



Word Study | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained elementary classroom, the teacher is introducing a new high frequency word to her students to add to the classroom word wall. The teacher provides a visual (large word card) to introduce the word. She says the word and has students repeat the word. The teacher then shows the students the word wall word card. The teacher asks which letter it should go under and places it on the word wall. The teacher then engages the students in a variety of chants and opportunities to say, spell, and say the word multiple times. The teacher also shares with the students the importance of learning the new word and how she had noticed it in their guided reading books multiple times. She also talks about other words that can be associated with that word and points them out on the word wall. The teacher provides the word in the context of a sentence and states that they would have the opportunity to use this word at a later time. This same process was used for all of the words you see on the wall. The video demonstrates effective strategies for engaging students with disabilities in literacy instruction.

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

Reading Foundations

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

Language

Does the video include a student who uses AAC?

No

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

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

None

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

EE.RF.1.3.c Demonstrate emerging letter and word identification skills. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.

What additional Essential Elements can be linked to the video?

- EE.RF.1.3.b Demonstrate emerging letter and word identification skills. With guidance and support, recognize familiar words that are used in every day routines
- EE.L.1.4.a Demonstrate emerging knowledge of word meanings. Demonstrate understanding of words used in every day routines.

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

- EE.RF.2.3.b Demonstrate emerging use of letter-sound knowledge to read words. Identify letter sound correspondence for single consonants.
- EE.RF.3.3.b Use letter-sound knowledge to read words. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).
- EE.L.3.2.e Demonstrate understanding of conventions of Standard English. Use resources as needed to spell common high-frequency words accurately.
- EE.RF.4.3.b Use letter-sound knowledge to read words. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).
- EE.L.4.2.d Demonstrate understanding of conventions of Standard English. Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns.
- EE.RF.5.3.a Use letter-sound knowledge to read words. Read common sight words and decode single syllable words.



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

None

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

Literacy for ALL: Working with Words <http://www.engagingalllearners.ca/ip/literacy-for-all/#2>