

## Literacy for ALL!

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### North Carolina Department of Public Instruction's Model Demonstration Classroom Project

- 1) Develop classrooms that provide meaningful literacy opportunities for students with the most significant disabilities, including deaf-blindness.
- 2) Create resources for teachers and districts across NC.
- 3) Provide regional trainings about literacy for students with significant disabilities, highlighting the model classrooms.

#### Model Classrooms are being developed in:

Pitt County  
Brunswick County  
Cleveland County

Two Private Students from Mecklenburg County are also being served

### Agenda

- An Overview of Typical Literacy Development
  - Emergent Literacy
  - Conventional Literacy
- Writing
- Reading

### The Emergent to Conventional Literacy Continuum

- **Continuum:** A link between 2 things, or a continuous series of things that blend into each other so gradually and so seamlessly that it is impossible to say where one becomes the next.
- **All** students are somewhere on this continuum
- Provides a structure for understanding where students are in literacy development
  - Helps us identify appropriate goals & instructional activities.

### The Reciprocal Relationship of Language and Literacy

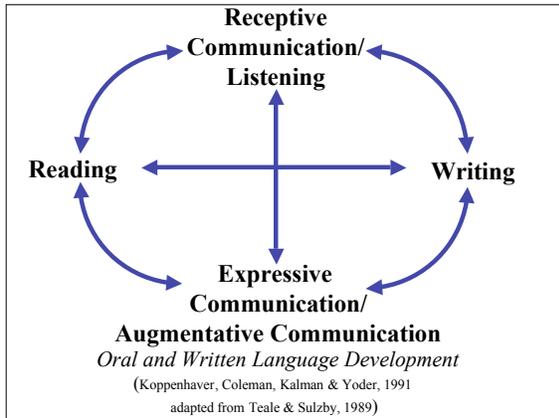
(Snow & Tabors, 1993)

- Early language is the foundation for literacy.
- Students use their language to engage in literacy activities.
  - Phonology, Vocabulary, Syntax, Morphology, Pragmatics
- In turn, involvement in literacy activities, increases their language.

### A Current of View of Literacy Development: Emergent Literacy

(Teale & Sulzby, 1986, 1991)

- Emergent literacy begins at birth long before formal instruction.
- Children learn about literacy when they are actively engaged.
- Children learn about literacy through real life experiences & interactions.
- Reading, writing, speaking, listening all develop concurrently.



### What are Typical Emergent Writers & Readers Busy Doing?

- Engage in over 1,000 hours of meaningful interactions with print (Heath, 1983).
- Building language and concepts about the world.
- Begin to understand that reading & writing are for a purpose.
- Begin to understand the mechanics of how books/print works.
- Engages in sound play to support phonological awareness.
- Explore writing in many different forms: scribbling, lines, pseudo letters and/or learned letters.
- Might start to notice that words contain different letters.
- Begin to develop letter knowledge.
- Develop a sense of story structures.
- Develop understandings rather than mastery of skills.

### Characteristics of Beginning Conventional Writers & Readers

- Continue to build their vocabulary through writing & reading.
- Understands how print is read from left to right, & top to bottom.
- Understands that readers & writers use their eyes to track print across the page.
- Understands that there is a relationship between symbols and sounds.
- May be developing phonemic awareness.
- Can label some of the common letters & their sounds.
- Can read some sight words.
- Writing includes lots of inventive spelling.
- Draws upon their vocabulary to write long sentences packed with detail.

### What Emergent Literacy Looks Like For OUR Students

### Ongoing Assessment of Early Writing

*Look for changes in the following over time:*

- Interest/attention to others' modeling writing
- Ease with student selecting writing topic
- Increased length and variation of letters
- Use of different letter patterns
- Use of punctuation
- Use of numbers
- Inclusion of letters from name or personally important things
- Use of spaces to reflect word-like groupings
- Use of early sound or inventive spelling
- When using AAC devices to write, can look at relevance of writing to chosen topic

### The Dilemma of How Emergent Writing Looks

- Situation: Emergent writer is physically unable to write with a marker/crayon/pencil and instead uses a keyboard.
- How is their form?
- What is our initial response?
- What would they be doing if they could use a marker/crayon?
- These emergent writers are learning that PRINT carries meaning.

## Consider the Environments of Early Typical Emergent Writers

Learning about the functions of writing occurs through interactions with others:

- Modeling
- Giving meaning to the attempts children make

## Motivating Students to WANT to Write

- Choice
- Personal connection/interest
- Variety
- Understanding of what to do
- Something will happen because of their writing

## *What Conventional Literacy Looks Like For OUR Students*

### Tactual Symbol Set

(By Hanser, 2004, Adapted from Texas School of the Blind, Maryland School for the Blind and Goosens and Crain)

<u>Function</u>	<u>Shape</u>	<u>Texture</u>	<u>Color</u>
Pronouns/WH words	Octagon	Laminate	Orange
Verbs	Triangle	Felt	Pink
Adjectives	Heart	Bumpy	Blue
Nouns	Square	Smooth	Yellow

## Reading

"The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children" (p.33)

IRA & NAEYC Position Paper on Early Literacy, (1998)

## Tips for Supporting Student Learning During Book Reading

- Personally meaningful is the mantra.
- Kids need a changing selection of books.
- Kids need to interact with an adult about books, daily.
- Kids needs to work with books independently, daily.

## Recreation Linked to Literacy

- Fashion Do and Don'ts
- Music Critic
  - Switch Accessible CD
  - Write About It
- Leveled games that are slowed down, but competitive
  - Virtual skateboarding, mountain bike etc.

**"Once where there was an observer, let there now be a participant."**

(Eliot Eisner)