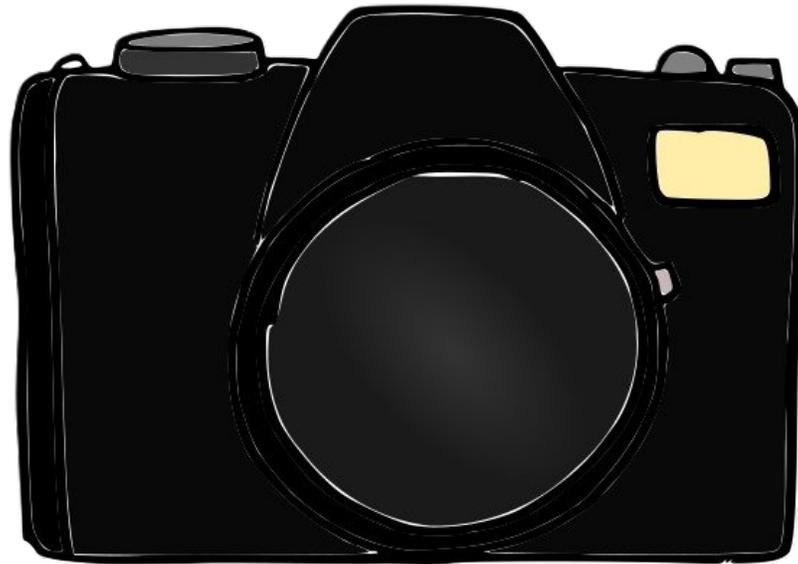
I am very strong, weighing four hundred pounds! My body looks ready for action. When I reach out my arms, they stretch wider than the tallest person!

My family is big too. I am a great ape, just like you! Chimpanzees, orangutans, and bonobos are also my distant cousins.

This might be surprising.

I find it hard to believe I am connected to a group of silly chimps. There is no good reason for their behavior!

Independent Work: Who Questions



Independent Work: CROWD



CROWD

<p>COMPLETION</p> <p>It is <u>big</u> </p>	<p>Leave a blank at the end of the sentence for student to fill in.</p>
<p>RECALL</p> 	<p>Ask questions about what just happened</p>
<p>OPEN-ENDED</p> 	<p>Ask questions that don't have a specific answer.</p>
<p>WH-QUESTIONS</p> 	<p>Focus on one or two wh-questions that are supported by the pictures.</p>
<p>DISTANCING</p> 	<p>Ask questions that bridge the book with personal experiences.</p>

Charting *the* s

Thank you!

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