

Cook's Literacy Basics: Helping Those with a Neurodifference Enjoy Learning Again



Scope and Sequence

Emergent/Early Stage (aka EE Group) approx. P-1
(word)

Transitional Fluent (aka TF Group) approx. 2-3.0
(Phrase)

Fluent/Comprehension Stage (aka FC Group) app.
3.0-3.9 (sentence)

CHARTING THE STRUGGLES OF DEVELOPING READERS

COMPONENTS OF LITERACY

6 CATEGORIES OF DEVELOPING READERS		Comprehension (Remembering, Predicting, Clarifying, Synthesizing, Inferring, Visualizing, Summarizing)	Vocabulary (Word Meanings, Oral & Written Language)	Fluency (Accuracy, Punctuation, Expression, Phrasing, Intonation, Reading Rate)	Word Identification (Alphabets, PA's, Phonics, Word Decoding)	Composition (Grammar and Writing)	Total Group %
	Group 1 (L)- Struggling Word Callers	X	X		X	X	15%
	Group 2 (M)- Disabled Readers (ELL, Processing, Disability)	X			X	X	9%
	Group 3 (H)- Word Stumblers				X		17%
	Group 4 (L)- Slow Word Callers	X	X	X		X	17%
	Group 5 (M)- Slow Comprehenders	X		X		X	24%
	Group 6 (H) Automatic Word Callers -	X	X				18%
	Total Class % by Component	90%	70%	60%	70%	80%	

LESSON PLAN: (3) Areas of Scope and Sequence:

- (1/3) Language- Vocabulary Words and Dialogue (30 min)
- (1/3) Listening- Fluency (30 min)
- (1/3) Specific Literacy Skills- Comprehension and Word Identification (30 min.)
- Composition- Handwriting and Spelling (last 10 min.)

write into ARW lesson plan and keep observational notes and share with myself

LESSON PLANS

* Google

S.S.	Lang.	Listening	S.S.	Lang.
Comprehension	Vocabulary	Fluency	Word Knowledge	Composition
-All Real Books Concept Sort DRTA ReQuest Anticipation Guides Concept Def. Map	-All Real Books- Dialogue Journal Entry Word Work Sorts Language Web Frayer Model Semantic Feature Analysis	-ALL Real Books Cue Phrase Boundaries in Text ReReading Echo Reading	-ALL Hands-ON Alphabet Knowledge PA Activities Phonemic Awareness	-Dialogue Journal Entry Pyramid Words Picture Words Sound Words Draw Words in Air

(1/3) Language

Vocabulary Words and Dialogue (30 min)

Dialectal Speech Differences

or

Specific Language Impairment (SLI)

TREAT WITH SLI or Dialectal ?

People with SLI will struggle to learn new words and make conversation. Having difficulty using verbs is a hallmark of SLI. Typical errors would include dropping the “s” from the end of present-tense verbs, dropping past tense, and asking questions without the usual “be” or “do” verbs. For example, instead of saying “She rides the horse,” a SLI person will say, “She ride the horse.” Instead of saying “He ate the cookie,” a SLI person will say, “He eat the cookie.” Instead of saying “Why does he like me?”, a SLI person will ask, “Why he like me?”

Dialectal Variation- my Observation

WORD: says /sěz/

J: /sā/

Dialectal Variation- my Observation

WORD: says /sěz/

J: /sā/

Dialectal Variation- my Observation

WORD: says /sěz/

J: /sā/

WORD: saying /'sā-iŋ/

J: /sāń/

WORD: food /'füd/

J: /fü/

Give Me Some- You've Heard

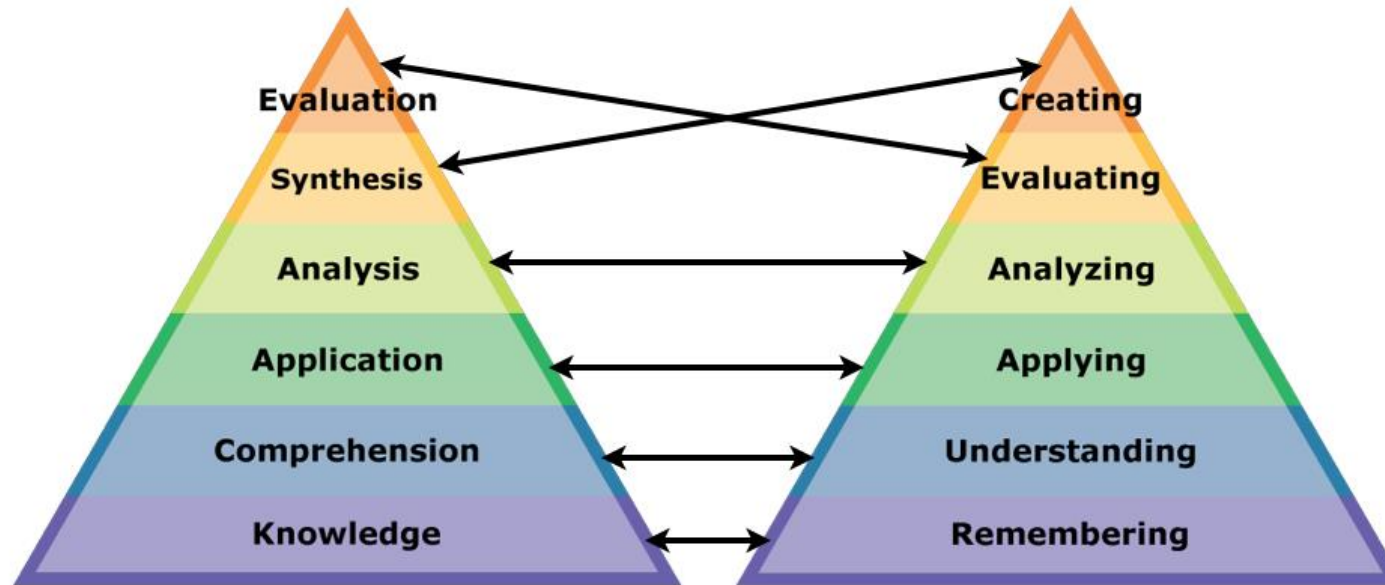
Prose Literacy-



Bloom's Taxonomy

Bloom's Taxonomy

Bloom's Revised Taxonomy



1956, Benjamin Bloom, et.al.

2000, Lorin Anderson & David Krathwohl

STRENGTH: adjective and Adverb (VOC.)

* mention Ash

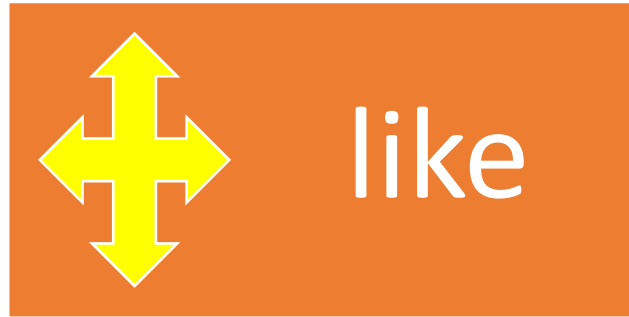
- Concept is related to feeling

Original Adjective	New Adjective
happy	elated
sad	solemn

Original Noun	Noun	Original Verb	New Verb
something stuff thing	apple voyage mission	like *see next slide	want

*Mention: categorical and sequential memory also limited dialog

Lang. Web



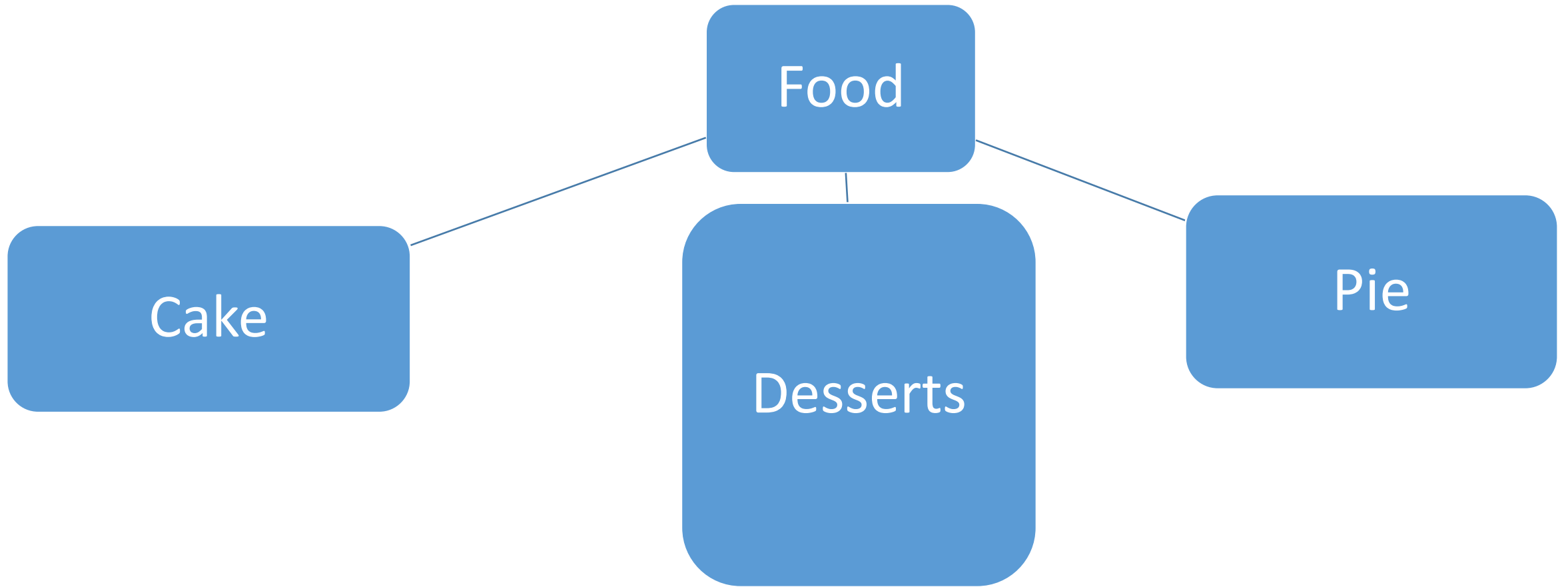
Current Events- Identify and Listen



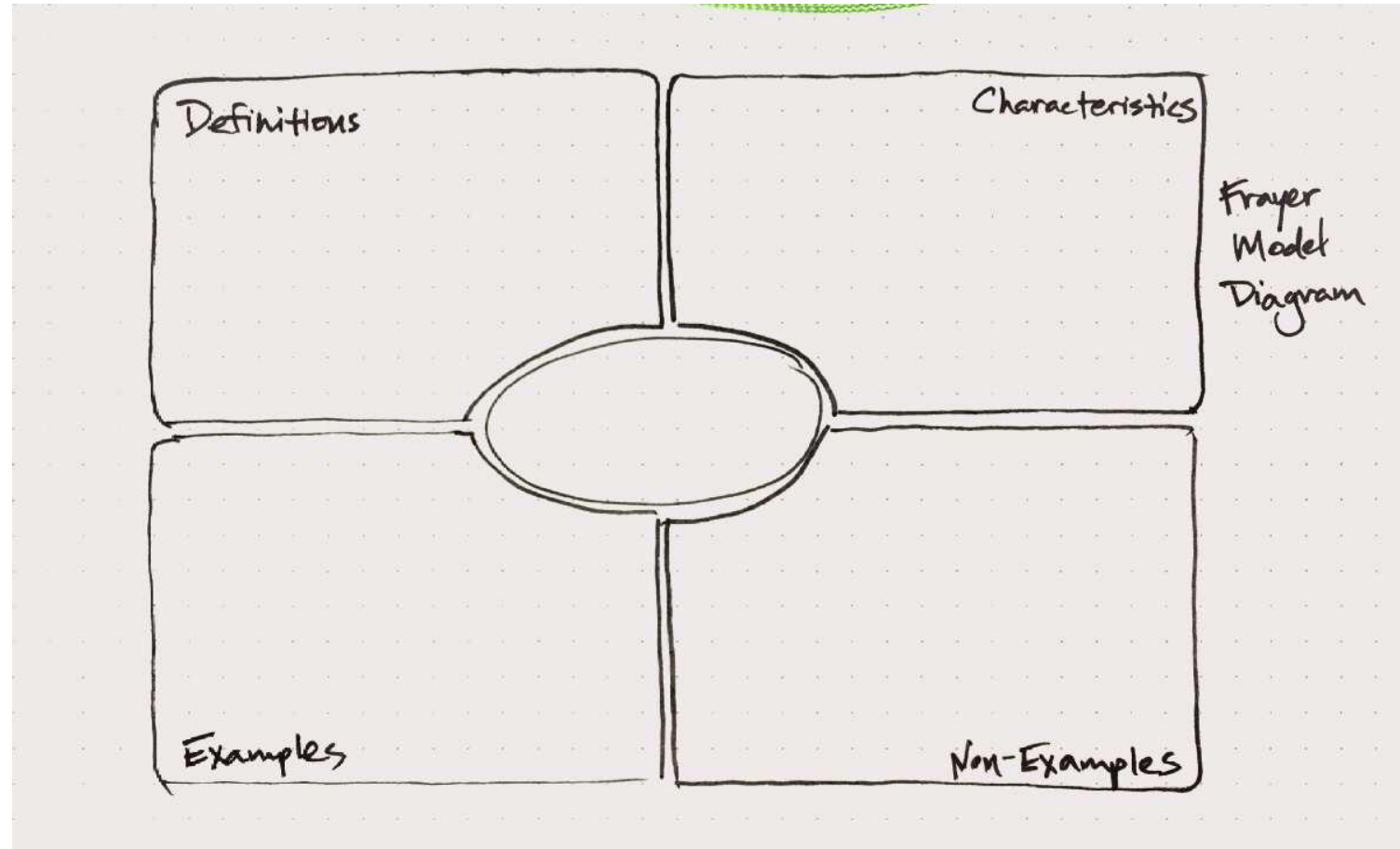
Sequence



Categorical and Sequential MEMORY and REASONING *lesson 8, 10, 24, 26



Draw-Frayer Model



DRAW-Semantic Feature Analysis Grid

Semantic Feature Analysis

	has fur	has feathers	can fly	can be a pet	runs on four legs
dog	+	-	-	+	+
cat	+	-	-	+	+
hamster	+	-	-	+	+
buffalo	?	-	-	-	+
tiger	+	-	-	-	+
sparrow	-	+	+	-	-
horse	?	-	-	?	+

Concept Sort

CONCEPT SORTS

CUT OUT the words listed below. SORT the words into the proper categories. Glue them onto construction paper.

length	weight	mass	capacity
inch	milligram	centimeter	ounce
pound	meter	yard	ton
millimeter	ounce	kilogram	foot
gram	cup	mile	kilometer
pint	liter	quart	milliter
gallon			

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SEE WORDS



Verb Tense Charts

ACTIVE	Simple	Continuous	Perfect
Present	<i>I watch</i>	<i>I am watching</i>	<i>I have watched</i>
Past	<i>I watched</i>	<i>I was watching</i>	<i>I had watched</i>
Future	<i>I will watch</i>	<i>I will be watching</i>	<i>I will have watched</i>

PASSIVE	Simple	Continuous	Perfect
Present	<i>I am watched</i>	<i>I am being watched</i>	<i>I have been watched</i>
Past	<i>I was watched</i>	<i>I was being watched</i>	<i>I had been watched</i>
Future	<i>I will be watched</i>	<i>I will be being watched</i>	<i>I will have been watched</i>

VERBS CONT.

BE		
"be" as a full verb	positive sentence	They are fifteen years old.
	negative sentence	They are not fifteen years old.
	question	Are they fifteen years old?
Progressive Forms	Present Progressive	He is playing football.
	Past Progressive	He was playing football.
	Present Perfect Progressive	He has been playing football.
	Past Perfect Progressive	He had been playing football.
Passive	Simple Present/Past	The house is/was built.
	Present/Past Perfect	The house has/had been built.
	Future I	The house will be built.
HAVE		
Compound Tenses - Active Voice	Present Perfect Simple	He has played football.
	Past Perfect Simple	He had played football.
	Present Perfect Progressive	He has been playing football.
	Past Perfect Progressive	He had been playing football.
Compound Tenses - Passive Voice	Present/Past Perfect	The house has/had been built.
DO		
As an auxiliary we use do in negative sentences and questions for most verbs (except not for be, will, have got and modal verbs) in Simple Present and Simple Past.		

VERBS CONT.

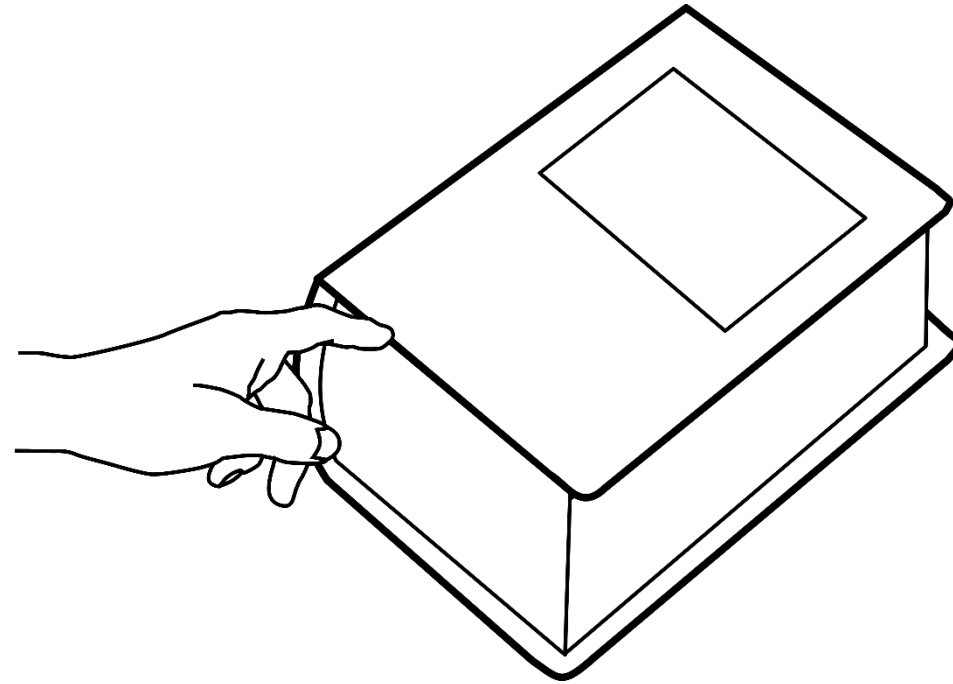
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Summarize and Predict

- <https://giphy.com/gifs/comments-darvish-mccutchen-1kLXMZzuwMejK>

Evaluate- dictionary and thesaurus along with Appreciation JOURNAL

Lessons 1, 4, & 5



Recreate-

BLOOM'S TAXONOMY & YOUTUBE

CREATE	<ul style="list-style-type: none">- BUILD a video lesson on a subject being covered in class- DESIGN a commercial for a new product- CURATE video content into a 1-minute mash-up using Weavly
EVALUATE	<ul style="list-style-type: none">- PREDICT the next YouTube sensation based on statistics- JUSTIFY YouTube as a valid source for information- CONDUCT A DEBATE on a topic using videos as evidence
ANALYZE	<ul style="list-style-type: none">- COMPARE & CONTRAST videos on the same subject- EXAMINE famous people's YouTube channels for bias- IDENTIFY what a credible video looks like on YouTube
APPLY	<ul style="list-style-type: none">- TRANSLATE a foreign language video- ILLUSTRATE concepts by finding relevant video snippets- COLLECT favorite educational video lessons as a class
UNDERSTAND	<ul style="list-style-type: none">- CLASSIFY music videos by genre- SUMMARIZE movies and clips- RETELL a video using words
REMEMBER	<ul style="list-style-type: none">- IDENTIFY current events based on news snippets- SEQUENCE videos on a timeline- LISTEN to authors reading aloud

RECREATE CHOOSE AN ACTIVITY to Present to GROUP

- WORD SORTS aka Writing Sort
- Letter Sound Dictation
- Beginning Word Dictation
- Overall Guidelines for Teaching Spelling

- ***SEE WORDS BEHIND

(1/3) Listening- Fluency
(30 min)

Remember- Listen



Read Aloud
Choral Reading
Echo Reading
Shared Reading
Silent read

Highlight-read
aloud and Discuss

Phonological AWARENESS

Phonological Awareness Continuum

Type	Description	Examples
Rhyme	Matching the endings of words	cat, hat, bat, sat
Alliteration	Producing groups of words that begin with the same initial sound	Ten tiny tadpoles
Sentence Segmentation	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
Syllable Segmentation	Segmenting words into syllables	bas ket ball
Compound Words	Blending and segmenting spoken words into 2 words	Snowman Snow Man
Onsets and Rimes Blending and Segmenting	Blending and segmenting the initial consonant or cluster (onset) and the vowel and consonant sounds spoken after it (rime)	/m/ /ice/ /sh/ /ake/
Phonemes Blending and Segmenting	Blending phonemes into words, segmenting words into individual phonemes and manipulating phonemes in spoken words VC, CV, CVC, CCVC, CVCC, CCVCC	At Po Cat Step Fast

Sentence Strip Segmenting- ex

Interrogative Pronoun	
Chart B	
Which, Who and Whom	
Interrogative pronoun	Relative pronoun
Which one would you prefer?	The students, which had been unruly at first, became more and more attentive.
Who likes ice cream?	The boy who likes ice cream was her son.
To whom should I write this letter?	The man whom she wrote to had been long gone.
Which and What	
Interrogative pronoun	Intorrogative adjective
Which one should I wear?	Which dress would look better on me?
What would you like to eat?	What food would you like me to cook?

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RHYMING VISUAL IMAGERY/ALONG W/ PA Awareness

- Which word doesn't belong because it has a different rhyme?

Tub, table, bell, tent

Rat, cat, mat, sad

What letter do you see?

Phoneme Manipulation: VISUAL IMAGERY/ALONG W/ PA Awareness

- VISION the word _____ in your head?
- How many letters do you see?
- Put lines underneath each letter.
- Tell me how many sounds do you hear?
- Put lines underneath each letter sound.
- What is the first sound you hear? What is the rest?
- What if we take away that first sound, what sounds will we have left?
- What if we replace that first sound with a _____, what word would we have then?
- Now, what if we replace the last sound with a _____, what word would we have now?
- Next, what if we replace the middle sound with a _____, what word would we have now?

Reading Fluency Strategies

PRACTICE



<http://lincs.ed.gov/readingprofiles/>

Specific Skill

- I will meet with or pair you with an EE/TF/FC student. We will go over that training individually!!

Resources:

<http://www.idonline.org> International Dyslexia Association

<http://www.interdys.org> Learning Disabilities Association of California

<http://www.idaca.org> Nonverbal learning disorders

<http://www.nldline.org>

Interactive community resources for adults with invisible disabilities

<http://www.idpride.net> Bridges to Practice, A Research-based Guide for Literacy Practitioners Serving Adult with Learning Disabilities . National Adult Literacy and Learning Disabilities Center, Washington, DC 1999.

Closing PRAYER

