The Balanced Literacy Diet
APPS Included!

Dr. Caroline Ramsey Musselwhite
Deanna Kempka Wagner

www.aacintervention.com
http://aacgirls.blogspot.com
http://spedapps2.wikispaces.com

http://www.oise.utoronto.ca/balancedliteracydiet/Home/index.html

Support your curriculum or PD sessions and see research in action.

• Overview
• Food Groups (what is required for growth)
• Virtual Tours of elementary classrooms
• How-To Videos and Recipes for Literacy (Lesson Plans)
• Instructional strategies for students who require additional support in literacy are provided in the Adaptations subsections within each of the Recipes for Literacy
• Links to evidence-informed articles
• Special Literacy Diets will be provided in a future section

My Dog’s Diet – Not Balanced!

Research Reviews

Conventional Literacy
“Fab Five”
National Reading Panel Report (NRP, 2000)

• Phonemic Awareness
• Phonics
• Vocabulary
• Fluency
• Comprehension

Emergent Literacy
“Thrilling Three”
National Early Literacy Panel (NELP, 2005)

• Oral Language/AAC
• Alphabetic Code/
  Phonological Awareness
• Print Knowledge/
  Concepts

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The Balanced Literacy Diet: APPS Included!

**Whet your APPetite**


**LiveBinder Side Tab View**

**Balanced Literacy Club**

- Guided Reading/
  - Shared Reading
- Self-Selected Reading /
  - Listening
- Phonics/
  - Phonemic Awareness
- Writing/
  - Emergent Writing


- Name chant
- Make it visible
- Use Explain Everything to make a video
- Play the video in GoTalk Now

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Guided Reading

- Focusing on language & background knowledge
- Guiding students’ comprehension of the whole text
- Teaching strategies to comprehend text
- Almost no discussion during book reading

Haus 2010
Before / During / After
The 5-Step Framework

BEFORE READING
1. Build or activate background knowledge
2. Set a purpose for reading

DURING READING
3. READ!! (remind 1 or 2 times)

AFTER READING
4. Complete a task
5. Provide informative feedback

Tierney & Cunningham, 1984

Beyond Factoids!!

“What’s the name of the cat?”
“Where was the boy hiding?”
“Who scared the girl?”

We MUST move beyond rote questions to help students develop comprehension strategies across a book / chapter!!

Teaching, NOT Testing!

TEACH the Strategies Through Simple Books, Then Extend

Listen for:
- Predicting?
- Sequence?
- Setting?
- Feelings?
- Actions/ events?
- Characters?
- Best title?
- Write new end?
- Fave part/ char?

Tools4Students: Predict

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**Doodle Buddy app**

- Draw, scribble, sketch, AND type
- Includes stamps
- Extremely easy for planning stories, or quick note-taking
- Very intuitive, and includes an 'oops' button
- Wonderful to support comprehension during reading or listening
- Lots of ways to SHARE doodles
- Wish it had a thinner ‘pencil’ for writing
- Doodle Buddy Gold

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**Scaffolding for Students with ASD**

- **Write** the objective
  - Listen so you can __________
  - Read so you can __________

- Listen for the bugs in my story

---

**Scaffolding for Students with ASD**

- **Write** the objective on an iPad
  - Add voice over
  - Makes a video

Listen for 3 places the boy went.

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**AFTER: YES/NO Chart: Don't Bug Me**

Listening for Characters

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>😊</td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td>😞</td>
<td></td>
</tr>
<tr>
<td>mad</td>
<td>😡</td>
<td></td>
</tr>
<tr>
<td>scared</td>
<td>😨</td>
<td></td>
</tr>
<tr>
<td>tired</td>
<td>😩</td>
<td></td>
</tr>
<tr>
<td>excited</td>
<td>😍</td>
<td></td>
</tr>
</tbody>
</table>

Try this using the DoodleBuddy app!
Guided Reading

This section helps students understand that they need to THINK when they read. It helps them learn to UNDERSTAND text.

Self-Selected Reading

Guided Reading Diet?
Sample Purposes Across the Week

- **Monday:** Read to choose the best title or predict (because you can only do those on Monday!)
- **Tuesday / Wed / Thurs:** Read for story parts (feelings, characters, settings, actions, things, problem)
- **Friday:** Read to pick the best story summary or (more advanced) write a different ending

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**Self-Selected Reading**

- Students **choose** books at their own level
- Independent reading
- Opportunity to share what they’ve read with others

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**I How To Books**

<table>
<thead>
<tr>
<th>FREE</th>
<th><strong>I HowTo Book</strong></th>
<th>A bookshelf of how-to stories about many self-help topics. Can automatically read page or read word-by-word.</th>
</tr>
</thead>
</table>
|      |                   | • Great hand-drawn graphics  
• Good voice – not babyish  
• Includes some object animations |

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**I Like Books**

- 37 picture books in 1 app
- Reads AND highlights
- Can read solo
- Turns the page, great for students with disabilities
- Books have rhythm, rhyme, repetition, alliteration, and predictability
  - **FREE**

Authentic purpose?  
Re-do for preschool/ K!

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**Booksy**

| FREE | **Booksy** | Intended for younger readers, but has informational text of interest to older students.  
• Reads a page  
• Provides word support  
• Gives a record for adults  
• Great graphics and some sound effects  
• Comprehension check |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(shel, + 2 books)</td>
</tr>
</tbody>
</table>

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www.aacintervention.com
COMMON CORE SHIFT:
Increase the % of Informational Text

- Idea – use a narrative structure, but with informational text

Oceanhouse Media: Smithsonian Collection

- Multiple options
- Realistic photos

- Record on page
- Tap to see large captions

About Hatchet: Chapter Summaries

The next day, Brian saw tracks by the lake. It looked like an animal had buried something.

He dug and found a pile of turtle eggs! He stacked them up in a pyramid on the sand.
**TRY THIS! TALKING iBOOK:**
Go to tarheel reader and pick a book quickly
1. Tips: Include ‘unreviewed’

- Open Settings
- Click Speech
- Choose voice
- Click Download
- Choose e-pub
- Open in iBooks
- Stored in ‘Books’ Folder

**TAR HEEL READER**

- Books by Topic (19377)
  - Alphabet (376)
  - Animals and Nature (3558)
  - Art and Music (617)
  - Biographies (355)
  - Fairy and Folk Tales (291)
  - Fiction (1006)
  - Foods (645)
  - Health (355)
  - History (354)
  - Holidays (495)
  - Math and Science (1018)
  - Nursery Rhymes (115)
  - People and Places (2749)
  - Poetry (199)
  - Recreation and Leisure (1224)
  - Sports (647)

- www.tarheelreader.org

**MAKE A SHORTCUT FOR YOUR iPAD HOME PAGE! EASY AS 1 – 2 – 3!**

1. Go to Safari & navigate to tarheel reader
2. Click ‘share’ then choose ‘Add to home screen’
3. Find your shortcut and start reading!
Save Your Faves!

Which book would you like to read?

Tarheel Reading iPad

Collections – Tarheel Reader

5 Senses
A.R.T.
About Hatchet
chapter summaries
About Me Books
Basic fiction about basic emotions
Africa
Alphabet Books
This is a collection of 26 alphabet books, one for each letter of the alphabet.
Amos & Boris Collection
Example texts supports for Amos & Boris by William Steig
Animals
ARE Equals Unit 1: Back to School

 Slide Shark

- Upload or download ppts
- Swipe to view
- Free

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www.aacintervention.com
**Self-Selected Reading Diet?**

Consider these factors:

- **Serving size** (length of book)
- **Balance of narratives to informational texts** (narratives should be less across time)
- **Spices** (not too much!! Be cautious of apps with too many animations!)
- **Complexity** (books should be EASY to support fluency – at the 97% level!)

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**Self-Selected Reading**

This section gives students a chance to **PICK** easy books at their level of reading and to **PRACTICE** reading independently.

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### Emergent Writing / Conventional Writing

- **Emergent Writing**
  - Using symbols, words, and drawings to write
  - Scribbling with the alphabet
  - Practicing forms of writing: notes, poems, signs
  - Learning the **function** as well as the **form** of expressing the self through print

- **Conventional Writing**
  - Writing practices that conform to the standard rules of grammar, punctuation, and language use.
  - Practicing a wide range of genre: personal narratives, instructional texts, persuasive writing
  - Learning the writing **process**: prewriting, drafting, revising, editing, publishing

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### Writing: Time, Teaching, Tech

- **Time**: students wrote EVERY day for many purposes; also time for PLANNING

- **Teaching**: many mini-lessons; how to
  - pick a topic
  - brainstorm ideas
  - use graphic organizers such as TIE
  - sound out words

- **Tech**: overhead; some students used Neo (alternate keyboard); document camera; *Inspiration*, Ipads for motivation & access!

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### Write From the START!
Use Some Type of Alternative Pencil!

*Writing With Alternative Pencils CD, $35*

*Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill, UPDATED!!!*

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### Kick It Up: Write Books

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www.aacintervention.com
Did you know . . .
‘good’ 1st grade teachers have more than 1500 books in their classroom libraries!

So What??
Our older students need engaging, simple, age-respectful texts!!

Add-A-Page: Repetition With Variation

Rhyme, Rhythm, Repetition, Predictability . . .

Kid In Story app
Elmo Sneaks In

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www.aacintervention.com
**Writing Picture Captions**

*Fun With Calendars*

*Pictello:* Use ‘Wizard’ to add pics, text, speech with highlighting with step-by-step support.

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**Writing Picture Captions**

*Fun With Calendars*

*Book Creator app*

Add pics, text, voice & video

Export to iBooks

How could we use these in content areas??

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**Lunchbox Notes**

• Shape Notes

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www.aacintervention.com
February 28, 2013

Dear [Name],

Thank you for the [food]. I really [feel]. You are a [person] friend.

Your friend,

[Signature]

**Notes to Friends: Starters**

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**Scary Cards**

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**Am Greeting e-Cards**

**e-Cards**

- Song: Thanksgiving Day...
- Thanksgiving Chin Song
- I Wanna Eat Some Turkey...
- Pilgrim Problems

**Writing Diet**

- Must have at least one **serving** EVERY day!
- Can include **appetizers** (note to friend, vote by letter)
- Some **entrees** (e.g., books) will be created across multiple days
- **Spice it up!** Use fun apps to publish (**Path on**, **Word Salad**, **Visual Poetry**, **Voice Changer**)
- **Include the ALPHABET** (Come to The Writing Pyramid, Thurs, July 24, 9:30, Aud III)
Phonemic Awareness / Phonics

- **Phonemic Awareness**
  - The ability to focus on and manipulate phonemes in **spoken** words
  - Sample activities: rhymes, tongue twisters, sound deletion, sound substitution (*many tips at my website*)
  - What is important is conscious, analytic knowledge

- **Phonics**
  - Letter-sound correspondences & their use to **read & spell** words
  - Must be systematic & related to real reading and writing
  - Sample activities: word walls, onset + rime, making words
  - Helps students decode unknown words and look for PATTERNS in text

Sound Substitution

**Goal:** To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggley goggley Gathan, a gorilla sat on **Nathan**.)

### Tip

**Phonemic Awareness**
**Phon**
**Sound**
**Substitution**
*(Musselwhite, 2008)*

**Sound Sub:** **Talking Pics!**

**Sounding Board**

- Could be names
- Or objects
- Speak the rhyme, and student touches to hear if it rhymes

“**Pizza, patza, Pulia,**
pizza fell on ________!"
“**Pizza, patza, Pethan,**
pizza fell on ________!”
Strategy: Vote by Letter

• Download music videos to iPad using Titan Video Download & Player or Tube Box Pro
• Students vote using the first letter of each song, then had to ID their names.

Word Wall Activities

Why?

• to teach high frequency words that are difficult to read through phonological means
  
  would  was

• to teach high utility words to maximize use of letters & letter patterns in decoding and encoding
  -at  -ed  pl  st

Word Play: Make a Video!!!

• Name chant
• Make it visible
• Use Explain Everything to make a video
• Play the video in Go Talk Now

Word Play: Make a Video!!!

• Make a video that shows personal connection
• Ex: sister, peer saying / showing word + connection
• ‘like – I really like Lucy – like’
**Wordo!**

<table>
<thead>
<tr>
<th>can</th>
<th>from</th>
<th>my</th>
</tr>
</thead>
<tbody>
<tr>
<td>with</td>
<td>see</td>
<td>little</td>
</tr>
<tr>
<td>this</td>
<td>very</td>
<td>get</td>
</tr>
</tbody>
</table>

**Focus on Onsets:**
- My word starts with C
- My word starts with /k/

**Tip:**
Use Cheerios!

**Or, critters!**

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**Wordo/ Boo Bingo on iPad!**

- Chalk
- Doodle Buddy
- Whiteboard

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**Visual Sorts Using Sticky Notes**

- kick
- ball
- lick
- all
- tall
- sick
- fall
- small
- Nick

**Visual Sorts Using Sticky Notes (Requires Auditory Match)**

- hay
- wing
**Sample Goal: Print Processor (a.k.a., Orthographic Processor)**

- Given opportunities to engage in activities to support the print processor (ex: visual word sorts, wordo games with print prompts, speed bingo, making words) at least x times per week using teacher-selected high frequency / high utility words and appropriate assistive technologies, the student will demonstrate x% correct responses. At least once weekly, word sets will be used to create sentences / stories or indentified in classroom texts to build meaning.

**Sample Goal: Speech Processor (a.k.a., Phonological Processor)**

- Given opportunities to engage in activities to support the speech processor (ex: picture to word sorts, wordo games with speech prompts, rhyming, tongue twisters) at least x times per week using teacher-selected word sets and appropriate assistive technologies, the student will demonstrate x% correct responses. At least once weekly, word sets will be used to create sentences / stories or indentified in classroom texts to build meaning.

**Phonics Diet**

Consider these factors:

- **Frequent small snacks** (sound substitution, vote by letter)
- **Word Wall is a major entrée** (basis for small servings such as Wordo, Onset + Rime, Word Sorts)
- **Spice it up** (use apps such as Doodle Buddy, Sticky, Go Talk Now, and PicCollage)
- **Make it balanced** (be sure to support both the orthographic AND the phonological processor!)
Phonics / Word Study

This section helps students learn to **decode** unknown words. It helps them learn to look for **patterns** in text.

Handout for this session is at:

http://aacgirls.blogspot.com/

http://www.livebinders.com/play/play?tab_layout=side&id=3360#anchor