



Making Words| English Language Arts Strategies for Students with significant Cognitive Disabilities

What is the video about?

Students in this self-contained upper elementary classroom are working on phonics, specifically substituting initial consonant sounds. One of the students is using a tile manipulation board. The student is given five letter choices to change the word TOP to POP. The letter choices are also displayed on the student's communication device. With guidance and support from the teacher, the student selects the P to change the word TOP to POP. 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 Foundations

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?

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.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.

What additional Essential Elements can be linked to the video?

None

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

EE.L.5.2. Demonstrate understanding of conventions of standard English. Spell untaught word phonetically, drawing on letter-sound relationships and 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

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

- Matthew's Story: <https://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/db-case-studies/matthews-story-1>
- Willans Hill School (Australia):
<https://www.youtube.com/watch?v=yQpkgevxG2U#t=26>
- <https://www.youtube.com/watch?v=7BJS1LIXsek>
- Jane Farrall: <https://www.youtube.com/watch?v=fk43njzo7zA>
- <http://ldatschool.ca/wp-content/uploads/2013/12/Initial-Consonant-Substitution.pdf>
- http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=2380&context=reading_horizons
- <http://www.public.asu.edu/~diann/Resources/Phonics/Making%20Your%20Own%20Making%20Words%20Lesson.pdf>

Iowa Comprehensive Literacy Modules



- Literacy for ALL: Working with Words
<http://www.engagingalllearners.ca/ip/literacy-for-all/#2>
- Making Words Lessons (Patricia Cunningham)
- Systematic Sequential Phonics They Use (Patricia Cunningham)