



Opportunities to Engage with the Word Wall | English Language Arts Strategies for Students with significant Cognitive Disabilities

What is the video about?

In this self-contained high school classroom, the teacher has students identify the beginning sound in a word. She then selects a student to match the beginning sound of a word to the correct letter on the word wall. The teacher narrows the choices (alphabet letters) and then provides the student with multiple opportunities to identify the correct letter. The teacher asks students to help their classmate identify the correct word wall letter. 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?

Language

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

Speaking/Listening

Does the video include a student who uses AAC?

Yes

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

No

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.L.9-10.2.c Demonstrate understanding of conventions of standard English. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

What additional Essential Elements can be linked to the video?

None

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

- EE.RF.3.3d. Recognize 40 or more written words.
- EE.RF.4.3.a Use letter-sound knowledge to read words. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
- EE.RF.5.3.a. Read common sight words and decode single syllable words.
- EE.L.6.2. Demonstrate understanding of conventions in Standard English. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
- EE.L.7.2.b Demonstrate understanding of conventions of Standard English. Spell words phonetically, drawing on knowledge of letter sound relationships and/or common spelling patterns.

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

None

Iowa Comprehensive Literacy Modules



What other resources could we link to this video that would help teachers learn more about the instruction?

- PowerPoint Handout:
http://moodle.oakland.k12.mi.us/os/pluginfile.php/73992/mod_resource/content/1/power%20point.pdf
- Literacy for ALL: Working with Words
<http://www.engagingalllearners.ca/ip/literacy-for-all/#2>