Continuum of Need

No
Tech/
Low
Tech

Mid
Tech

High
Tech

Where are your students?

Continuum of Support

Main Idea

what

Details

size	color	number	shape
where	movement		mood
background	perspective	when	sound

Modified from Visualizing and Verbalizing by Nanci Bell
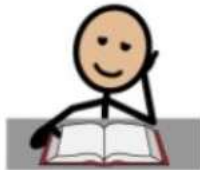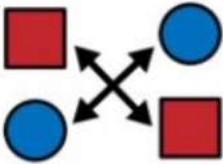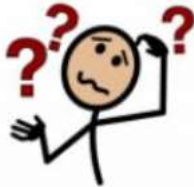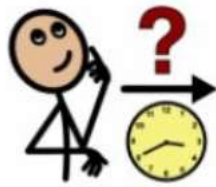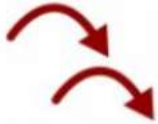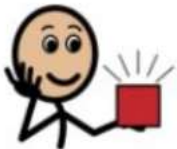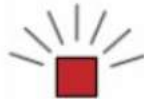
Visualizing for a Sentence

	Read the sentence
	What do these words make you picture?
nouns	What are you picturing for the noun?
verbs	What are you picturing for the verb?
describers	What are you picturing for the adjectives?
	What other details are you picturing?
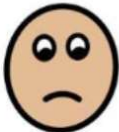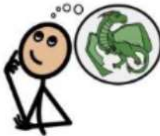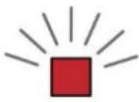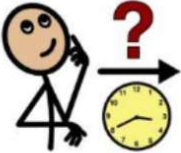
Visualizing a Paragraph

	Read the first sentence, put a post-it in front of you.
	What do these words make you picture?
nouns	What are you picturing for the noun?
verbs	What are you picturing for the verb?
describers	What are you picturing for the adjectives?
	What other details are you picturing?
	Repeat for all the sentences in the paragraph.
	Touch each post-it and give a picture summary.
	Paraphrase the paragraph.

Think Alouds

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

Think Alouds

I like...	I don't like...	I remember...	I don't understand...
This part is important because...	I predict that...	I wonder if...	What if...

To Scaffold towards Thinking Reading....

😊	**COMMENT** on what you read
✋	Stop and Wait 5 seconds
❓	**ASK** a prompting question
✋	Stop and Wait 5 seconds
	RESPOND by adding more

- Lead with a **COMMENT**
- Stop and wait 5+ seconds
- · **Ask** a QUESTION
- Stop and wait 5+ seconds
- **RESPOND** by adding more

Put the CROWD in the CAR

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

(Word)

Prefix | Root | Suffix

Meaning | Meaning | Meaning

My Definition:

Dictionary Definition:

Vocabulary Word Mapping

(Word)

Prefix | Root | Suffix

Meaning | Meaning | Meaning

My Guess:

Dictionary Definition:
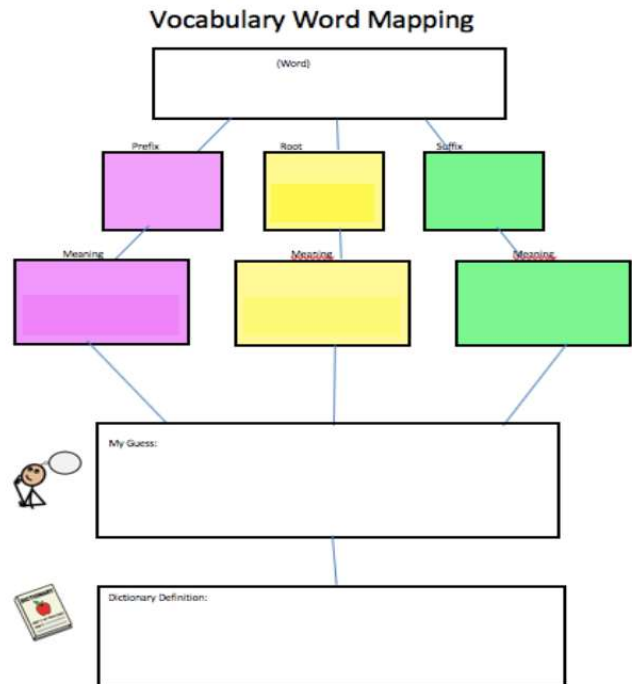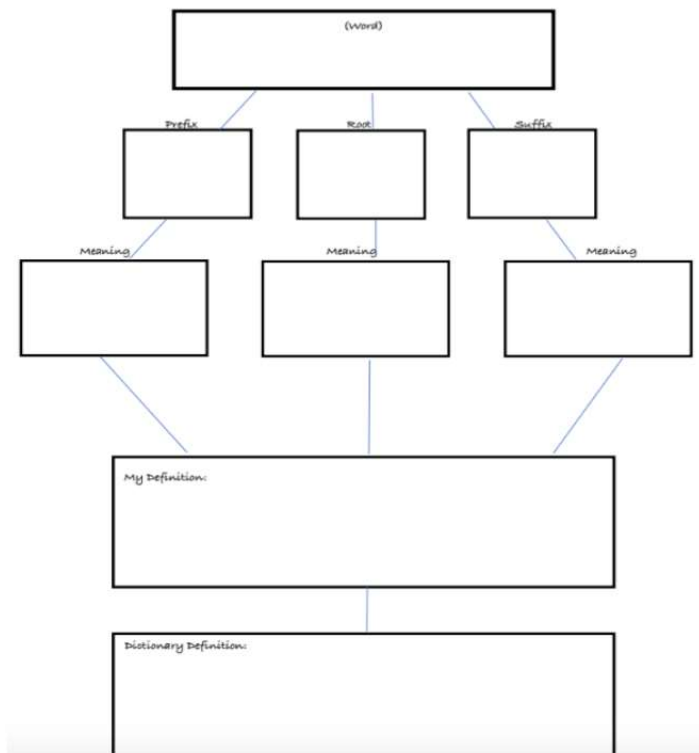
Modified Form

Vocabulary Word Mapping
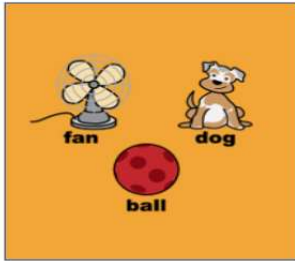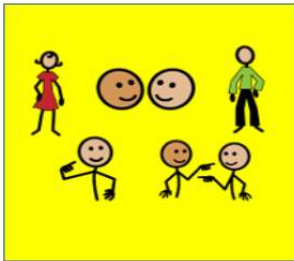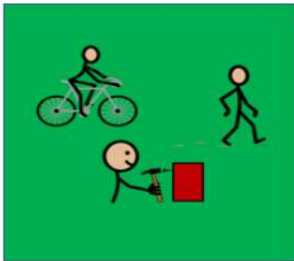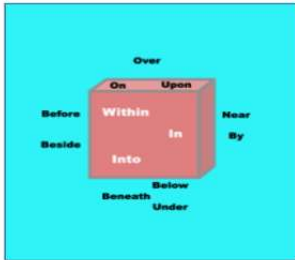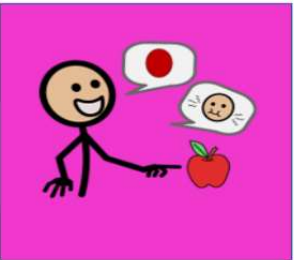
WORD

My Guess

Definition

Picture/Symbol

Word Color Key

Nouns (Groups)	Pronouns (People)	Verbs (Actions)
fan dog ball		

Prepositions (Extra Words)	Adjectives/Adverbs (Describers)	Questions

Reading for the Gist Template:

Name: _____.   Date: _____

Author: _____

Title: _____

Think about the 5 W's (who, what, when, where, why) and the H (how) while reading through the text

Recording your Findings:

Who:

What:

Where:

When:

Why:

How:

Summarize the text in a sentence or two, including at least two of the above elements.

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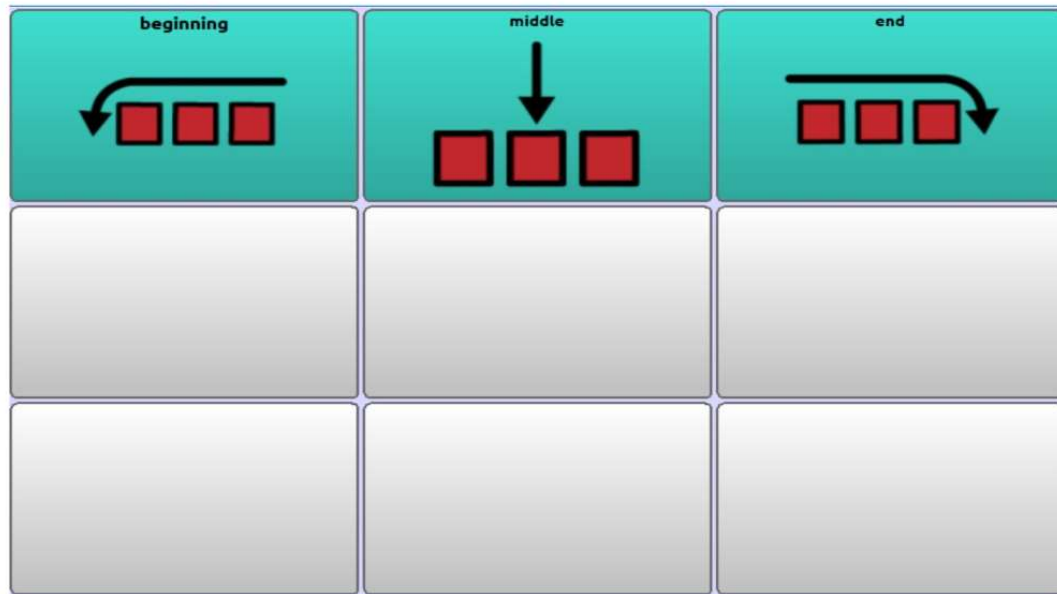
Low Tech
Paper
Option

➢ Alphabet Knowledge

➢ Letter-Sound Correspondence

➢ Rhyming

➢ Syllables

➢ Consonants and Vowels

➢ Core Words and Sight Words

Foundational Skills to Target

Who are the students?

++ Proficient; Made growth	+- Proficient; Did not make growth

-+ Not proficient; Made growth	

What Questions Can We Ask?

++ Proficient; Made growth	+- Proficient; Did not make growth
Keep doing what we've been doing!	Questions to ask: • What are possible reasons they didn't make growth? • What does guided reading look like in the classroom? Frequency/quality/etc.) • Are the guided reading groups purposefully planned, using the stages of reading? • How much independent reading is happening? • What rigorous learning activities are students asked to do?

-+ Not proficient; Made growth	-- Not proficient; Did not make growth
Questions to ask: • Did the student make adequate growth? • Why did they make growth - how can we continue? • How can we increase the rigor in their work? • What interventions are occurring? Can we adjust or add to the frequency/quality/rigor? • Independent reading--are they in the right books and are they accountable for applying strategies within these texts?	Questions to ask: • Are my mini-lessons tight and focused on grade level standards? Are students given guided practice and asked to apply the strategies taught? • What is the structure of my small group instruction? • How are much are students reading independently? • What record keeping is happening? Are we planning instruction based on student data?

Questions?

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Website Dive

- https://aaclanguagelab.com/
- https://www.n2y.com/news-2-you/
- https://saltillo.com/chatcorner
- https://tarheelreader.org/find/

Resources

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☐ Beukelman, David R., and Pat Mirenda. *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs.* Paul H. Brookes Pub., 2013.

☐ Copeland, Susan R., and Elizabeth B. Keefe. *Effective Literacy Instruction for Learners with Complex Support Needs.* Paul H. Brookes Publishing Co., 2018.

☐ Cunningham, Patricia M. *Phonics They Use: Words for Reading and Writing.* 7th ed., Pearson, 2017.

☐ Erickson, Karen, et al. "Literacy Instruction for Students with Significant Disabilities." *Emergent Literacy | Literacy Instruction for Students with Significant Disabilities,* Literacy for All, 2016, literacyforallinstruction.ca/.

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☐ "Saltillo." *Saltillo,* 2018, https://saltillo.com/.