

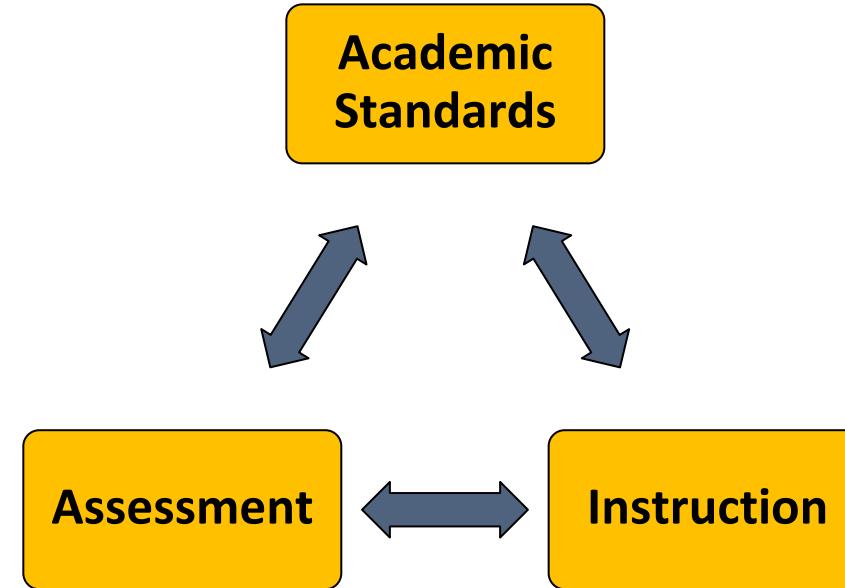
Reading Instruction for Students with Significant Cognitive Disabilities

**VESOL Instruction Webinar
Module 3
2022-2023**

Academic Expectations for Students with Significant Cognitive Disabilities

To meet academic expectations, classrooms must reflect the important connection and alignment between:

- Content (academic standards),
- Teaching of content (instruction) and
- Evaluation of learning (assessment).



Each element is interrelated and they must be closely aligned, work together, and reinforce one another.



The Purpose of this Webinar

This webinar will focus on teaching reading to students with significant cognitive disabilities. Topics addressed will include:

- Reading VESOL
- Creating a Literacy-rich Environment
- Strategies for Teaching Reading VESOL
- Ideas for incorporating Assistive Technology
- Teaching Reading Across Content Areas
- VESOL Instructional Resources
- Frequently Asked Questions

Module 3 Webinar Schedule 2022-2023

- Wednesday, November 9, 2022 12:00 p.m. - 1:30 p.m.
- Thursday, November 10, 2022 4:00 p.m. - 5:30 p.m.
- Wednesday, November 16, 2022 12:00 p.m. - 1:30 p.m.
- Thursday, November 17, 2022 3:00 p.m. – 4:30 p.m.

About Module 3 Webinar 2022-2023

- During this module, please wait until the end of the presentation to submit your questions since some may be answered during the presentation.
- Questions may be submitted to Virginia Department of Education (VDOE) staff using the Q & A feature located at the bottom of your screen.
- This module will be recorded and available on the VDOE website after all presentations are completed.
- Due to the number of participants, Certificates of Participation will not be issued by VDOE.

Reading VESOL

Reading Instruction

- **Phonemic Awareness:** understanding that spoken words can be broken apart into smaller sounds
- **Phonemes:** understanding the letters have sounds
- **Fluency:** recognizing words easily & reading with speed and accuracy
- **Vocabulary:** learning new words in text or separately
- **Comprehension:** understanding what is read

Reading VESOL Summary Matrix

Teachers may use the *Reading VESOL Summary Matrix* during the development of the student's instruction and assessment plan, for tracking the learning progression of the student throughout the year, and when planning units and lessons.

Reading VESOL Summary Matrix

Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 1 R-3 2 R-3 3 R-3 4 R-3 5 R-3 7	R-4 1 R-4 2 R-4 5 R-4 6	R-5 1 R-5 2 R-5 5	R-6 1 R-6 2 R-6 5 R-6 7	R-7 1 R-7 2 R-7 5 R-7 7	R-8 1 R-8 2 R-8 5 R-8 6 R-8 7	R-HS 1 R-HS 2 R-HS 4 R-HS 5 R-HS 7
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 1 R-3 2 R-3 3 R-3 6 R-3 8	R-4 1 R-4 3 R-4 4 R-4 7	R-5 1 R-5 3 R-5 4 R-5 6	R-6 1 R-6 3 R-6 4 R-6 6	R-7 1 R-7 3 R-7 4 R-7 6	R-8 1 R-8 3 R-8 4 R-8 8	R-HS 1 R-HS 3 R-HS 6 R-HS 8

Reading VESOL Snapshot

Comprehension skills generally require students to:

answer questions about a passage
(i.e. main idea,
identify an event, idea, step or
information in a passage
identify a character (or individual),
setting, event or detail
identify beginning, middle or end
of a text
identify a theme or topic in a story

Word Analysis skills generally require students to:

understand the meaning of words
in passages
identify word meaning in figurative
language



Reading VESOL Snapshot

R-5 3 (SOL 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.6J)	<p>The student will: Answer questions about a nonfiction text that is read to the student or that the student reads.</p> <p>Complexity Continuum: The nonfiction text could range from a sentence with six or fewer words to two sentences with five to seven words or a short paragraph.</p>
R-8 3 (SOL 8.6A, 8.6D, 8.6E, 8.6F)	<p>The student will: Answer questions about a nonfiction text that is read to the student or that the student reads.</p> <p>Complexity Continuum: The nonfiction text could range from three medium sentences with five to seven words to a paragraph with five to seven sentences.</p>
R-HS 3 (SOL 9.5B, 9.5F, 10.5A, 10.5C, 10.5D, 10.5E, 10.5F, 11.5A, 11.5B, 11.5C, 11.5E)	<p>The student will: Answer questions about a nonfiction text that is read to the student or that the student reads.</p> <p>Complexity Continuum: The nonfiction text could range from four medium sentences with five to seven words up to two paragraphs with five to seven sentences each.</p>

SIMILARITIES

- The same skill is addressed across R-5 3, R-8 3 and R-HS 3.
- The type of text is the same.



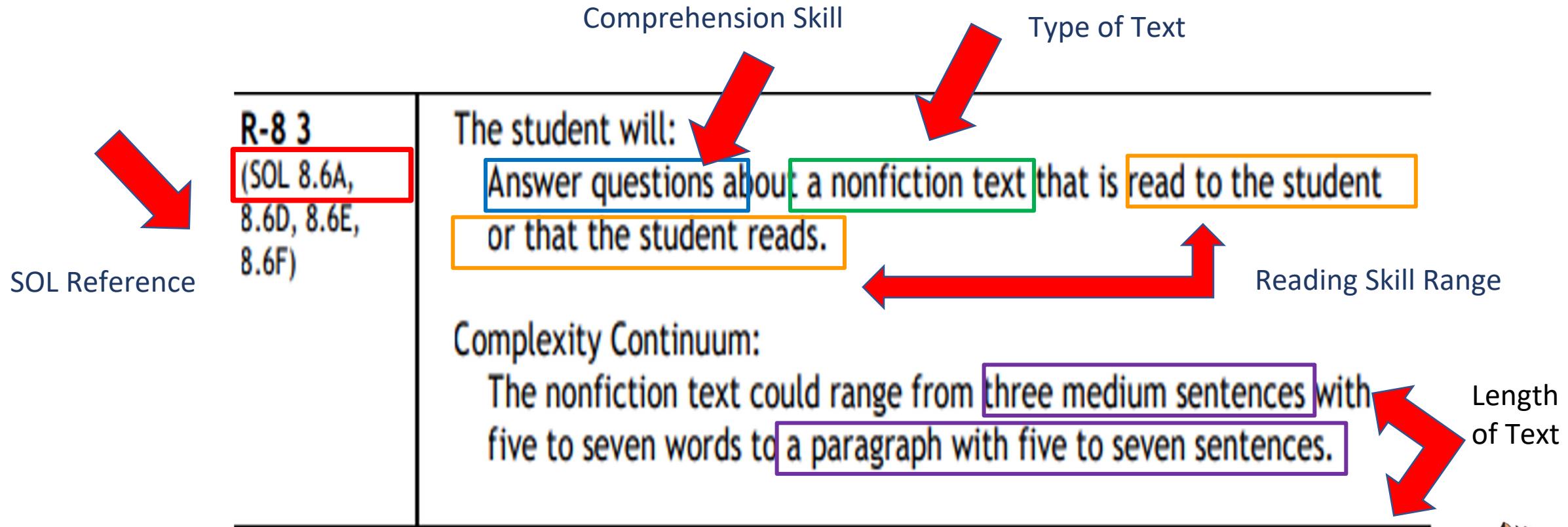
DIFFERENCES

Reading VESOL Snapshot

R-5 3 (SOL 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.6J)	<p>The student will: Answer questions about a nonfiction text that is read to the student or that the student reads.</p> <p>Complexity Continuum: The nonfiction text could range from a sentence with six or fewer words to two sentences with five to seven words or a short paragraph.</p>
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R-HS 3 (SOL 9.5B, 9.5F, 10.5A, 10.5C, 10.5D, 10.5E, 10.5F, 11.5A, 11.5B, 11.5C, 11.5E)	<p>The student will: Answer questions about a nonfiction text that is read to the student or that the student reads.</p> <p>Complexity Continuum: The nonfiction text could range from four medium sentences with five to seven words up to two paragraphs with five to seven sentences each.</p>



R-8.3



VESOL

The screenshot shows the official website of the Virginia Department of Education (VDOE). At the top left, there's a logo for "An Agency of the Commonwealth of Virginia" featuring a red star and a blue outline of the state. Next to it is the "VIRGINIA IS FOR LEARNERS" slogan with a red heart icon. The main navigation bar includes links for "HOME" (which is highlighted in green), "About VDOE", "Board of Education", "News", "Superintendent's & Principals' Memos", "For Families & Students", "Education Directories", "Standards of Learning (SOL) & Testing", "Instruction", "Special Education", "Early Childhood", "Student & School Support", "Teaching in Virginia", "Federal Programs", "Statistics & Reports", and "Information Management". On the right side of the header, there are links to "Virginia.gov | Find an Agency", social media icons for Twitter, Facebook, YouTube, and LinkedIn, and a search bar. A large red arrow points from the left towards the "HOME" button. Another red arrow points from the bottom right towards the "VAAP" link in the "HOW DO I FIND?" sidebar.

VIRGINIA DEPARTMENT OF EDUCATION

HEALTHY Back to School

Navigating Virginia Education in Uncertain Times

COVID-19 UPDATE

HOW DO I FIND?

- A to Z Index
- Career & Technical Education (CTE)
- Dyslexia Awareness Training Module
- Enrollment
- Graduation Requirements
- Home Instruction
- Job Opportunities
- Licensure
- Professional Learning & Development
- School Quality Profiles
- SOL Practice Test Items
- SSWS Login
- VAAP**

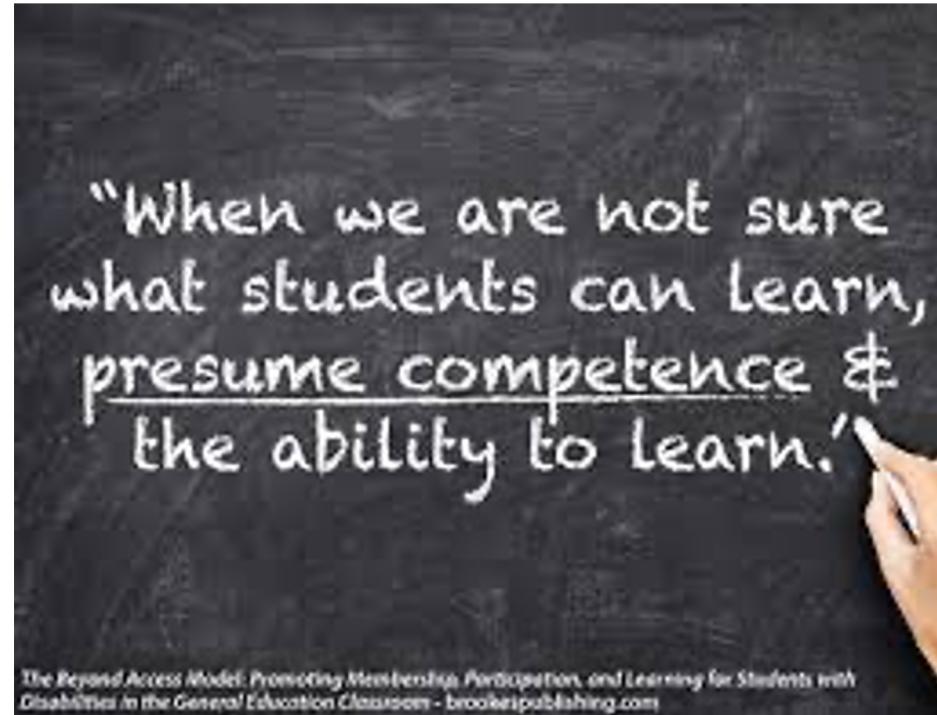
doe.virginia.gov

Creating a Literacy Rich Environment

Good Literacy Instruction is Good for All Students

<https://youtu.be/3wLkZXqtdAM>

Presume Competence it is the least dangerous assumption



The Beyond Access Model: Promoting Membership, Participation, and Learning for Students with Disabilities in the General Education Classroom - brookespublishing.com

ALL students can learn.

“The only prerequisite for learning literacy skills is the ability to breathe.”

-Dr. David Koppenhaver

Literacy Bill of Rights



All persons, regardless of the extent or severity of their disabilities, have a basic right to use print.

Provide literacy-rich environments with access to a variety of text types



Provide opportunities to read just for fun



Photos courtesy of AbleNet, Inc. and <https://www.flickr.com>

Self-selected reading

Students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read.

Allington, R. L. & Gabriel, R. E. (2012). Every child, every day. *Educational Leadership*, 69, 10-15.



Provide opportunities to explore non-traditional text types



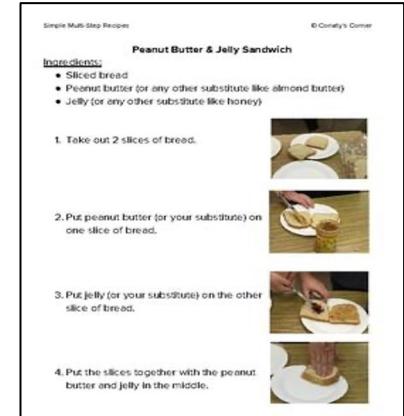
Maps



Magazines



Brochures



Recipes



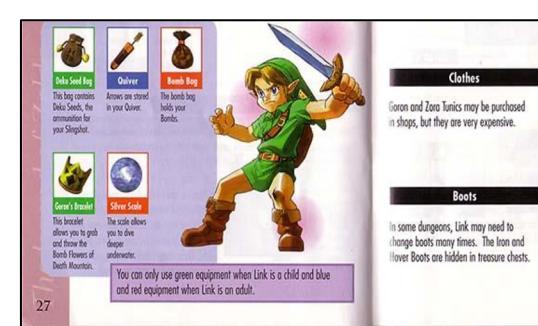
Comic Books



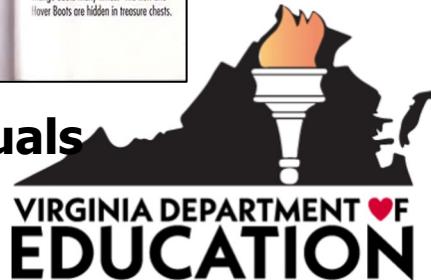
Adapted Books



Cereal Boxes



Gaming Manuals



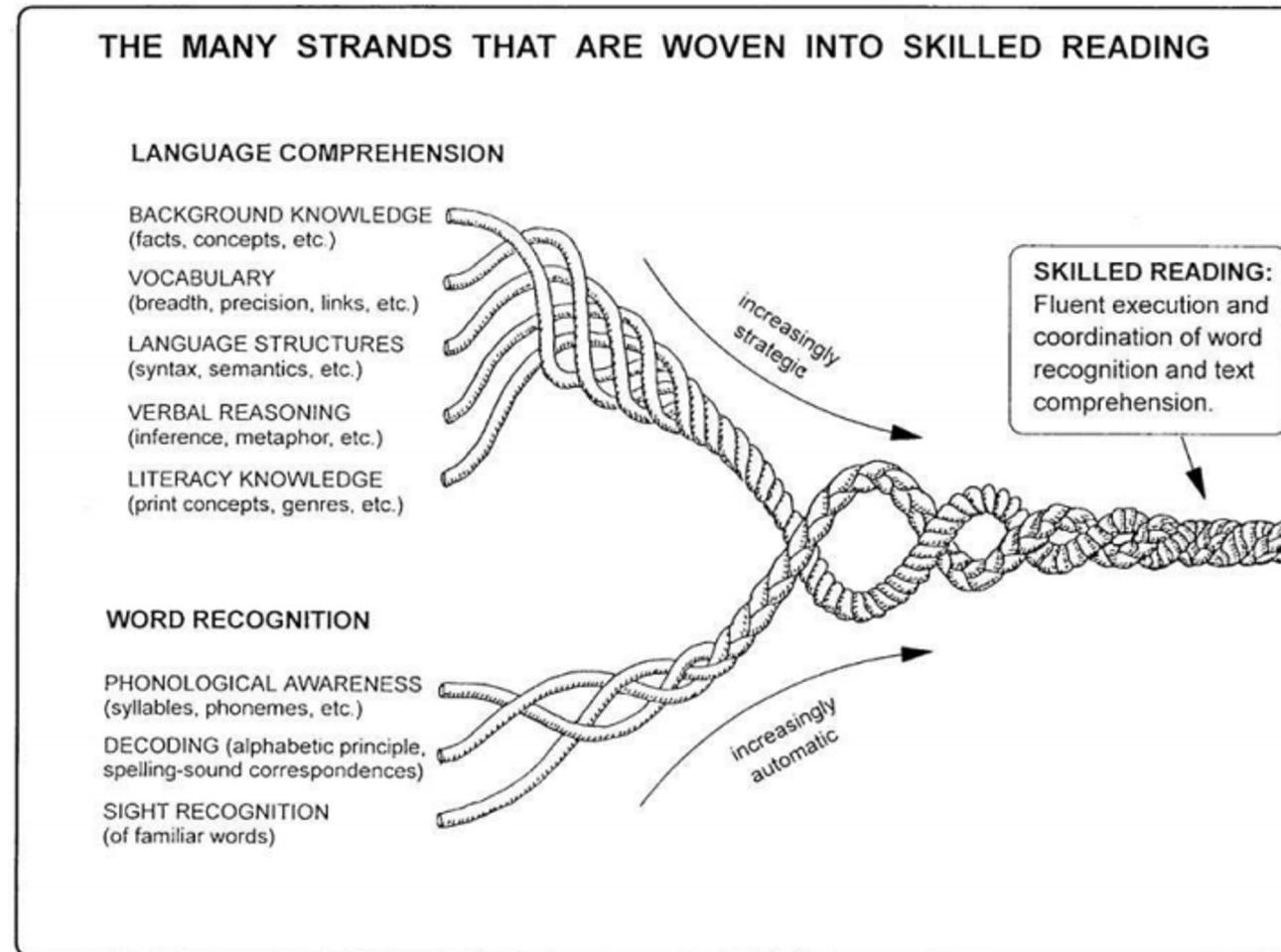
Assistive Technology

- Use text to speech to have items on a screen read aloud
- Audio books to preview text or listen to repeated readings of a text
- Annotation and highlighting tools
- Adapted books
- Eye Gaze frames
- Voice Output Device
- Core Vocabulary and fringe words



Strategies for Teaching Reading VESOL

Scarborough's Reading Rope

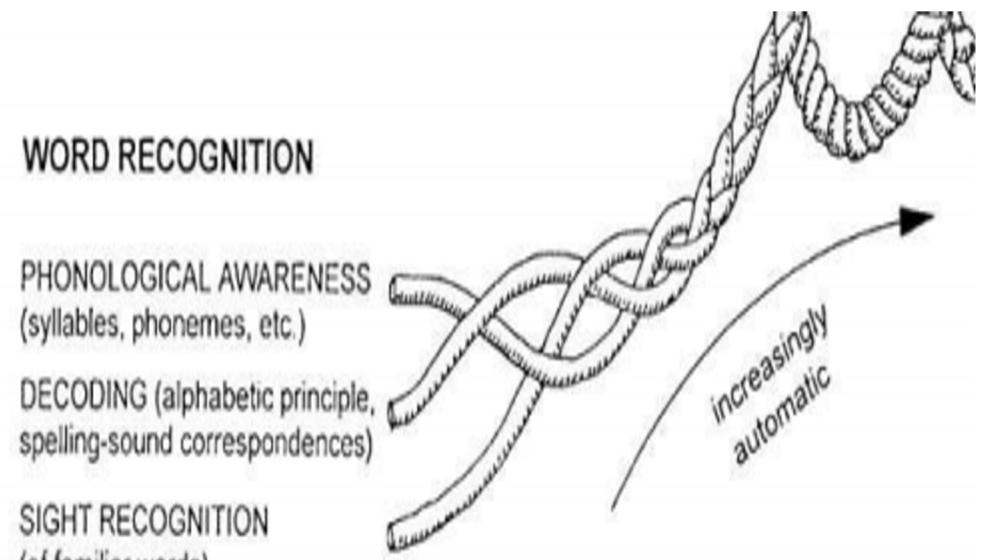


<https://www.azed.gov/scienceofreading/scarbreadingrope>

The lower cord: Word Recognition

Effective reading instruction must include developing a student's

- a) awareness of the sounds in words,
- b) knowledge of how these sounds are encoded and decoded by the alphabet, and
- c) automaticity with frequently occurring words, and especially with those whose spelling patterns are irregular.



The upper cord: Language Comprehension

1. Background Knowledge
2. Vocabulary
3. Language Structures
4. Verbal Reasoning
5. Literacy Knowledge

LANGUAGE COMPREHENSION

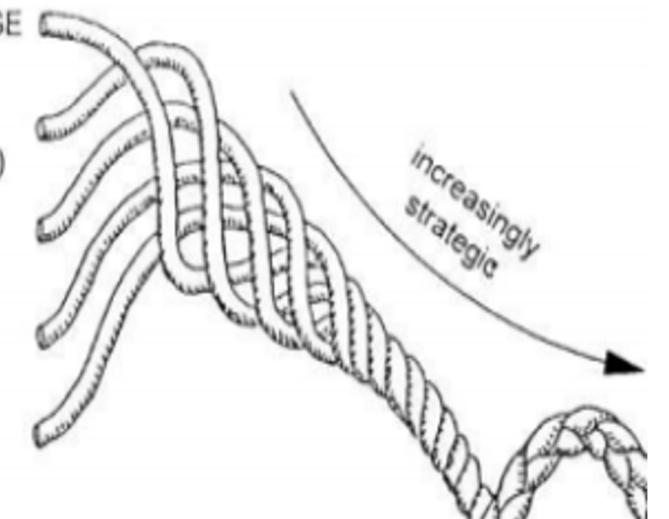
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

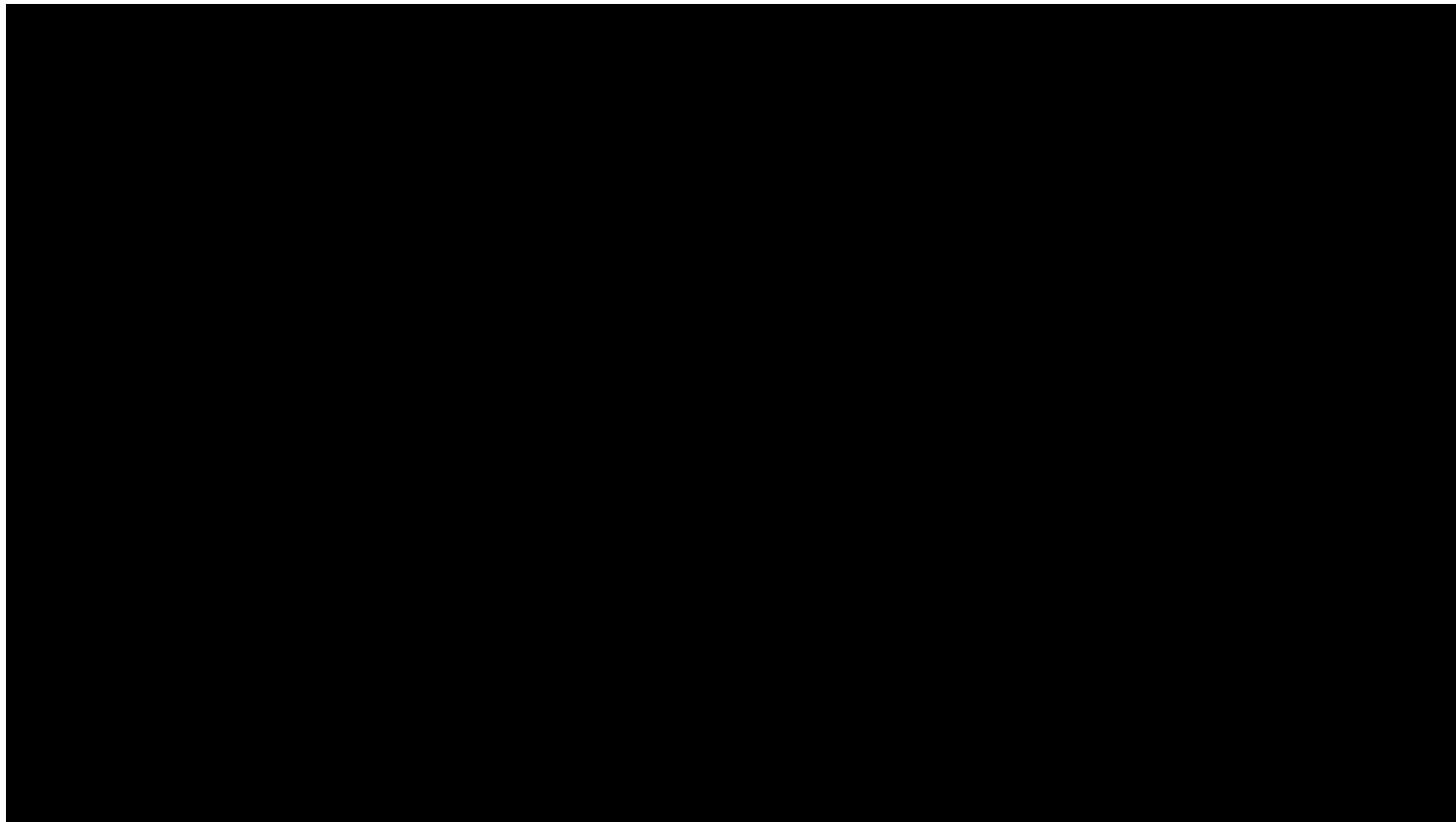
LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

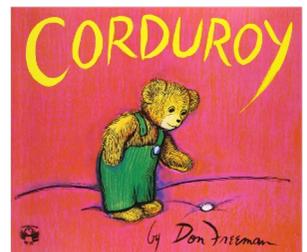
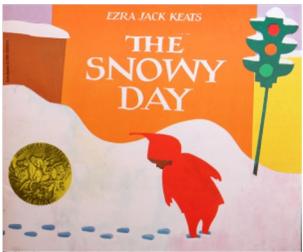
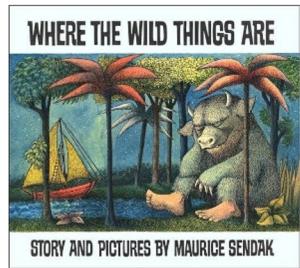


Repetition with Variety



<https://youtu.be/gt5MMIw7Sew>

Predicting



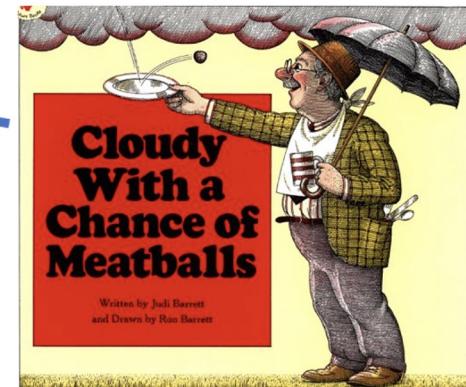
Repetition with Variety

Predicting

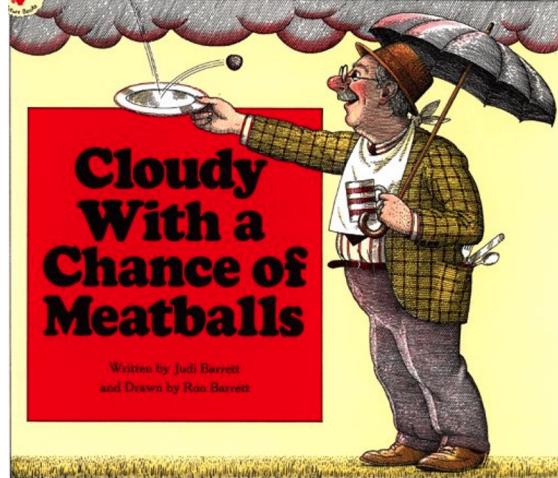
Characters

Point of View

Problem & Resolution



Complexity Continuum



R-6.2
(SOL 6.4A,
6.4B, 6.4C,
6.4D, 6.4E)

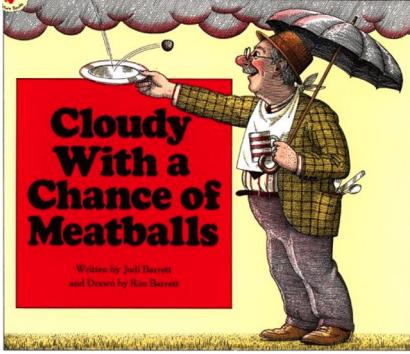
The student will:

Answer questions about a fiction passage that is read to the student or that the student reads.

Complexity Continuum:

The passage could range from two short sentences with six or fewer words to two medium sentences with five to seven words to a paragraph with up to five sentences.

Complexity Continuum



We were all sitting around the big kitchen table.
It was Saturday morning. Pancake morning.
Mom was squeezing oranges for orange juice.
Henry and I were betting on how many pancakes
we each could eat. And Grandpa was doing the
flipping.

Complexity Continuum

We were all sitting around the big kitchen table. It was Saturday morning. Pancake morning. Mom was squeezing oranges for orange juice. Henry and I were betting on how many pancakes we each could eat. And Grandpa was doing the flipping.

We sat around the big kitchen table. Grandpa flipped pancakes for Henry and me.

It was Saturday morning. Grandpa made pancakes for us.

Direct Instruction for Guided Reading

Anchor (Before you read)

- Activate prior knowledge to help make connections between what they know and what they are reading.
- Build knowledge of text structures and features
- Set a purpose for reading
- Introduce/teach vocabulary

Read (During reading)

- Can be done as a read aloud to model strategies
- State the purpose or what we are reading to find out identifying and repeating the purpose during the reading.
- Read text with increasing complexity

Apply (After Reading)

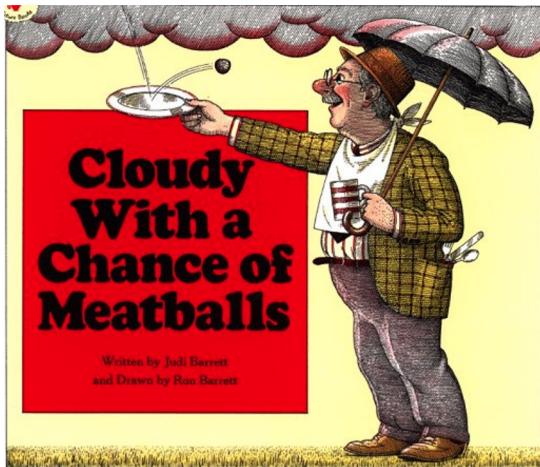
- After reading for a specific purpose provide a task that allows the students to demonstrate their understanding of the purpose set for reading
- Make the tasks no more complex than needed for students to demonstrate understandings
- Use tasks that allow students to show what they know incorporating AAC or student means of communication

Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write

Karen A. Erickson, David Koppenhaver

Departments of Student Assessment, Accountability and ESEA Programs and Special Education and Student Services
VAAP Module 3 Training Webinar

Anchor

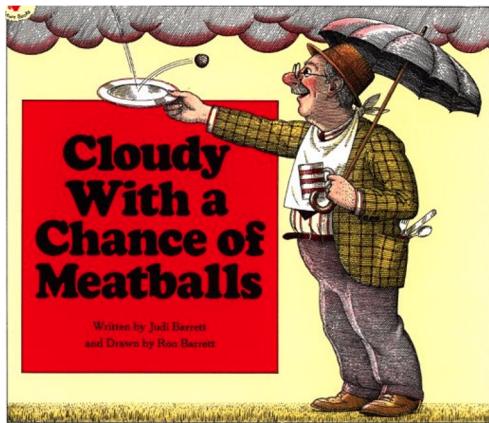


Purpose: Today we are going to read the book *Cloudy with a Chance of Meatballs* to find out the weather in the city of Chewandswallow.

- Activate background knowledge by reviewing what they know about the weather
- Introduce vocabulary that may be new to the students (spoil, weather forecast, sanitation)
- Use student communication system to identify new vocabulary words
- Picture walk the book

Read

Purpose: Today we are going to read *Cloudy with a Chance of Meatballs* to name the types of weather in the book that are real or fantasy (make believe).



- Review the purpose of why we are reading the story
- Review new vocabulary (weather forecast, sanitation, spoil)
- Teacher or other adult reads the story aloud
- The students have the option of listening to a digital version of the story being read aloud as needed

Apply

Share a weather forecast predicting the weather for Chewandswallow tomorrow.

Cloudy with a Chance of ?

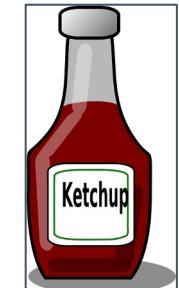
Name:

The town of Chewandswallow needs your help forecasting the weather! Predict tomorrow's weather by drawing meals in each box below. Don't forget beverages and dessert!

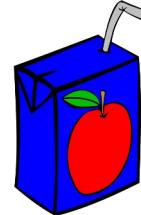
Breakfast



Lunch



Dinner



Copyright © 2014 Kim Tiffany

Use images to create a weather forecast for Chewandswallow.

Apply

Student's communication system to share a weather forecast.



image retrieved from praacticalaac.org

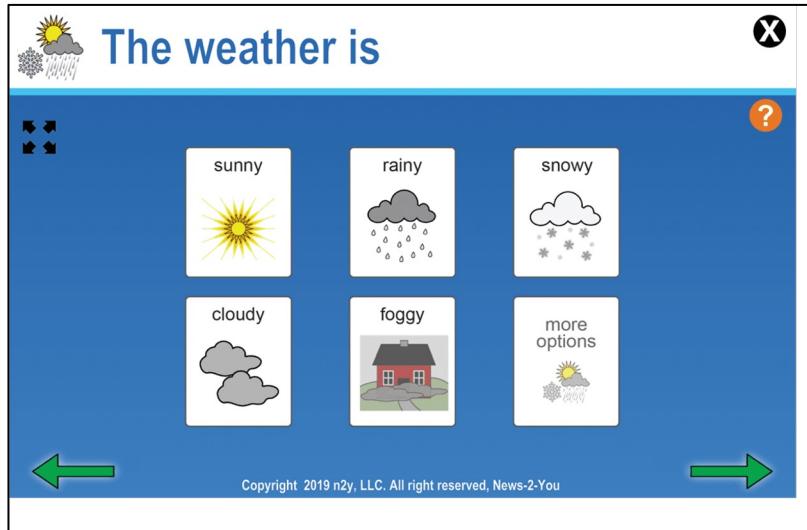


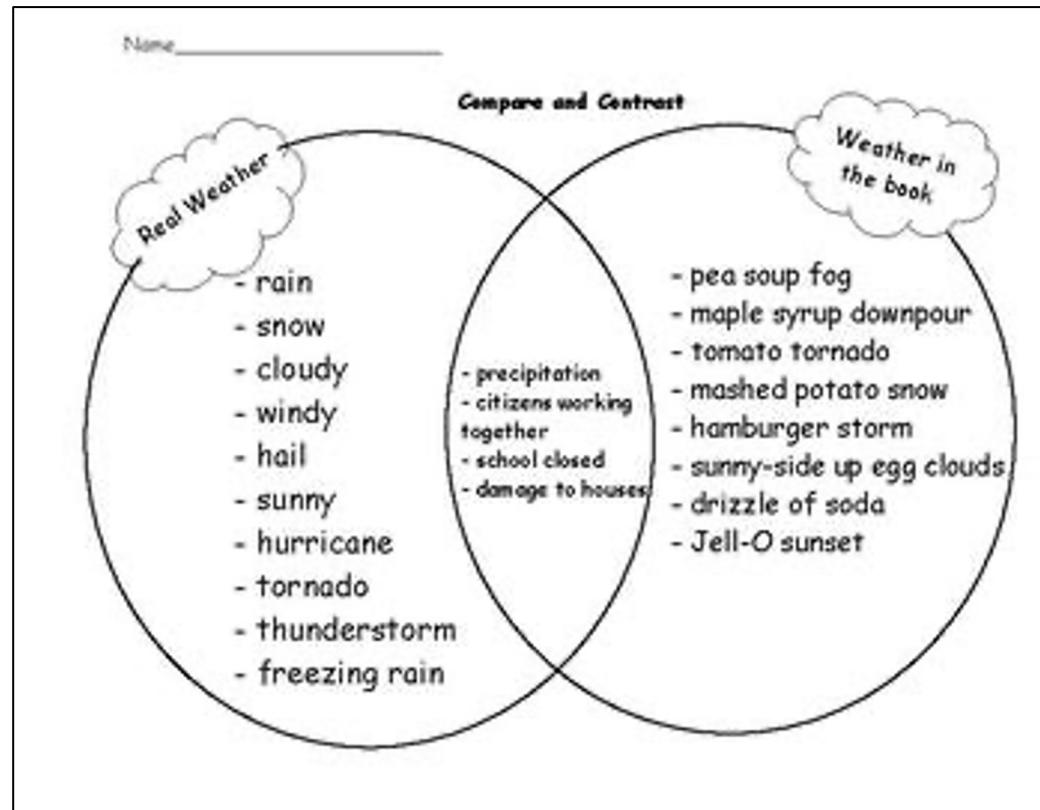
Image retrieved from [n2y Blog](#)



Image retrieved from A Book Boys
Delicious Weather Alert
<https://youtu.be/q2T4aZtcUK8>

Apply

Compare and contrast real and fantasy weather





Spoil



Sanitation Department



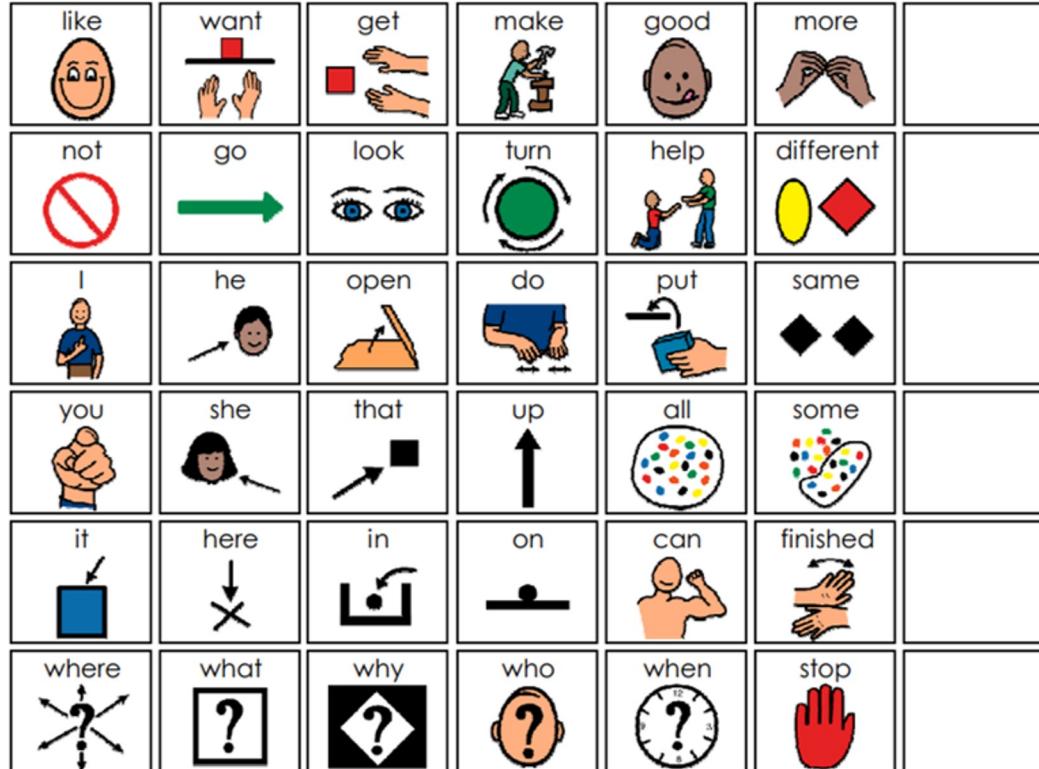
prediction

Food that has turned bad or rotten

Local government in charge of removing trash

Statement about something that might happen in the future

Use a Universal Core Board with fringe to answer questions



The Picture Communication Symbols ©1981-2015 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission.

[36 Location Universal Core Communication Board – Project Core \(project-core.com\)](http://36 Location Universal Core Communication Board – Project Core (project-core.com))

Weather Fringe

Evaporation	Foggy	Lake	Partly Cloudy	Rain	Rays	Lightning	Thunderstorm
Cloudy	Hot	Sun	Sleet	Snowflake	Tornado	Windy	Thermometer
Weather							

Sample board from [LessonPix](#)

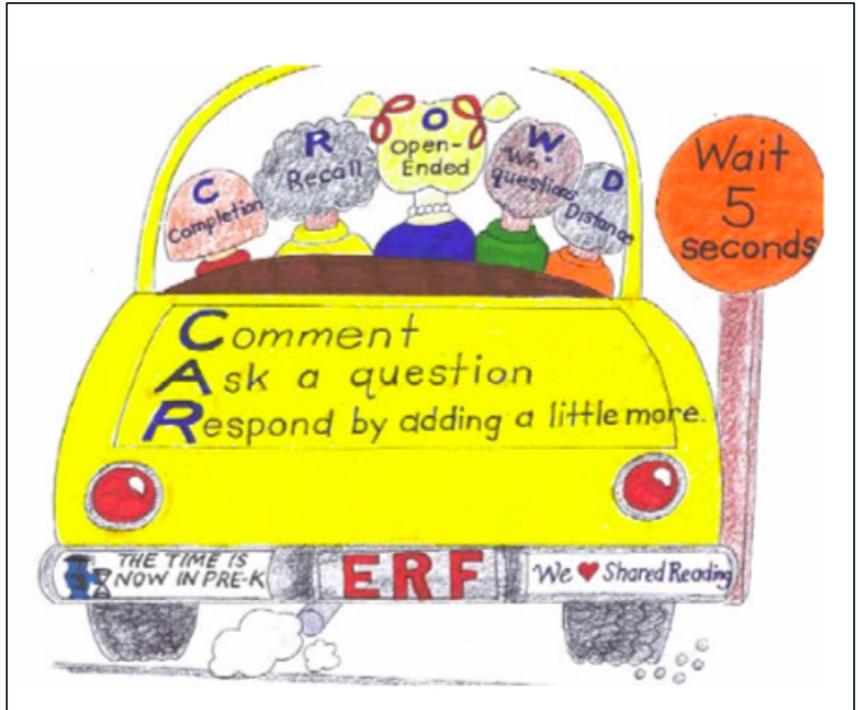
Universal Core Vocabulary

Implement core vocabulary during shared reading using the components of **CAR**

- Lead with a **COMMENT**
 - Stop and wait 5+ seconds
- Ask a **QUESTION**
 - Stop and wait 5+ seconds
- **RESPOND** by adding more

<https://www.youtube.com/watch?v=G6sdYUMnQPQ>

Use questioning beyond WH questions to help students make connections to the text



Erickson, K., & Koppenhaver, D. (2020). *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write.*

Put the **CROWD** in the **CAR**

- Completion
 - "All the food fell from the ..."
- Recall
 - Who told the children the story of Chewandswallow?
- Open-ended
 - Tell me what you think about food falling from the sky.
- Wh questions
 - What makes Chewandswallow different from other towns?
- Distancing
 - The sanitation department cleans up all the food on the roads in Chewandswallow.
How do you get rid of the trash at your house?

Completion

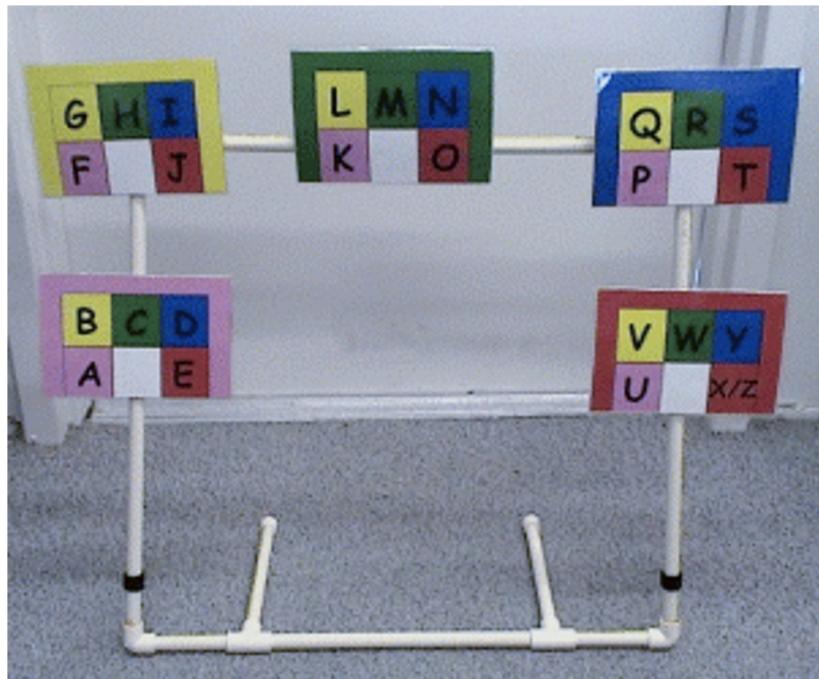
There were no food stores in the town of Chewandswallow. The sky provided all the _____.



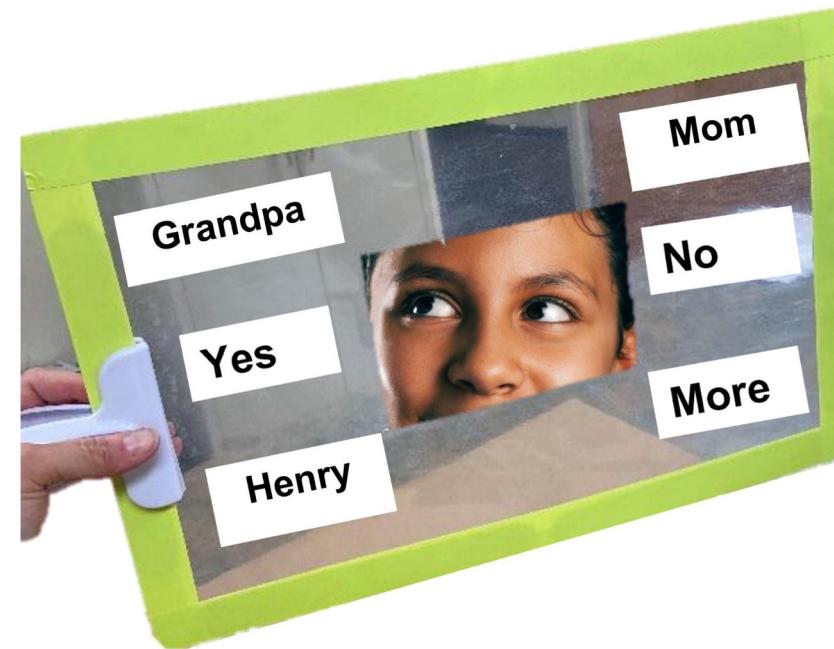
Photos courtesy of AbleNet, Inc. and <https://www.flickr.com>

Recall

Who told the children the story about Chew and Swallow?



Project Core

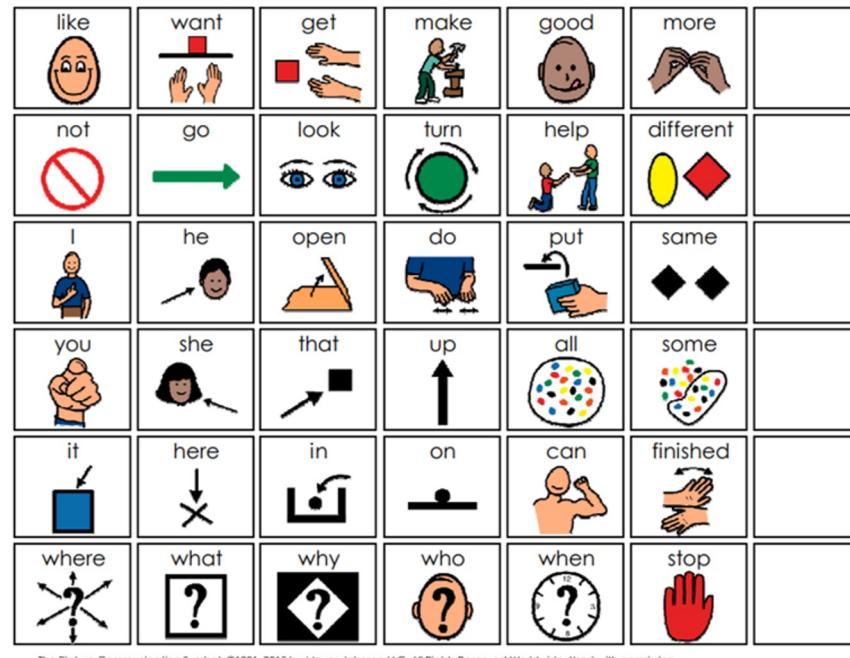


Open Ended

Tell me what you think about food falling from the sky.

I think...

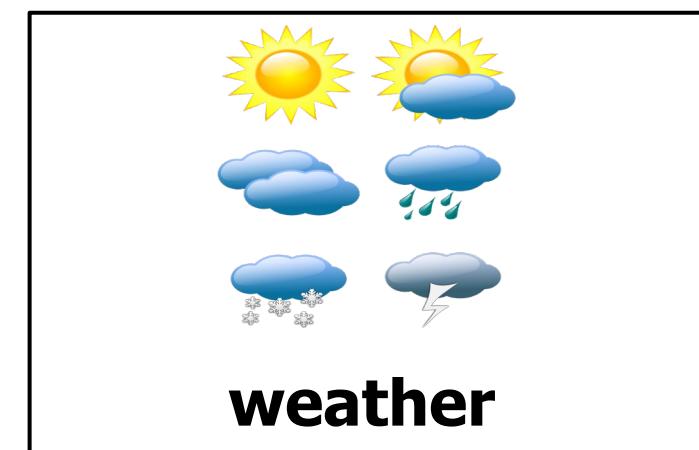
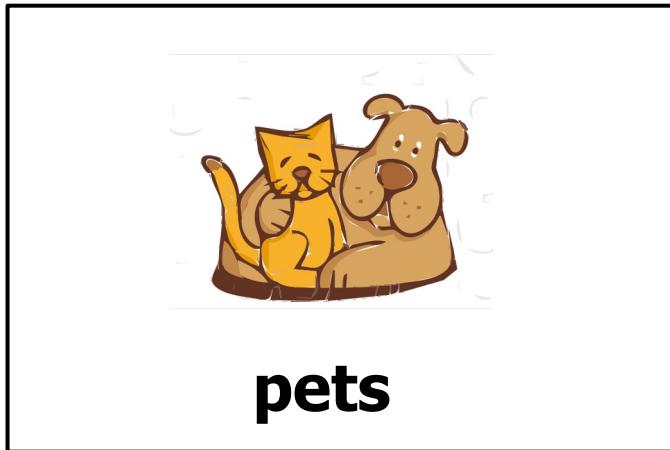
- Like
- want
- make
- I like
- not good
- I want more



[36 Location Universal Core Communication Board – Project Core
\(project-core.com\)](http://project-core.com)

WH Questions

What makes Chewandswallow different from other towns?

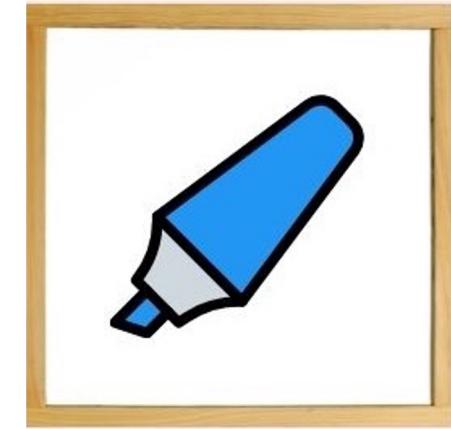
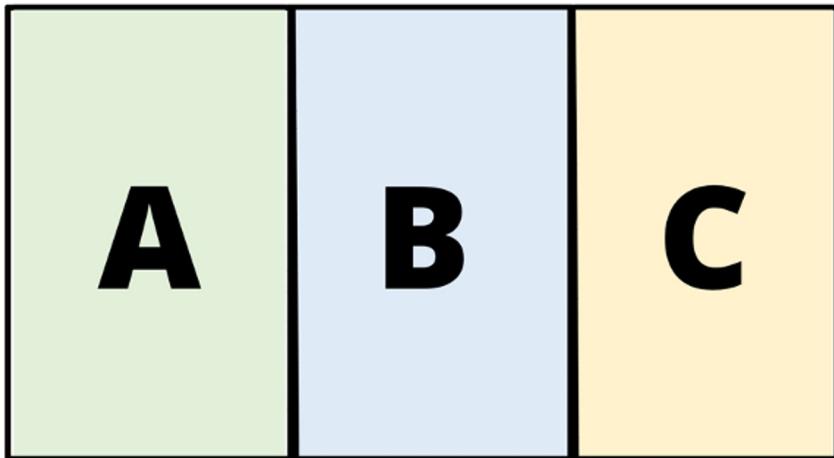


Distancing

The sanitation department cleans up all the food on the roads in Chewandswallow.

How do you get rid of the trash at your house?

Formative Assessment supports review and retention



The sky supplied all the food they could possibly want.



Food fell from the sky.



The people got food from grocery stores.

I would eat food that fell from the sky.

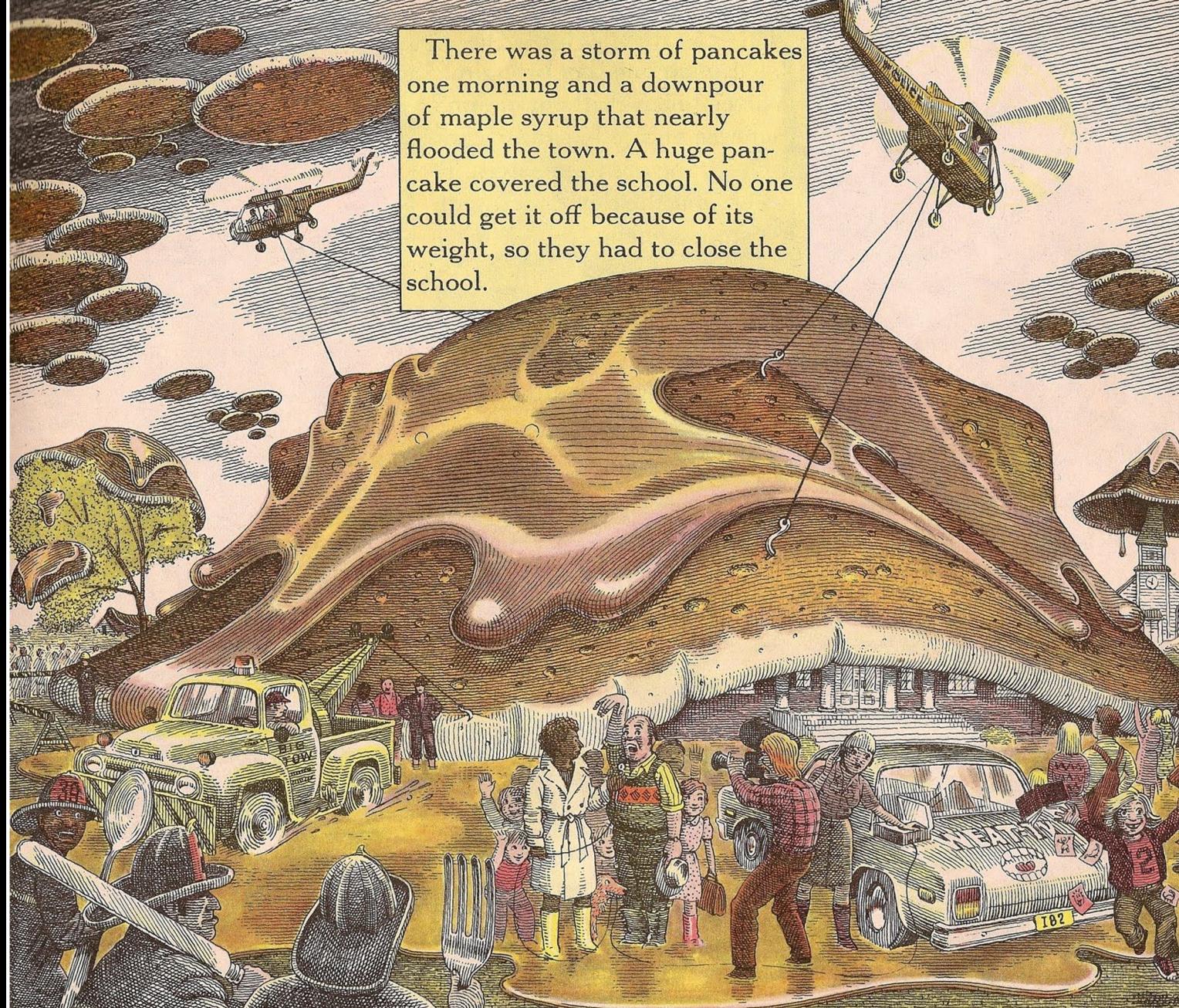


The student will answer questions about a passage that is read to the student or that the student reads.

R-3 2; R-4 2; R-5 2; R-6 2; R-7 2; R-8 2; R-HS 2

The student will identify information or ideas in a fiction passage that is read to the student or that the student reads.

R-6 7; R-7 7; R-8 7; R-HS 7



Multiple Choice

Multiple Choice

What did the pancake cover?

A

syrup

B

school

C

town

The student will identify (character, event, idea, step, etc.) in a passage that is read to the student or that the student reads.

R-3 3

R-7 5, R-7 7

R-4 5

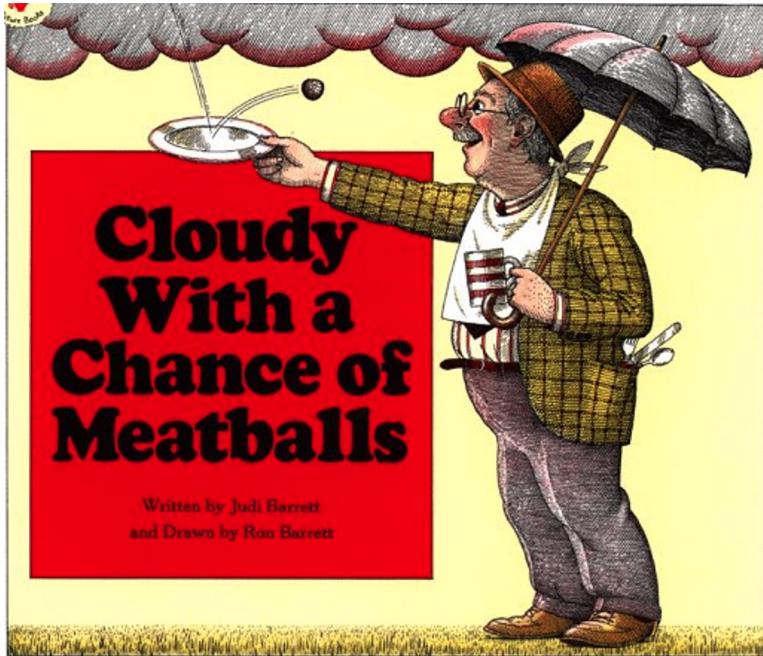
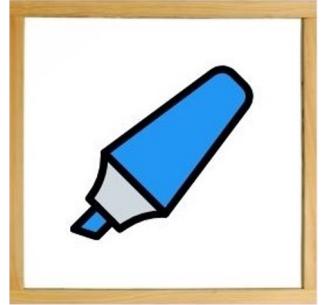
R-8 6, R-8 7

R-5 5

R-HS 4, R-HS 7

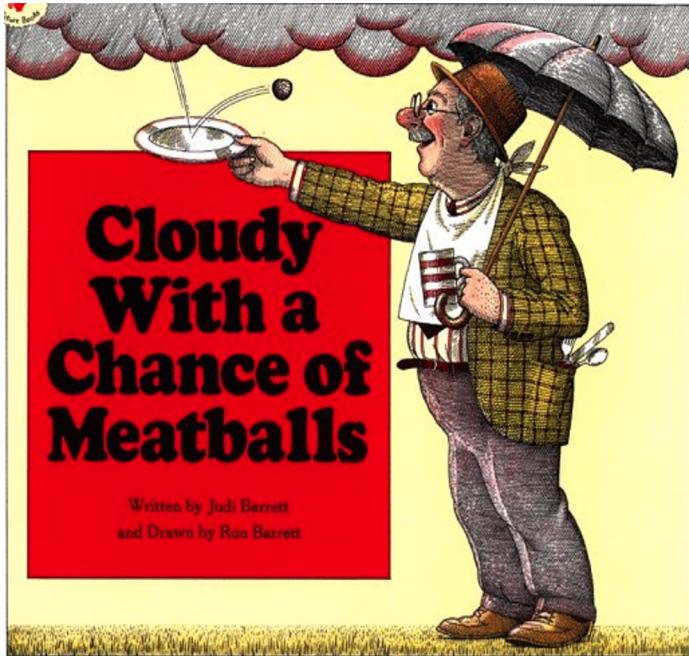
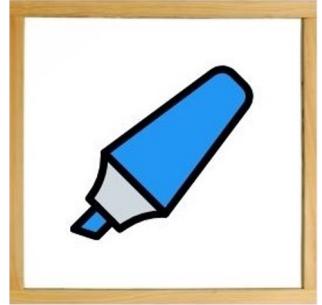
R-6 7

White Board



If food dropped like rain from the
sky, wouldn't it be marvelous?

White Board



Share another word for "***marvelous.***"

The student will understand the meaning of words in passages that are read to the student or that the student reads.

R-3 1

R-7 1

R-4 1

R-8 1

R-5 1

R-HS 1

R-6 1



***The Reading VESOLs are
designed for teaching across
Grade Levels and Content areas***

Reading instruction should be included across content areas

- Literacy instruction should not be confined to “reading class.”
- Can we read about science, math, history, independent living, community-based instruction, physical education, etc.?



Nonfiction Passage and Science

R-5 6
(SOL 5.6B,
5.6D)

The student will:
Identify details (an event, idea, or information) of a nonfiction text
that is read to the student or that the student reads.

Turtles spend most of their lives in the water. Sea turtles live in the ocean. Freshwater turtles live in ponds, lakes, and rivers.

Incorporating Science and Math

S-5 8

(SOL 4.7a-c)

The student will:

Recognize oceans and identify the organisms that live in them.

M-5 16

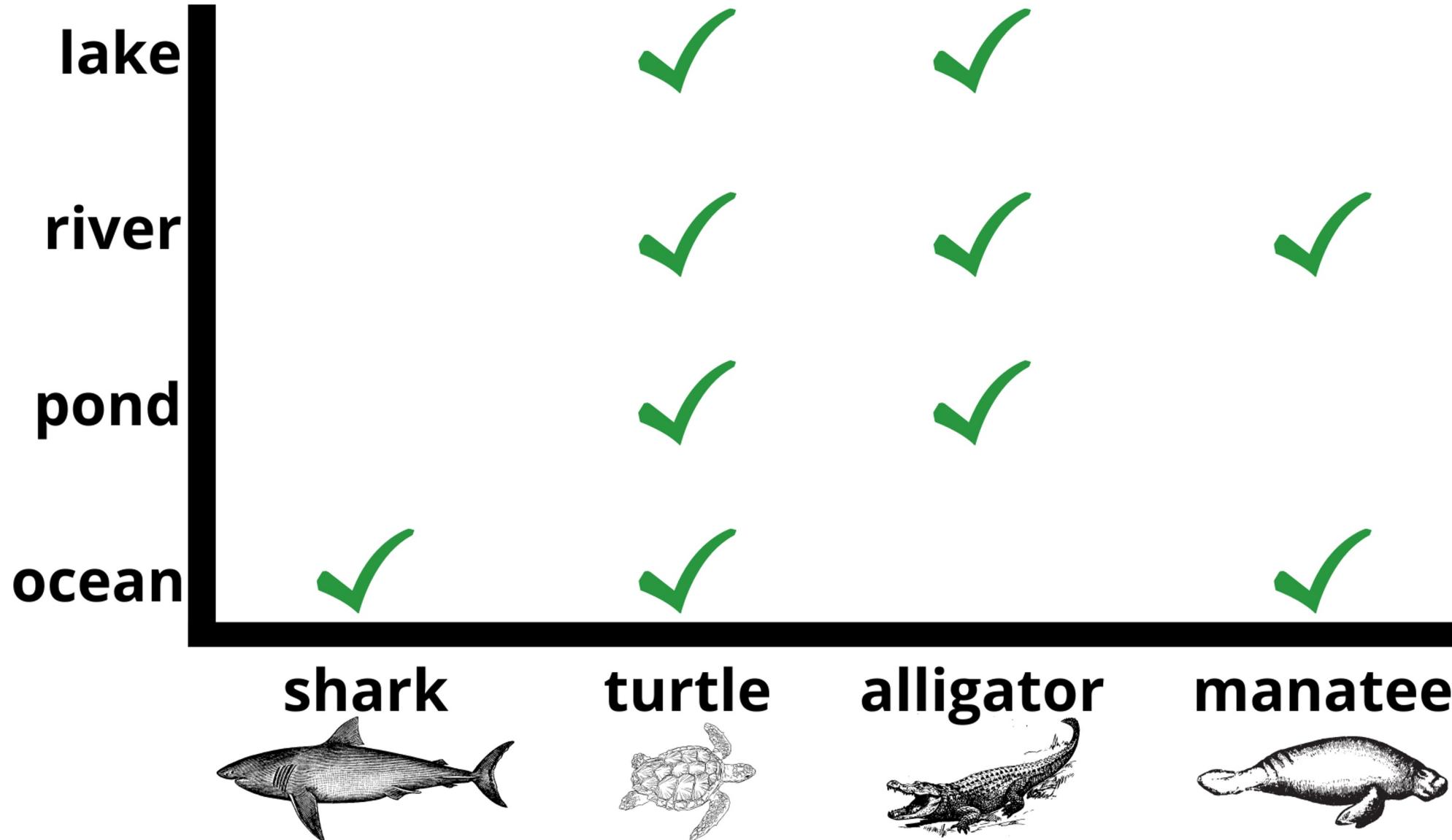
(SOL 5.16a)

The student will:

Use given data to interpret information from a line plot.

Complexity Continuum

The line plots presented could range from having 3 to 10 data points.



Resources

- **TTAC Online:** <https://ttaconline.org/vesol>
 - [Virginia Essentialized Standards of Learning \(VESOL\) Literacy Instruction Resource](#) (Reading Rope)
 - [Reading Virginia Essentialized Standards of Learning \(VESOL\) Crosswalk](#)
- **Tar Heel Reader:** <https://tarheelreader.org/>
 - A collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, and 1 to 3 switches.
 - List of Dynamic Learning Maps® (DLM®) ELA Source Books:
https://dynamiclearningmaps.org/sites/default/files/documents/ERP/DLM_ELA_Source_Books.pdf
- **Tar Heel Shared Reader:** <https://shared.tarheelreader.org/find/>
 - Tar Heel Shared Reader, a variant of [Tar Heel Reader](#) that emphasizes shared reading. Allows for the selection of universal core vocabulary words.
- **Literacy Bill of Rights:** <http://literacy.nationaldb.org/index.php/literacy-bill-rights/>
- **Project Core:** <http://www.project-core.com/>

Frequently Asked Questions

I have K- 2 students in my class. What should I use to guide their reading instruction?

While the reading VESOL start at Grade 3, this does not mean that reading instruction should start at Grade 3. Students with significant cognitive disabilities should receive reading instruction like students without disabilities in the same grade level. The Standards of Learning (SOL) and the resources provided on the VDOE website and those provided by your school division should be used to guide this instruction.

I am the only SD teacher in my school and all the other teachers are teaching the reading SOL. What's the best way to connect with other educators.

Keep in mind that the VESOLs are derived from the SOL. Although they are reduced in depth, breadth and complexity, many of the concepts are the same. This means that general education teachers and other special education teachers will have helpful resources to share. General education curriculum specialists can also assist and support. The best way to connect is to reach out to these staff members and share that you are teaching skills and concepts to your students that are based on the SOL.

Thank You for Attending

Virginia Department of Education
Department of Student Assessment, Accountability and
ESEA Programs
and
Training & Technical Assistance Centers (TTACs)