

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders, or as a self-paced study to enhance and support teacher practice in the area of literacy for students with significant disabilities

Literacy for All: 4-Blocks of Literacy



This learning guide is intended to be used after viewing the video clip: **Guided Reading**.



General synopsis:

In this short video clip, Grade 1–6 teachers are using guided reading strategies to support all students in their classrooms, including students with significant disabilities.

Key Understanding

- Guided reading offers structured opportunities before, during and after reading to support students in developing literacy skills and strategies.
- A guided reading approach offers strategies and structures that teachers can use to address the unique learning and communication needs of students with significant disabilities.

Questions for Discussion

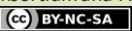
- What impact can activating and building background knowledge have for a student with significant disabilities?
- Share examples of activities and strategies that can be used as part of the **before reading** time. Would these activities work for a student with significant disabilities? If not, what changes would you have to make to ensure all students benefit?
- **During reading**, students read the book, including rereading the book. How might this “reading” look different for a student with a significant disability?
- What are some strategies you can use to get a sense of individual student’s understanding of what he or she have read, particularly students with limited verbal skills?

- What types of **after reading** activities would help students with significant disabilities deepen their understanding?
- How is your understanding of the potential of the guided reading process changing as a result of watching this video? Is there anything you would do differently in your classroom, after viewing this video?

For more information

- Literacy for All. Retrieved from <http://abliteracyforall.wikispaces.com/>
- Alberta Regional Professional Development Consortia. Inclusive Education Retrieved from <http://www.inclusiveeducationpdresources.ca/literacy/>
- Erickson, K., and Koppenhaver, D. (2007). *Children with Disabilities: Reading and Writing the Four Blocks® Way*. Greensboro, NC: Carson-Dellosa.64–65.
- Erickson, K. (2003). *Reading Comprehension in AAC*. The ASHA Leader, Vol. 8, No. 12, 6-9. Retrieved from <http://ebookbrowse.com/reading-comprehension-in-aac-pdf-d48311206>
- Center for Literacy & Disability Studies, University of North Carolina-Chapel Hill Teacher Resources: Guided Reading Retrieved from <http://www.med.unc.edu/ahs/clds/projects/new-voices-project/teacher-resources>

Acknowledgement:

This guide was developed through a collaboration between Edmonton Regional Learning Consortium and Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons licence.  Link to the Inclusive Education: Support for Implementation website at <http://inclusiveeducationpdresources.ca/> for Professional Development Resources. For further information on learning opportunities to support inclusion, visit <http://www.arpdc.ab.ca/>.