

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: **Self-Selected Reading.**



### General synopsis:

In this short video clip, Grade 1–6 teachers are demonstrating how they organize their classroom libraries and provide meaningful and accessible self-selected reading experiences for all students in their classrooms.

### Key Understanding

- Self-selected reading provides opportunities for students to make choices about what they will read on their own, with a peer or with an adult.
- The goal of the self-selected reading block is to provide authentic opportunities for students to see themselves as competent and engaged readers.
- This reading block includes teacher modelling, students reading while the teacher conferences with individual students or small groups of students sharing about what they read.
- Explain how you could involve students with significant disabilities in reflecting on and sharing about what they have read? What types of structures, strategies and scaffolding might need to be in place so that this can be a successful experience for them?
- After viewing this video, is there anything you would do differently in your classroom related to self-selected reading and students with significant disabilities?

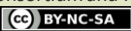
### Questions for Discussion

- What are some ways you could organize your classroom library make books more accessible for all students?
- Are there certain routines or strategies that might be important for supporting students with significant disabilities to ensure reading time is meaningful?
- The video highlights the importance of providing students with choice. How can you support students with significant disabilities in making choices about what they read?

### 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/>.