

**IMPLEMENTING EFFECTIVE LITERACY
INSTRUCTION: ADDRESSING THE CORE
CURRICULUM FOR ALL STUDENTS**
SESSION II

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*Common Ground: Creating a Community Where
All Belong*

March 25, 2015

Photo Analysis

Using Photos to Create Access
Wordless Content

Introductory Activity: Look at photos as
a small or whole group

Teacher can generate prompts such as:

- What do you see in the photos?
- Are there inferences (guesses) you can make about what is happening?
- What questions do you have about the photos?

Group records responses and then share with the large group.

*Could use *Post It* strategy or large paper.

Examples of Activities: Oral Language, Emergent Literacy, Vocabulary, Fluency, Comprehension, and Writing

Individual, Pair or Group

Partner or all other students

- Choose one of the photos
- Generate 1-2 sentences describing the photo
- Read/recite the sentence(s) – use AAC as appropriate
- Ask clarification questions if needed
- Identify the photo

More Examples: Concepts about print, Emergent Literacy, Vocabulary, Comprehension

- Order photos in a timeline
- Sort pics into known vs questions
- Sort into before PH after PH
- Sort pictures with people
- Which picture evokes the greatest emotional response?
- Go look at other groups timelines/photo sorts – what similarities and differences do you see?
- What questions do you still have?
- Are there research questions you would like to explore?

Last Example: Dialogue

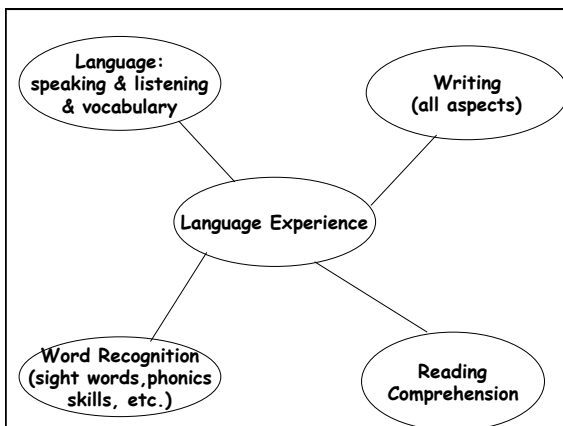


Discussion

- Could this meet needs of ALL students, including general education, LD, ESL, ID, ASD, MD, GT etc?
- How could we meet needs of Deaf/VI?
- What areas of literacy could we address?
- What content areas?
- Could IEP objectives be integrated?
- What ideas came to mind while you did this?

Language Experience

An Approach for Early Reading Instruction



Language Experience Approach to Early Reading Instruction

- Uses oral language and students' own **experiences** as the basis for reading/writing instruction
- **Integrates** thinking, listening, reading, writing, and speaking into instruction (i.e., is a comprehensive approach)
- Often used with younger readers, but can be an effective strategy for **older beginning and nonreaders, and ESL learners**

Other Literacy Tasks using LE

- Set of directions for various tasks
- Books
- Poems
- Songs
- At the end of the day (or on Friday), compose the "Daily News" for the class using a shared writing approach

Basic steps in Language Experience approach

- Students engage in an activity.
- The teacher/parent elicits and records student-generated language about the activity (e.g., give a temporal sequence of what happened, description of what happened, or give opinions about what happened).
- Using Shared Writing, the group (or each student) writes a text, based on the activity, supported by the teacher/parent (e.g., a story, a description of something, a letter to the editor, etc.)

Other Literacy Tasks using LE

- Students write personal opinion texts about an experience, using details from the experience to support their opinions
 - e.g., after watching a movie, reading a book as a class, trying out a new video game, listening to a news story, etc.
- Letters (e.g., letter to the principal about an issue affecting students, thank you letters to someone who did something nice for the class)
- Recipes

Example of an LE story using Photos

Social Studies Content

NOTICE TO ALL JAPANESE PERSONS AND PERSONS OF JAPANESE RACIAL ORIGIN

1. THIS NOTICE IS ISSUED PURSUANT TO THE PROVISIONS OF THE War Relocation Authority Act, Chapter 101, 50 Stat. 1907, and the War Relocation Authority Regulations, 18 CFR 201.101-104, 18 CFR 201.105-106, 18 CFR 201.107-108, 18 CFR 201.109-110, 18 CFR 201.111-112, 18 CFR 201.113-114, 18 CFR 201.115-116, 18 CFR 201.117-118, 18 CFR 201.119-120, 18 CFR 201.121-122, 18 CFR 201.123-124, 18 CFR 201.125-126, 18 CFR 201.127-128, 18 CFR 201.129-130, 18 CFR 201.131-132, 18 CFR 201.133-134, 18 CFR 201.135-136, 18 CFR 201.137-138, 18 CFR 201.139-140, 18 CFR 201.141-142, 18 CFR 201.143-144, 18 CFR 201.145-146, 18 CFR 201.147-148, 18 CFR 201.149-150, 18 CFR 201.151-152, 18 CFR 201.153-154, 18 CFR 201.155-156, 18 CFR 201.157-158, 18 CFR 201.159-160, 18 CFR 201.161-162, 18 CFR 201.163-164, 18 CFR 201.165-166, 18 CFR 201.167-168, 18 CFR 201.169-170, 18 CFR 201.171-172, 18 CFR 201.173-174, 18 CFR 201.175-176, 18 CFR 201.177-178, 18 CFR 201.179-180, 18 CFR 201.181-182, 18 CFR 201.183-184, 18 CFR 201.185-186, 18 CFR 201.187-188, 18 CFR 201.189-190, 18 CFR 201.191-192, 18 CFR 201.193-194, 18 CFR 201.195-196, 18 CFR 201.197-198, 18 CFR 201.199-200.



The **government** said we were bad people.

My family had to leave our **home**.

Day 1

Step 1: Build experiential background for the story.

Step 2: Discuss the experience

Jot down key words and phrases on the board.

Step 3: Students dictate the story.

Record their actual words; work on writing mechanics (e.g., ending punctuation)

Step 5: Teacher/EA and student(s) read story e.g., Echo reading

Step 6: Student(s) read familiar parts of the story

Day 2

• **Step 1: Re-read story**

– e.g., choral reading

• **Step 2: Match story parts**

– Put words from each sentence on cards. Students match words to sentence strips.

– Take down the LE chart. Put words for the sentences on large cards and give to small groups. Group has to assemble the words to make the sentence.

Day 3

• **Step 1: Re-read story**

• **Step 2: Identify familiar words; work on phonics and sight word skills using the words in the LE text.**

• **Step 3: Publish (students type story into the computer/illustrate)**

– Put a copy in the class library; make individual copies for students to take home.

Language Experience Resources

- Principles and Practice of Language Experience:
<http://www.literacyconnections.com/InTheirOwnWords.php>
- Language Experience Approach & Older Learners
<http://www.ericdigests.org/1993/approach.htm>
