



Key Ideas and Details | English Language Arts Strategies for Students with significant Cognitive Disabilities

What is the video about?

In this self-contained high school classroom, the teacher supports the recall of key ideas and details of a text by asking students specific questions about what they had read. Students then respond with various modes of communication, including conventional gestures, spoken words, symbols, and individual communication systems. 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?

None

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?

Self-contained 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?

Physical Disabilities; Communication Impairments

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

EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.

What additional Essential Elements can be linked to the video?

EE.SL.9-10.1.d Indicate agreement or disagreement with others during discussions.

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

- EE.R.L. 3.1 Answer who and what questions to demonstrate understanding of details in a text.
- EE.SL.4.1a Contribute ideas from prior knowledge of a text during discussions about the same text.
- EE.SL.4.2c Answer specific questions related to information in a discussion.
- EE.RL.6.2 Identify details in a text that are related to the theme or central idea.
- EE.SL.6.1c Ask and answer questions specific to the topic, text, or issue under discussion.
- EE.R.L.7.2 Identify events in a text that are related to the theme or central idea.
- EE.SL.7.1c Remain on the topic of the discussion when answering questions or making other contributions to a discussion.
- EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.
- EE.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting.

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

- DLM CORE Vocabulary and Communication
- DLM Essential Elements

Iowa Comprehensive Literacy Modules



- Symbols
- Participating in Discussions
- Text Comprehension: Anchor Read Apply
- DRTA and Other Text Comprehension Approaches
- Generating Purposes for Reading

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

- Literacy for ALL: Guided Reading <http://www.engagingalllearners.ca/ip/literacy-for-all/#0>