



## **Book Talk | English Language Arts Strategies for Students with Significant Cognitive Disabilities**

### **What is the video about?**

After independent reading, students in this inclusive classroom meet in a book group to talk about their stories. One of the students uses a variety of forms of augmentative communication to talk about her book. The peers then asked her questions pertaining to her book talk. One of the girls models using the communication book in her interactions. 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?**

Speaking and Listening

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

Reading Literature

### **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



**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.SL.5.1.a Engage in collaborative discussions. Come to discussion prepared to share information.
- EE.SL.5.1.b Engage in collaborative discussions. Carry out assigned role in a discussion.
- EE.SL.5.1.c Engage in collaborative discussions. Ask questions related to information in a discussion.
- EE.SL.5.1.d Engage in collaborative discussions. Make comments that contribute to the discussion and link to the remarks of others.
- EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.

**What additional Essential Elements can be linked to the video?**

EE.RL.5.2 Identify the central idea or theme of a story, drama or poem.

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

- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.5 With guidance and support, identify the front cover of a book.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- 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.RL.1.2 With guidance and support, recount major events in familiar stories.
- EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.
- EE.RI.1.1 Identify details in familiar text.
- EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.SL.1.1.a Participate in conversations with adults. Engage in multiple-turn exchanges with supportive adults.
- EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.
- EE.RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.
- EE.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text
- EE.RI.2.2 Identify the topic of the text.
- EE.RI.2.3 Identify individuals, events, or details in an informational text.
- EE.RI.2.7 Identify illustrations or objects/tactual information that go with a text.
- EE.SL.2.1.a Participate in conversations with adults and peers. Engage in multiple-turn exchanges with peers with support from an adult.
- EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.
- EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.
- EE.RI.3.2 Identify details in a text.
- EE.RI.3.3 Order two events from a text as “first “and “next.”
- EE.SL.3.1.a Engage in collaborative discussions. Engage in collaborative interactions about texts.
- EE.SL.3.4 Recount a personal experience, story, or topic including details.
- EE.RL.4.1 Use details from the text to recount what the text says.
- EE.RL.4.2 Identify the theme or central idea of a familiar story, drama or poem.
- EE.RI.4.1 Identify explicit details in an informational text.
- EE.RI.4.2 Identify the main idea of a text when it is explicitly stated.
- EE.SL.4.1.c Engage in collaborative discussions. Answer specific questions related to information in a discussion.
- EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.
- EE.RL.6.2 Identify details in a text that are related to the theme or central idea.
- EE.SL.6.1.a Engage in collaborative discussions. Come to discussions prepared to share information.
- EE.SL.6.1.b Engage in collaborative discussions. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
- EE.SL.6.1.c Engage in collaborative discussions. Ask and answer questions specific to the topic, text, or issue under discussion.



- EE.RL.7.2 Identify events in a text that are related to the theme or central idea.
- EE.RI.7.2 Determine two or more central ideas in a text.
- EE.SL.7.1.a Engage in collaborative discussions. Come to discussions prepared to share information.
- EE.SL.7.1.b Engage in collaborative discussions. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
- EE.SL.7.1.c Engage in collaborative discussions. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.
- EE.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting.
- EE.RI.8.2 Provide a summary of a familiar informational text.
- EE.RI.8.3 Recount events in the order they were presented in the text.
- EE.SL.8.1.a Engage in collaborative discussions. Come to discussions prepared to share information previously studied.
- EE.SL.8.1.b Engage in collaborative discussions. Follow simple rules and carry out assigned roles during discussions.
- EE.SL.8.1.c Engage in collaborative discussions. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.
- EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.
- EE.SL.9-10.1.a Engage in collaborative discussions. Prepare for discussions by collecting information on the topic.
- EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.
- EE.RI.11-12.2 Determine the central idea of a text; recount the text.
- EE.SL.11-12.1.a Engage in collaborative discussions. Prepare for discussions by collecting information on the topic.
- EE.SL.11-12.1.c Engage in collaborative discussions. Ask and answer questions to verify or clarify own ideas and understandings during a discussion.

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

- Speaking and Listening
- Supporting Participation in Discussion

# Iowa Comprehensive Literacy Modules



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

- Book Talking <http://ppld.org/booktalking/tips>
- The Power of the Booktalk  
<https://education.ucf.edu/litsymposium/Resources2013/PowerOfBooktalk.pdf>