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:
In Conversation with Dr. Caroline Musselwhite

This conversation guide is intended to be used after viewing the video clip, **Choosing Words for the Classroom Word Wall.**

General synopsis

In this short video clip, Dr. Caroline Musselwhite shares her two rules for choosing words to create an effective classroom word wall.

Key understandings

- When choosing words for the classroom word wall, choose:
  - high frequency words that are part of useful word families (e.g., cat as in bat, fat, mat, rat)
  - high frequency words that are difficult to decode.
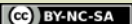- Word walls need to be used to support real reading and writing activities.

Questions for discussion

- How does this video clip challenge or affirm what you know about the use of classroom word walls?
- What are some ways to make word walls more accessible to the differing needs of students in the classroom?
- What is one change you could make to ensure your classroom word wall is more effective for all students in your classroom?

For more information

- Edmonton Regional Learning Consortium. *Literacy for All*. http://abliteracyforall.wikispaces.com/
- Edmonton Regional Learning Consortium. (2012). Working with Words [Video file]. Retrieved from http://inclusiveeducationpdresources.ca/literacy/videos.php#2
- Erickson, K., and Koppenhaver, D. (2007). *Children with Disabilities: Reading and Writing the Four Blocks® Way* Greensboro, NC: Carson-Dellosa. 112–130.
- Musselwhite, C. *AAC intervention*. http://aacintervention.com/