Using Core Vocabulary in Emergent Literacy Instructional Routines

Penny Hatch, PhD, CCC-SLP
Lori Geist, PhD, CCC-SLP
Karen Erickson, PhD
Claire Greer, PhD
Lisa Erwin Davidson, MS, CCC-SLP

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www.project-core.com
Presenters include 4 full-time employees and 1 doctoral student at the University of North Carolina at Chapel Hill.

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Project Core

- Develop a comprehensive implementation program for the delivery of the multi-tiered system for augmenting language (mSAL).
Multi-Tiered System for Augmenting Language (mSAL)
Multi-Tiered System for Augmenting Language (mSAL)

- Elements of each Tier:
  - a well-organized AAC system
  - core vocabulary and symbols
  - use of natural everyday environments for teaching
  - models of symbol use by partners
  - ongoing resource support and feedback

Informed by Mary Ann Romski and Rose Sevcik’s System for Augmenting Language (SAL) (1996)
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Teaching Assistants’ Contribution

Snack

you get your book

put it on the table

what do you want?
you like

you want more

you
Why Emergent Literacy Routines?
5 Emergent Literacy Instructional Routines

- Shared Reading
- Predictable Chart Writing
- Independent Writing
- Alphabet and Phonological Awareness
- Independent Reading
Instructional Routines Planning Form

• Instructional planning for 5 common instructional routines.

• Model that can be applied to other routines/lesson plans.
Self-Evaluation and Observation

- Guide teachers’ self-assessment and reflection on use of mSAL and the Universal Core vocabulary.
- Support peer/coach/administrator observations.
Shared Reading: What is it?

“The interaction that occurs when a child and adult look at or read a book together.”

Ezell & Justice, 2005
The goal of shared reading is to maximize interactions with students on a page-by-page basis.
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Follow the C-A-R
Language is the Key,
Washingtonlearningsystems.org

• An approach to structuring shared reading interactions.
• COMMENT.
  STOP and wait 10-15 seconds.
• ASK for or invite participation.
  STOP and wait 10-15 seconds.
• RESPOND by repeating and adding more.
Key Instructional Practices

• Encourage Communication

• Attribute Meaning

• Model
Preparing for Shared Reading

• Students have an individual communication system that meets their access needs.
• Content and complexity of book is appropriate for age/grade/ability level of students.
• Core-based comments have been preplanned and are used in the lesson.

Planning guides available from www.project-core.com
During Shared Reading

• Begin by connecting book to previously taught information or experiences.
• Provide adequate wait time and ask or encourage students to participate page-by-page.
• Recognize, respond to, and expand on student’s efforts to participate and communicate.
• Read with enthusiasm to fosters a joy for reading.
ALL students have an individual communication system that meets their access needs (e.g., Universal Core with partner-assisted scanning layout).

Adults provide adequate wait time and ask or encourage students to participate page-by-page.

Adults comment while reading using communication systems that are similar to the students’ individual systems.

Core-based comments have been preplanned and are used in the lesson.
Predictable Chart Writing: What is it?

- A multi-step group activity
- Provides opportunities to build:
  - communication
  - concepts about print,
  - word identification, spelling, capitalization, and punctuation.
How does it work?

• Step 1: Write the chart.
• Step 2: Reread/work with chart.
• Step 3: Work with cutup sentence strips.
• Step 4: Be the sentence.
• Step 5: Make the book!
Step 1: Write the Chart

Cold Outside

1. I put on a hat. Sarah
2. I put on a coat. Troy
3. I put on a hat. Farzad
4. I put on a coat. Ben
5. I put on boots. Kiana
6. I put on gloves. Liam
7. I put on a hat. Tori
Repetition with Variety

• I put on ...
  – Colors on the Tree, Funny Costumes, Ice Cream Toppings ...

• I like ...
  – Favorite Sports, Pets, School Activities ...

• I want to go ...
  – Vacations, Field Trips, Restaurants...
Step 2: Reread and Work with the Chart

• Reread chart to provide a good model

• Reread chart as a group

• Analyze chart for key elements
  – Students work on their communication
Step 3: Work with Sentence Strips

I put on boots.
on boots. put I
Step 4: Play Be the Sentence

- Write each word from student sentences on individual pieces of paper.
- If available, program single message devices.
- Work with students to create the sentences.
- Read and reread modeling with core.
Step 5: Make the Book

I put on boots.

I put on a hat.
Planning for Predictable Chart Lessons

1. Plan chart title and the core-based sentence stem.

2. Identify *what* choices will be presented to students.

3. Identify *how* choices will be presented and accessed by students.

Planning guides available from [www.project-core.com](http://www.project-core.com)
Samples of Predictable Charts

"Sports I Want to Do"

I want to do Track.
I want to do Rowing.
I want to do Basketball.
I want to do High Jump.
I want to do Track.
I want to do Rowing.

Olympic Athletes

I like Michael Phelps.
I like Kemi Walsh.
I like LeBron James.
I like Michael Phelps.
I like Usain Bolt.
I like LeBron James.
I like Usain Bolt.
Chart Title/Topic is related to something students are learning or have experienced.

Adults model communication throughout the lesson using communication systems that are similar to the students’ individual systems.

The sentence stem includes one or more core words.

Adults recognize, respond to, and expand on student’s efforts to participate and communicate.
Independent Writing: Why is it important?
Learning to write provides the opportunity for unlimited expression.
What does this emergent writing look like?
Writing with Alternate Pencils

at

http://dlmpd.com
Topics

Provide students with choices of interesting and meaningful topics.
Presenting Topic Choices

- Symbols or drawings
- Photographs
- Remnants
- Written lists read to the student.
Encourage communication about the topic.

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Providing Feedback

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Feedback to Avoid

• “Good writing.”
• “You wrote a lot.”
• “You chose many letters.”
• “Let’s fix this.”
• “Let me spell it for you.”
• ALL students have an individual communication system that meets their access needs.
• All students have an appropriate pencil.
• Prepare a variety of topic choices.
• Determine an accessible format to present topic choices.

Planning guides available from www.project-core.com
Independent Writing: Planning and Observation Support

The student is supported in communicating ideas about the topic using his/her individual communication system.

The adult makes an effort to connect the written product back to the selected topic.

Adults recognize, respond to, and expand on student’s efforts to communicate.

Summary and Additional Comments: Students will use their Universal Core boards to talk about the topic before using the alphabet to write about it.
Alphabet Knowledge:
• Letter-shape recognition (52 symbols)
• Letter-name knowledge (26 letter names)
• Relationship between upper and lower case
• Letter-sound knowledge
• Letter-writing/selecting abilities

Phonological Awareness:
• Distinguish between words
• Recognize syllables
• Word beginnings and ending
Alphabet, Phonological Awareness and Beginning Communicators

• Use the Universal Core to communicate while learning the alphabet and developing phonological awareness

• Repetition with variety
Teaching the Alphabet

• Read alphabet books
• Point out letters in the environment and during every day activities
• Provide opportunities to play with letter shapes and sounds
• Explicitly reference letter names and sounds in reading and writing activities.
• Use student NAMES!
Playing with Letters

• Magnetic letters, letter puzzles, alphabet toys, and letter stamps.
• Tablet or computer with keyboard
• Alphabet playing cards:
  – Go Fish, “Do you have a b?”
  – War
  – Slap the &lt;insert letter name&gt;
Phonological Awareness

- During alphabet instruction
- Raps, rhymes, and poems
- Tongue twisters
- “Sponge” activities
  - Clapping syllables
  - Listening for same/different
Planning for Alphabet and Phonological Instructional Routines

- ALL students have an individual communication system that meets their access needs
- Lessons focused on the alphabet include letters in a format that is accessible to ALL students (e.g., high contrast; large print; braille)
- The lesson connects to the theme or a topic being studied in some way.
Students are encouraged to comment and participate throughout the lesson.

Lessons focused on the alphabet include letters in a format that is accessible to ALL students (e.g., high contrast; large print; braille)

Adults recognize, respond to, and expand on student’s efforts to participate and communicate.
Independent Reading
Independent reading provides the opportunity to:

1. Sample and select appropriate and interesting books.

For information on options for accessible books, review the Independent Reading professional development module at www.project-core.com
Independent reading provides the opportunity to:

1. Sample and select appropriate and interesting books.

2. Increase competence in sharing interest and excitement about reading.
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Independent reading provides the opportunity to:

1. Sample and select appropriate and interesting books.
2. Increase competence in sharing interest and excitement about reading.
3. Apply skills learned during other emergent literacy instructional routines.
Independent Reading
Planning and Observation Support

When an adult interacts with the student, the adult uses a communication system that is similar to the student’s individual system to comment, label, respond and otherwise communicate with the student.

Adults recognize, respond to, and expand on student’s efforts to communicate.

The student is given the opportunity to select a book to start and the freedom to select other books when desired.
Summary

• Goals include:
  – promoting communication and academic success
  – creating an implementation model that is not linked to a specific curriculum
  – supporting symbolic communication development across educational placements
www.project-core.com

- Universal Core vocabulary formats
- 3D symbol files
- 14 Professional Development Modules
  - Self-directed and facilitated formats
- Instructional Planning Guides & Checklists
- Conference Presentations
- Project Overview
Research Team

The Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill
321 South Columbia St, Suite 1100
Chapel Hill, NC, 27599-7335
Center Website: http://www.med.unc.edu/ahs/clds
Project Website: www.project-core.com

Karen Erickson, PhD, Principal Investigator
karen_erickson@med.unc.edu

Claire Greer, PhD
claire_greer@med.unc.edu

Lisa Erwin-Davidson, MS
lisa_ed@med.unc.edu

Lori Geist, PhD, Project Director
lageist@unc.edu

Penny Hatch, PhD
phatch@med.unc.edu

Kathryn Dorney, MA
kathryn_dorney@med.unc.edu
Thank you for Attending!

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  - Handout link remains live for 3 months after the conference ends.