



Story Retelling with AAC | English Language Arts Strategies for Students with significant Cognitive Disabilities

What is this video about?

In this inclusive early elementary classroom, students use augmentative and alternative communication (AAC) devices to retell a story. The teacher has pictures from the story laid out on the floor to aid students in the retelling the story of the Little Red Hen. Each of the students take a turn moving from one picture to the next retelling important information about the characters, setting, and events. One of the students also uses a story-specific communication board that provides symbols that represent the characters, settings, and events in the story. With guidance and support from the teacher and a second adult, the girl uses the board to retell the story. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Reading Literature

What others areas of ELA instruction that are also addressed in this video?

Speaking/Listening and Language

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

Yes

Which best describes the context for the instruction?

Inclusive Setting

Iowa Comprehensive Literacy Modules



**The video includes one or more students with significant cognitive disabilities.
What other student characteristics are obvious in the video?**

Communication Impairments

What are the primary Essential Elements that are linked to the video?

EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

What additional Essential Elements can be linked to the video?

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

What other Essential Elements at other grade levels can this teaching strategy be used?

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
- What Essential Elements at other grade levels could this teaching strategy be used?
- EE.RL.1.1 Identify details in familiar stories.
- EE.RL.1.2 With guidance and support, recount major events in familiar stories.



- EE.RL.1.3 Identify characters and settings in a familiar story.
- EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.
- EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.
- EE.SL.1.1a Participate in conversations with adults. Engage in multiple-turn exchanges with supportive adults.
- EE.L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
- EE.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.
- EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.
- EE.RL.2.5 Determine the beginning and ending of a familiar story with a logical order.
- EE.RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.
- EE.L.2.3.a Use language to achieve desired outcomes when communicating. Use symbolic language when communicating.
- EE.RL.3.2 Associate details with events in stories from diverse cultures.
- EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.
- EE.RL.3.7 Identify parts of illustrations or tactual information that depicts a particular setting, or event.
- EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.
- EE.SL.3.4 Recount a personal experience, story, or topic including details.
- EE.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.
- EE.RL.4.1 Use details from the text to recount what the text says.
- EE.SL.4.1.a Engage in collaborative discussions. Contribute ideas from prior knowledge of a text during discussions about the same text.
- EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.
- EE.L.4.3.c Use language to achieve desired outcomes when communicating. Communicate effectively with peers and adults.
- EE.RL.5.5 Identify a story element that undergoes change from beginning to end
- EE.SL.6.1.d Engage in collaborative discussions. Restate key ideas expressed in the discussion.
- EE.L.7.3.a Use language to achieve desired outcomes when communicating. Use precise language as required to achieve desired meaning.
- EE.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting

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- EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.
- EE.RL.9-10.3 Determine how characters change or develop over the course of a text
- EE.SL.9-10.1 Engage in collaborative discussions.
- EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.
- EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

- Universal Design for Learning
- Symbols
- Text Comprehension: Anchor Read Apply
- DRTA and Other Approaches to Text Comprehension
- Generating Purposes for Reading

What other resources can be linked to the video to learn more about the instruction?

- Read Tennessee: Planning for Instruction -
http://www.readtennessee.org/teachers/common_core_standards/kindergarten/reading_literature/rlk3.aspx
- Read Tennessee: Student Practice Activities -
http://www.readtennessee.org/teachers/common_core_standards/kindergarten/reading_literature/rlk3/rlk3_activities.aspx
- Other good story retelling ideas:
<https://www.youtube.com/watch?v=S61T7sSbblk>
<https://www.youtube.com/watch?v=WEGsOUIsNio>
- Literacy for ALL: Guided Reading
- <http://www.engagingalllearners.ca/ip/literacy-for-all/#0>
- Other good story retelling ideas:
<https://www.youtube.com/watch?v=S61T7sSbblk>
<https://www.youtube.com/watch?v=WEGsOUIsNio>