

The Balanced Literacy Diet APPS Included!

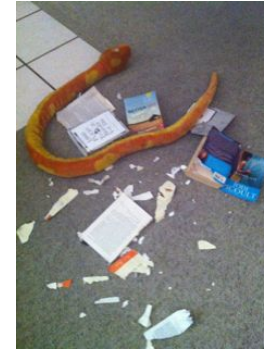
Dr. Caroline Ramsey Musselwhite
Deanna Kempka Wagner

www.aacintervention.com

<http://aacgirls.blogspot.com>

<http://spedapps2.wikispaces.com>

My Dog's Diet – Not Balanced!



[http://www.oise.utoronto.ca/
balancedliteracydiet/Home/index.html](http://www.oise.utoronto.ca/balancedliteracydiet/Home/index.html)

Support your curriculum or PD sessions and see research in action.

- **Overview**
- **Food Groups** (what is required for growth)
- **Virtual Tours** of elementary classrooms
- **How-To Videos** and **Recipes for Literacy** (Lesson Plans)
- **Instructional strategies** for students who require additional support in literacy are provided in the **Adaptations** subsections within the each of the Recipes for Literacy
- **Links** to evidence-informed articles
- **Special Literacy Diets** will be provided in a future section

Research Reviews

Conventional Literacy "Fab Five"

National Reading Panel
Report (NRP, 2000)

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Emergent Literacy "Thrilling Three"

National Early Literacy
Panel (NELP, 2005)

- Oral Language/AAC
- Alphabetic Code/
Phonological
Awareness
- Print Knowledge/
Concepts

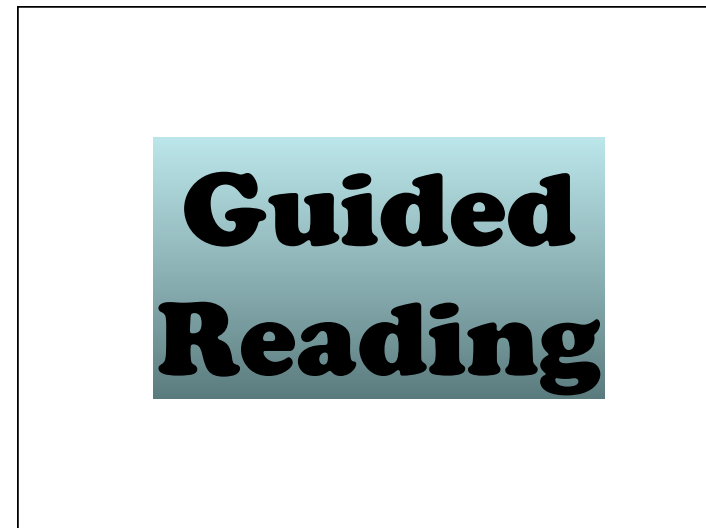
Whet your APPetite

- <http://aac-balancedliteracy.wikispaces.com/>

<http://www.livebinders.com/play/play?id=3360>

LiveBinder Side Tab View

Balanced Literacy Club



Guided Reading

- Focusing on language & background knowledge
- Guiding students' comprehension of the whole text
- Teaching **strategies** to comprehend text
- **Almost no discussion during book reading**

Hanser 2010

GUIDED READING: Reading / Writing / Speaking / Listening Series

GUIDED READING: Reading / Writing / Speaking / Listening Series (Musselwhite, 2011)

WHAT
It is very important to integrate reading, writing, speaking, and listening. This tip suggests strategies for integrating these areas through guided reading activities.

Background
These activities follow the 5-step comprehension lesson framework based on the work of Tierney & Cunningham (1984), as adapted by Erickson (2004).
The five steps are:
Before Reading:
Step 1: Build or Activate Background Knowledge
Step 2: Set a Purpose for Reading
During Reading:
Step 3: Read or Listen to the Text
After Reading:
Step 4: Complete a Task
Step 5: Provide Informative Feedback

Speaking
During the BEFORE section, students the teacher supports students in building or activating background knowledge for the current purpose. For example, the teacher might be reading *Dear Zoo* for the purpose of identifying characters, which are zoo animals. Students could share ideas of zoo animals that might be in the book. Then they can listen or read the text for the following purpose:
"Listen so you can tell me which of the animals on our list are in the book."

**Guided
Reading
How-To**

www.aacintervention.com
January, 2011

Before / During / After

The 5-Step Framework

BEFORE READING

1. Build or activate background knowledge
2. Set a purpose for reading

DURING READING

3. READ!! (remind 1 or 2 times)

AFTER READING

4. Complete a task
5. Provide informative feedback

Tierney & Cunningham, 1984


Beyond Factoids!!

"What's the name of the cat?" "Where was the boy hiding?" "Who scared the girl?"

We **MUST** move beyond rote questions to help students develop comprehension **strategies** across a book / chapter!!

Teaching, NOT Testing!

TEACH the Strategies Through Simple Books, Then Extend



Listen for:

- Predicting?
- Sequence?
- Setting?
- Feelings?
- Actions/ events?
- Characters?
- Best title?
- Write new end?
- Fave part/ char?


(available for download from Attainment)

Tools4Students: Predict

Name Shanna Topic or Book don't bug me


Before reading TRUE		Make predictions about the topic before reading. Did they hold true after the reading?	After reading TRUE	
YES	NO		YES	NO
✓	✓		✓	✓
✓		grasshopper		✓
✓		ant	✓	
✓		spider	✓	
✓		fly		✓
✓		bee	✓	
✓			✓	

Doodle Buddy app



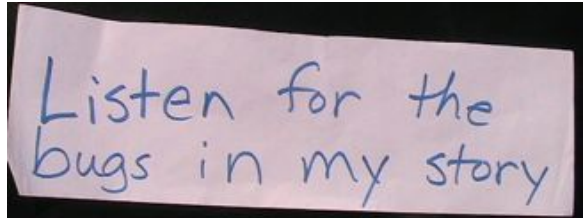
Doodle Buddy

- Draw, scribble, sketch, AND type
- Includes stamps
- Extremely easy for planning stories, or quick note-taking
- Very intuitive, and includes an 'oops' button
- Wonderful to support comprehension during reading or listening
- Lots of ways to SHARE doodles
- Wish it had a thinner 'pencil' for writing
- Doodle Buddy Gold



Scaffolding for Students with ASD


- **Write** the objective
 - Listen so you can _____
 - Read so you can _____



Banner app? ShowMe app?

Scaffolding for Students with ASD

- **Write** the objective on an iPad
 - Add voice over
 - Makes a video




Listen for 3 places the boy went.

Educreations

AFTER: YES/NO Chart: Don't Bug Me

Listening for **Characters**



Try this using the DoodleBuddy app!

Feelings	Yes	No
happy	😊	
sad		😞
mad	😡	
scared	😱	
tired		😴
excited		😲

After: Use Path On to Summarize



Path On

Listen then
Report:

- 5 characters
- 5 features
- 5 settings
- 5 actions

Guided Reading Diet? Sample Purposes Across the Week

- **Monday:** Read to choose the **best title** **or** **predict** (because you can only do those on Monday!)
- **Tuesday / Wed / Thurs:** Read for **story parts** (feelings, characters, settings, actions, things, problem)
- **Friday:** Read to pick the best **story summary** **or** (more advanced) **write a different ending**

Guided Reading

This section helps students understand that they need to **THINK** when they read. It helps them learn to **UNDERSTAND** text.



Self-Selected Reading

Self-Selected Reading

- Students **choose** books at their own level
- Independent reading
- Opportunity to share what they've read with others

I Like Books

- 37 picture books in 1 app
- Reads AND highlights
- Can read solo
- Turns the page, great for students with disabilities
- Books have rhythm, rhyme, repetition, alliteration, and predictability
- **FREE**



Authentic purpose?
Re-do for preschool/ K!

IHowTo Books

 FREE	IHow-To Book	<p>A bookshelf of how-to stories about many self-help topics. Can automatically read page OR read word-by-word.</p> <ul style="list-style-type: none"> • Great hand-drawn graphics • Good voice – not babyish • Includes some object animations 	
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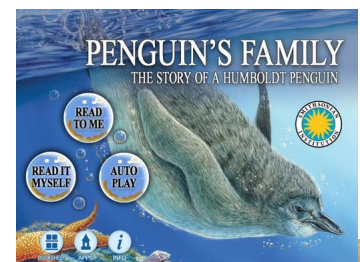
Booksy

	Booksy	
 FREE (shell, + 2 books)	<p>Intended for younger readers, but has informational text of interest to older students.</p> <ul style="list-style-type: none"> • Reads a page • Provides word support • Gives a record for adults • Great graphics and some sound effects • Comprehension check 	


COMMON CORE SHIFT:
Increase the % of Informational Text

- Idea – use a narrative structure, but with informational text

Oceanhouse Media: Smithsonian Collection

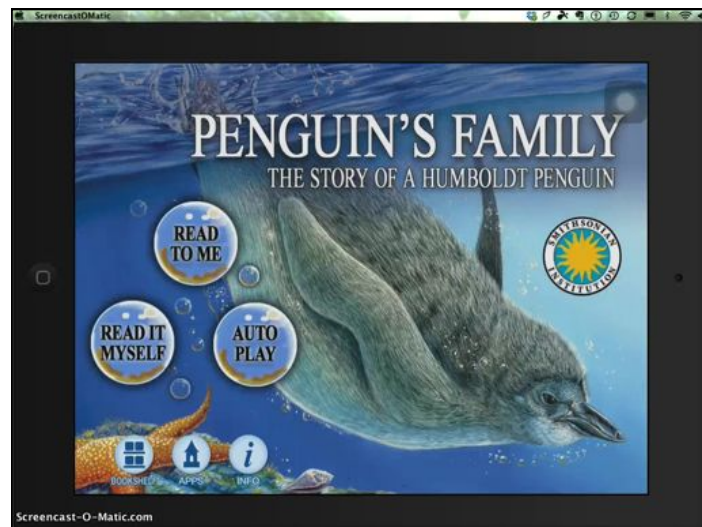
- Multiple options
- Realistic photos




For more than a month, the penguin and his partner have cared for this egg. They have taken turns sitting on the egg to keep it warm.

Father Penguin


- Record on page
- Tap to see large captions



About Hatchet: Chapter Summaries



The next day, Brian saw tracks by the lake. It looked like an animal had buried something.

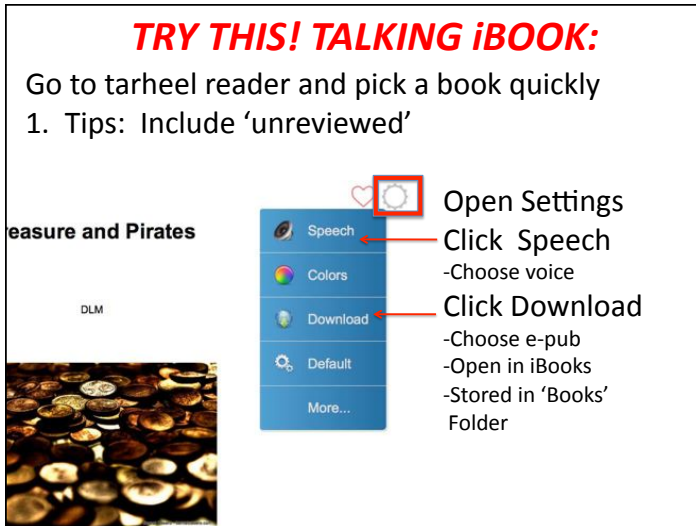


He dug and found a pile of turtle eggs! He stacked them up in a pyramid on the sand.

TRY THIS! TALKING iBOOK:

Go to tarheel reader and pick a book quickly

1. Tips: Include 'unreviewed'



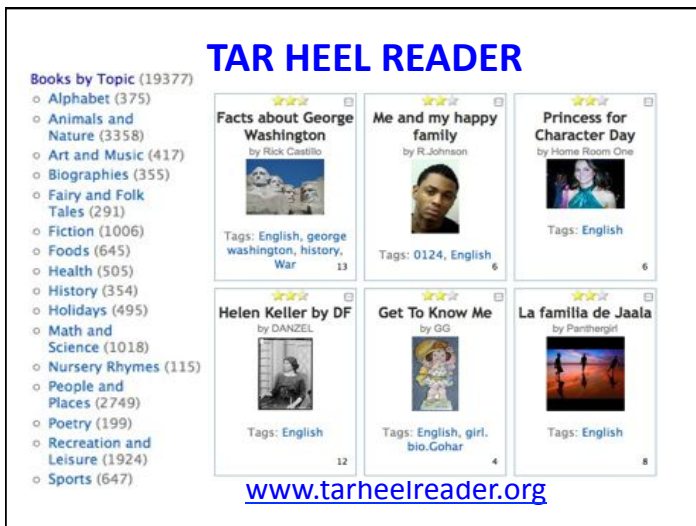
The screenshot shows the Tar Heel Reader app interface. On the left, there is a list of books with titles like 'Measure and Pirates' and 'DLM'. On the right, a settings menu is open, showing options like 'Speech', 'Colors', 'Download', 'Default', and 'More...'. A red box highlights the 'Speech' option, and a red arrow points to it with the text 'Open Settings'. Another red arrow points to the 'Download' option with the text 'Click Speech - Choose voice' and 'Click Download - Choose e-pub - Open in iBooks - Stored in 'Books' Folder'.

Tar Heel Reader: Get a Book-NOW!

New Resource from University of North Carolina, Chapel Hill, NC

- Developed by Gary Bishop & Karen Erickson
- Free resource for easy, easy, easy books
- Appropriate for beginning readers, especially those who are older
- Authoring tool for teachers
- Students can read books online OR books can be downloaded in PowerPoint
- Accessible via switches and **Intellikeys**
- www.tarheelreader.org

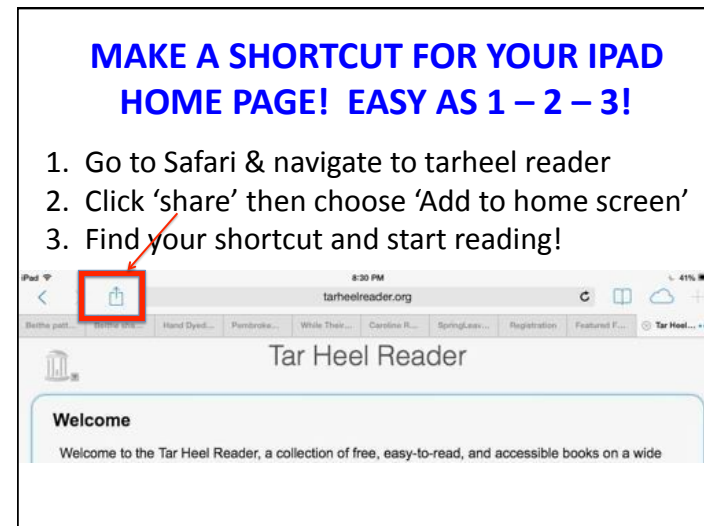
TAR HEEL READER



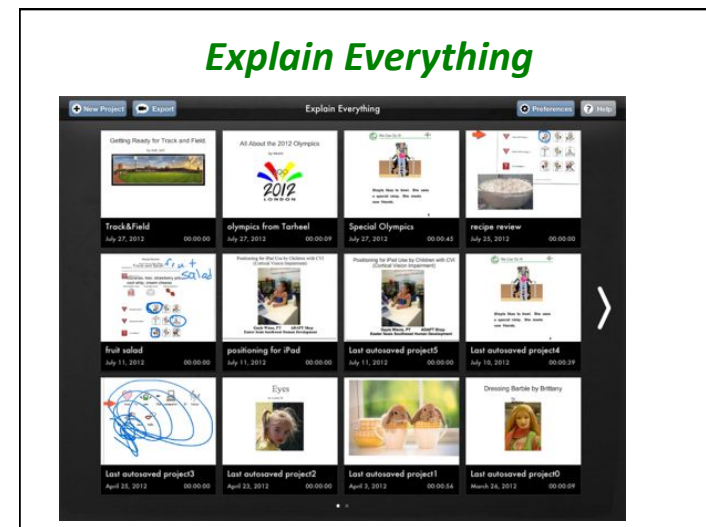
The screenshot shows the Tar Heel Reader website. On the left, there is a list of books by topic, including 'Alphabet (375)', 'Animals and Nature (3358)', 'Art and Music (417)', 'Biographies (355)', 'Fairy and Folk Tales (291)', 'Fiction (1006)', 'Foods (645)', 'Health (505)', 'History (354)', 'Holidays (495)', 'Math and Science (1018)', 'Nursery Rhymes (115)', 'People and Places (2749)', 'Poetry (199)', 'Recreation and Leisure (1924)', and 'Sports (647)'. On the right, there are six book covers displayed in a grid, each with a title, author, and tags. The books are 'Facts about George Washington', 'Me and my happy family', 'Princess for Character Day', 'Helen Keller by DF', 'Get To Know Me', and 'La familia de Jaala'. Below the grid, the website URL www.tarheelreader.org is displayed.

MAKE A SHORTCUT FOR YOUR IPAD HOME PAGE! EASY AS 1 – 2 – 3!

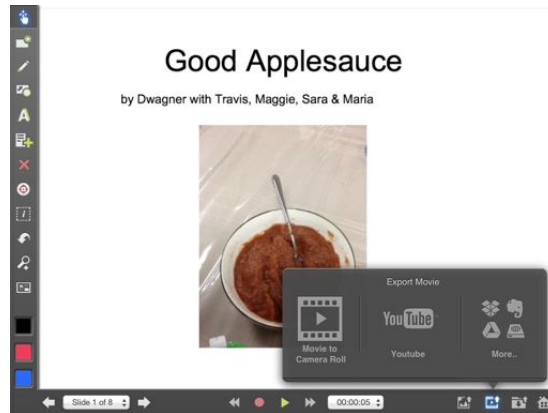
1. Go to Safari & navigate to tarheel reader
2. Click 'share' then choose 'Add to home screen'
3. Find your shortcut and start reading!



The screenshot shows an iPad screen displaying the Tar Heel Reader website. A red box highlights the share button (a square with a diagonal line) in the top right corner of the browser interface. Below the screenshot, the text 'Tar Heel Reader' and 'Welcome' are visible, along with a description of the resource.



Watch as Video



Self-Selected Reading Diet?

Consider these factors:

- **Serving size** (length of book)
- **Balance of narratives to informational texts** (narratives should be less across time)
- **Spices** (not too much!! Be cautious of apps with too many animations!)
- **Complexity** (books should be EASY to support fluency – at the 97% level!)

Self-Selected Reading

This section gives students a chance to **PICK** easy books at their level of reading and to **PRACTICE** reading independently.



Writing

Emergent Writing / Conventional Writing

• Emergent Writing

- Using symbols, words, and drawings to write
- Scribbling with the alphabet
- Practicing forms of writing: notes, poems, signs
- **Learning the function as well as the form of expressing the self through print**

• Conventional Writing

- Writing practices that conform to the standard rules of grammar, punctuation, and language use.
- Practicing a wide range of genre: personal narratives, instructional texts, persuasive writing
- **Learning the writing process: prewriting, drafting, revising, editing, publishing**

Musselwhite & Hanser, 2010

Writing: Time, Teaching, Tech

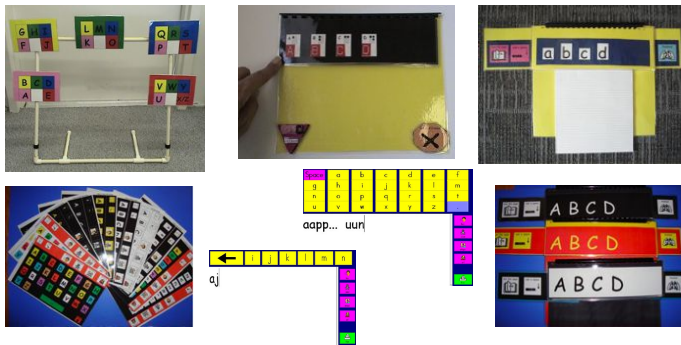
- **Time:** students wrote EVERY day for many purposes; also time for PLANNING
- **Teaching:** many mini-lessons; how to
 - pick a topic
 - brainstorm ideas
 - use graphic organizers such as TIE
 - sound out words
- **Tech:** overhead; some students used Neo (alternate keyboard) ; document camera; *Inspiration*, Ipads for motivation & access!

Write From the START!

Use Some Type of Alternative Pencil!

Writing With Alternative Pencils CD, \$35

Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill, UPDATED!!!



Kick It Up: Write Books

Did you know . . .

•'good' 1st grade teachers have more than 1500 books in their **classroom** libraries!

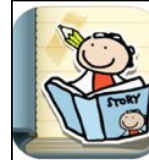
So What??

Our older students need engaging, simple, **age-respectful** texts!!



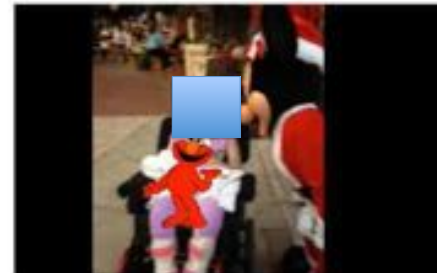
Add-A-Page: Repetition With Variation

Rhyme, Rhythm, Repetition,
Predictability . . .



Kid In Story app

Elmo Sneaks In



Writing Picture Captions

Fun With Calendars




Pictello: Use 'Wizard' to add pics, text, speech with highlighting with step-by-step support.

Writing Picture Captions

Fun With Calendars





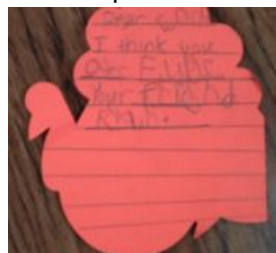


Book Creator app
Add pics, text, voice & video
Export to *iBooks*

How could we use these in content areas??

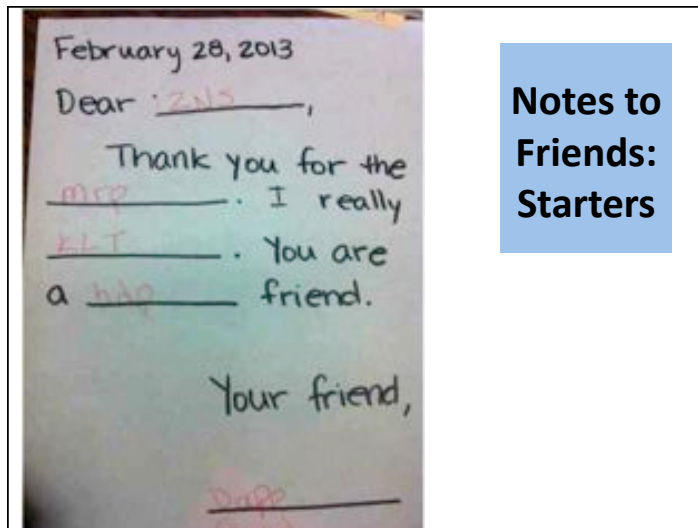
Write Letters & Cards

Lunchbox Notes

- Shape Notes

Path On



Writing Diet

- Must have at least one **serving** EVERY day!
- Can include **appetizers** (note to friend, vote by letter)
- Some **entrees** (e.g., books) will be created across multiple days
- **Spice it up!** Use fun apps to publish (*Path on*, *Word Salad*, *Visual Poetry*, *Voice Changer*)
- **Include the ALPHABET** (Come to The Writing Pyramid, Thurs, July 24, 9:30, Aud III)

Word Study

Phonemic Awareness / Phonics

- **Phonemic Awareness**

- The ability to focus on and manipulate phonemes in **spoken** words
- Sample activities: rhymes, tongue twisters, sound deletion, sound substitution (*many tips at my website!*)
- **What is important is conscious, analytic knowledge**

- **Phonics**

- Letter-sound correspondences & their use to **read & spell** words
- Must be systematic & related to real reading and writing
- Sample activities: word walls, onset + rime, making words
- **Helps students decode unknown words and look for PATTERNS in text**

Sound Substitution

Phonemic awareness Phonics
Sound Substitution
(Musselwhite, 2008)



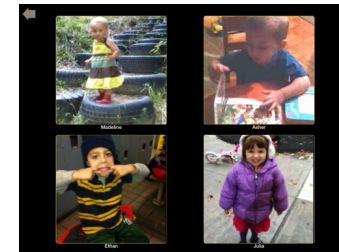
Goal: To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggley goggley Gathan, a gorilla sat on Nathan.)

Sound Sub: Talking Pics!

Sounding Board



- Could be names
- Or objects
- Speak the rhyme, and student touches to hear if it rhymes



"Pizza, patza, Pulia,
pizza fell on _____!"
"Pizza, patza, Pethan,
pizza fell on _____!"

Strategy: Vote by Letter

- Download music videos to iPad using **Titan Video Download & Player** or **Tube Box Pro**



- Students vote using the first letter of each song, then had to ID their names.



Word Wall Activities

Why?

- to teach high frequency words that are difficult to read through phonological means

would

was

- to teach high utility words to maximize use of letters & letter patterns in decoding and encoding

-at -ed

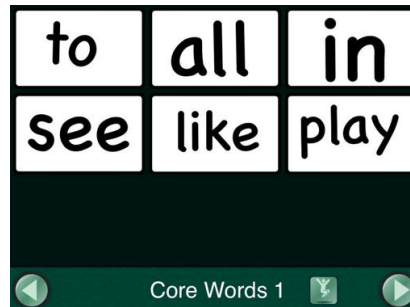
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Word Play: Make a Video!!!

- Name chant
- Make it visible
- Use *Explain Everything* to make a video
- Play the video in *Go Talk Now*



Go Talk Now



Word Play: Make a Video!!!


- Make a video that shows personal connection
- Ex: sister, peer saying / showing word + connection
- 'like – I really like Lucy – like'




Go Talk Now

Wordo!

can	from	my
with	see	little
this	very	get



Tip:
Use
Cheerios!



Or, critters!

Focus on Onsets:




- My word starts with C
- My word starts with /k/

Wordo/ Boo Bingo on iPad!


Chalk

Doodle Buddy

Whiteboard

Visual Sorts Using *Sticky Notes*



kick
ball

lick

all

tall


sick

fall









small

Nick

Visual Sorts Using *Sticky Notes* (Requires Auditory Match)



hay
wing



Sample Goal: Print Processor (a.k.a., Orthographic Processor)

- Given opportunities to engage in activities to support the print processor (ex: visual word sorts, wordo games with print prompts, speed bingo, making words) at least x times per week using teacher-selected high frequency / high utility words and appropriate assistive technologies, the student will demonstrate x% correct responses. At least once weekly, word sets will be used to create sentences / stories or identified in classroom texts to build meaning.

Sample Goal: Speech Processor (a.k.a., Phonological Processor)

- Given opportunities to engage in activities to support the speech processor (ex: picture to word sorts, wordo games with speech prompts, rhyming, tongue twisters) at least x times per week using teacher-selected word sets and appropriate assistive technologies, the student will demonstrate x% correct responses. At least once weekly, word sets will be used to create sentences / stories or identified in classroom texts to build meaning.

Phonics Diet

Consider these factors:

- **Frequent small snacks** (sound substitution, vote by letter)
- **Word Wall is a major entrée** (basis for small servings such as Wordo, Onset + Rime, Word Sorts)
- **Spice it up** (use apps such as *Doodle Buddy*, *Sticky*, *Go Talk Now*, and *PicCollage*)
- **Make it balanced** (be sure to support both the orthographic AND the phonological processor!)

Phonics / Word Study

This section helps students learn to **DECODE** unknown words. It helps them learn to look for **PATTERNS** in text.



Handout for this session is at:

<http://aacgirls.blogspot.com/>

[http://www.livebinders.com/play/play?
tab_layout=side&id=3360#anchor](http://www.livebinders.com/play/play?tab_layout=side&id=3360#anchor)