

Gaining Meaning From Literature (Story-Based Lessons)



**SPLASH TRAINING
UNIVERSITY OF LOUISVILLE
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Why Teach Literacy?



- To allow students with significant disabilities access to age and grade appropriate reading materials
- To systematically engage these students in meaningful literacy activities
- To allow students with significant disabilities the opportunity to experience the some of the same rich reading experiences as their typically developing peers
- **LITERACY IS A FUNCTIONAL SKILL!**

Selecting Grade Appropriate Books



○ What books are typical students reading?

- Ask a general education teacher at your school what her students are reading
- Consult the reading curriculum guide that your school district uses to teach reading
- Ask a librarian
- Search the Internet
 - <http://childrensbooks.about.com/od/agegradebooksby/>
 - www.lexile.com

Story-based Lessons



- Preparation for teaching literacy skills using story-based lessons
 - Select grade-level picture book or an adapted chapter book
 - Select key vocabulary from book
 - If using picture/object vocabulary pair picture with word
 - Up to 5 vocabulary pictures/words per book (or chapter)
 - Find repeated line or create one that tells main idea of the book/chapter
 - Select at least 3 comprehension questions per chapter with answers and distracters
 - Modify book as needed for student access

Typical Elementary Reading



- A typical reading lesson consists of the teacher reading a book to a group of students
- Teacher sits in front of the group with the book facing the students
- Students take turns interacting with the story under teacher direction
- Phonics instruction is taught separately, but these skills may also be embedded in story reading
- But...

Literacy Needs to “Grow Up” with the Student

- **Changing Priorities**
- **Use of grade appropriate literature**



How Story-Based Lessons Change



- **In middle and high school**
 - Story comes from a novel
 - Adapted books have chapters
 - Pictures are symbols; not childish
 - Students sit at desks; not in reading circle
 - Themes are age appropriate
 - Phonics instruction occurs within the text

Steps of the Story-Based Lesson at the Secondary Level



1. **Anticipatory set**
2. **Read the title**
3. **Read the author's name**
4. **Open book**
5. **Identify vocabulary**
6. **Make a prediction**
7. Text point
8. Repeated story line
9. Turn the page
10. Provide **phonemic awareness** opportunity
11. Find a **target vocabulary word** in text
12. Comprehension question/review prediction

Items in BOLD Print should be done in specific order, all other items can be completed in the order of teacher's discretion.

SBL Task Analysis



1. Preteach Target Vocabulary

Word/picture/objects

Word/picture/objects

Word/picture/objects



2. Introduce Anticipatory Set

Elementary
Get students attention

Middle
Get students attention

High School
Get students attention



3. Ask Prediction Question

Present plausible/ semi plausible/
and not plausible options

Present plausible/ semi plausible/
and not plausible options

Present plausible/ semi plausible/
and not plausible options

Step 1: Preteach Target Vocabulary

Description



- **Vocabulary:**
 - Words that we must know to communicate effectively
 - Words in text that we must know so that we can connect to the text
- **Teach word meaning through specific instruction**
 - Teach specific words prior to reading
 - Repeat exposure to vocabulary words in many different contexts
- **Select words/pictures**
 - They may be highlighted
 - Pair picture vocabulary with the word
 - May use voice output device

Step 2: Anticipatory Set Description



- Anticipatory set is the presentation of an object or concept that can be accessed through any one of the five senses
- The anticipatory set can include:
 - An object to be touched---(ex. an stuffed animal or a pair of mittens)
 - A food that can be experienced through taste or smell--- (ex. a lemon or a fortune cookie)
 - An object that describes a concept--- (ex. An ice cube or a cup of warm water)
 - A recording that represents a part of a story--- (ex. a violin piece or a mooing cow)

Step 3: Ask a Prediction Question Description



- **Students make a prediction about what they think the story will be about.**
- **Front cover and pictures in the story can provide context clues that assist the child in making that prediction**
 - Take a “picture walk” through the book. Point-out pictures that are important in determining what the story is about.
- **There are no wrong answers.**
 - The student is simply indicating what they THINK the story will be about.
- **Teach students how to predict**
 - Make your own prediction and tell the students why you predicted what you did

SBL Task Analysis



4. Read the Title

Identify title

Identify title in own book

Identify title in own book



5. Read the author

Identify author

Identify author in own book

Identify author in own book



6. Ask, "How do we get started?"

Opens book

Opens own book or locates chapter

Opens own book or locates chapter

Step 4: Read the Title Description



- Students need the opportunity to interact with the story in a specific sequence
- When presenting the title page of the book, the teacher should use the word “title”
 - “I am going to read the **title** of our book.”
- The teacher should also sweep their finger under the title, to further emphasize their statement

Step 5: Read the Author's Name Description



- When presenting the title page of the book, the teacher should use the word “author” to describe the writer of the story
 - “I am going to point to the **author’s** name. The **author** is the person who wrote this book.”
- The teacher should also sweep their finger under the author’s name, to further emphasize their statement

Step 6: Model Opening the Book Description



- Students with severe disabilities may not have had an opportunity to “handle” books
- Students need to understand how to orient the book
 - Front, back, top and bottom of the book
- Students should be given the opportunity to position the book so that it can be read
- Point out the front, back, top and bottom of the book and model how to open it
- Present the closed book to a student

SBL Task Analysis



7. Reads text and provide chance to turn page

Turns page when appropriate

Turns own page when appropriate

Turns own page when appropriate



8. Repeated Story line

Fills in repeated story line

Fills in repeated story line

Fills in repeated story line



9. Identify Vocabulary Word(s)

Finds vocab word

Finds vocab word on own page

Finds vocab word on own page

Step 7: Turn the Page Description



- **Indirectly ask the student to turn the page**
 - Helps make the connection between printed text and hearing the story
 - The request is implied to prevent the student from following the teacher's direct command and encourage the student to think about what is needed
- **For students with physical limitations:**
 - Pipe cleaners or craft sticks glued to the pages to create handles
 - Pieces of sponge glued to separate the pages
 - Have a picture or program a voice output device to indicate "turn the page"

Step 8: Read the Repeated Story Line Description



- Elementary books often have a line from the book that is repeated that describes the main idea of the story.
- If there is no repeated line, the teacher can create one that emphasizes a theme central throughout the story
 - This text can be taped into to the book and/or emphasized by highlighting or underlining.
- Each child should have an opportunity to read the repeated story line (or part thereof) or they may read the line as a choral response.

Step 9: Identify Vocabulary Word Description



- Select two to three target words from the vocabulary page
- Review those words prior to reading the chapter or passage
- As the passage is read, encourage the students to touch or say the vocabulary words, as they appear in the text
- For the student with limited verbal skills, provide a picture cue that they can display when the word is read.

Or

- Program the students VODs with the appropriate vocabulary word. Encourage the student to press the correct vocabulary word as the word appears in the passage

SBL Task Analysis



10. Text Point

Text point in teacher book

Text point to chosen line in own book

Text point to chosen line in own book



11. Phonics and Phonemic Awareness

N/A

Demonstrates blending, segmenting,
or identifying a target sound

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12. Comprehension Questions

Present answer/ close distracter/ and
not plausible options

Present answer/ close distracter/ and
not plausible options (Higher D of K)

Present answer/ close distracter/ and
not plausible options (Higher D of K)

Step 10: Text Pointing Description



- Point to the text as you read. Text pointing teaches the concept that the words on the page are correlated to the pictures in the book and story being told and reinforces the concept of reading from left to right, and from top to bottom
- Students should be given the opportunity to text point a sentence from the book
- Read the words as the student points to them
 - Read at the same pace as the student points from word to word.
- For students with physical limitations, text can be enlarged and displayed on a large piece of clear plexi-glass for eye-gazing or on a vice output device
- Sentences can be highlighted and may become the repeated story-line

Step 11: Phonics and Phonemic Awareness

Description



- When reading the word on the vocabulary page, say the word very slowly to pronounce all of the vowel and consonant sounds
 - When saying the word slowly, try to blend the sounds together as you say the word, trying not to stop between the sounds
- Ask the students to say the word sounds with you slowly
- Students may also identify the first or last sound in the word
- Ask the students to say the word quickly

Step 11: Phonics and Phonemic Awareness

Description

Example: "The vocabulary word is dog. Say dog the fast way. Now, listen to me say dog slowly. D-o-o-o-g. Now you say dog slowly. Try to say all of the sounds in dog. Touch the letter that makes the first sound."

- The students should also say the word slowly.
- If a student is not verbal, the individual sounds can be placed on a four box VOD so the child can touch the sounds and then touch the corresponding word.

d

o

g

dog

Step 12: Comprehension Questions

Description



- **Construct comprehension questions with Bloom's Taxonomy in mind.**
- **The six areas for comprehension are:**
 1. Knowledge
 2. Comprehension
 3. Application
 4. Analysis
 5. Synthesis
 6. Evaluation



**COMPREHENSION: GETTING
BEYOND “WORD CALLING”**

Understanding Comprehension

○ Word recognition

- ✦ Decode or recognize irregular words in a passage
- ✦ Produce a reading response (read aloud, read silently)
 - Do so with fluency so as not to lose meaning as move through the passage

○ Comprehension

- ✦ Have a conceptual framework for the meaning of the passage
 - Language skills
- ✦ Produce a response to demonstrate comprehension (answer aloud, point to answer, circle an answer)

Comprehension and Language



- **Lack of comprehension often reflect lack of language skills**
 - Check this by reading the passage aloud for the student and asking same comprehension questions

Types of Comprehension Issues



- **Cannot decode or understand the passage**
 - Use read aloud with systematic instruction of comprehension; teach early decoding
- **Can understand but not decode**
 - Use read alouds at more advanced level and higher level thinking skills
 - Use passages at reading level to build decoding
- **Can decode but not comprehend- “word caller”**
 - Use passages at listening comprehension level; student reads passage; teacher uses systematic instruction of comprehension

Supported Comprehension

Where did the boy find the kitten?

- Barn
- Stapler
- House
- Job

- Use receptive format
 - Picture or word phrases to select
- Begin with distractors that are nonsensical
 - And one plausible alternative to see if have general understanding of question

Helping Students Show What They Know



- **Pointing response**
- **Pull off velcro**
- **Draw one (hold options like playing cards)**
- **Eye gaze**
- **Say it**

Types of Comprehension Questions: From Easy to Hard



- **Easiest comprehension**
 - Factual recall....can find the answer on the page
 - ✦ Who had the honey?
 - Point to the honey. Who has it?

Easy to Hard Comprehension



- **1. Factual recall**

- “Who...?”

- “Where...?”

- “What...?”

- “How...?”

- ✦ At this simplest level each question can be answered by pointing to a picture or phrase on the page.
- ✦ Some students will need many weeks, months to master these types of questions.

Easy to Hard Comprehension



- **2. Factual Recall...not on the page**
 - Same questions, but the answer is not found on the page
 - ✦ May be on a prior page (must remember it)
 - ✦ May require some minor understanding
 - E.g., Who was Winn Dixie?
 - Winn Dixie was a dog...and a store.

Easy to Hard Comprehension



- **3. Prediction**

- What is this story going to be about?

- ✦ Simplest level (even before factual recall) is guessing before story read (no wrong answer)
- ✦ But more complex if also confirms answer at end of story
 - Begin observing if makes plausible predictions (e.g., from pictures in the book)

Easy to Hard Comprehension



- **4. Sequence events in the story**
 - What happened first, next, last
 - ✦ Use picture cards
 - ✦ Later may use phrases
 - ✦ Many students will be learning the words “first”, “next”, and “last”
 - Use these words other times during the day...”first” in line

Easy to Hard Comprehension



- **5. Compare and contrast or classify**
 - What was the same or different about these characters?
 - ✦ About these characters and you
 - Who can talk in the story? Who can't talk?
 - Sara's grandmother baked pies. What does your grandmother do?

Easy to Hard Comprehension



- **6. Make inferences**
 - What was the author's point of view?
 - ✦ Do you think the author likes dogs or does not like dogs?
 - Cause/ effect
 - ✦ What caused the dog to die? Or why did the dog die?
 - Drawing conclusions
 - ✦ Did this happen in the story?

Another Way to Construct Comprehension Questions



- **Construct comprehension questions with Bloom's Taxonomy in mind.**
- **The six areas for comprehension are:**
 1. Knowledge
 2. Comprehension
 3. Application
 4. Analysis
 5. Synthesis
 6. Evaluation

Sample Comprehension Questions



- **Knowledge-** questions that involve basic recall skills
 - Who was in the story?
 - Where did the girl visit?
- **Comprehension-** questions that identify, clarify, or sequence
 - What happened at the end of the story?
 - What happened first, next, last in the story?
- **Application-** making connections to the text
 - The girl was dancing. What are you doing?
 - The boy was happy. Tell me about a time when you were happy.

Sample Comprehension Questions



- **Analysis**- categorizing/classifying and comparing/contrasting
 - Jack rode his bike to the store. How else could he have gotten to the store?
 - How are the two boys alike? How are they different.
- **Synthesis**- main idea; and cause and effect
 - What was our story about?
 - When it started to rain, what did the little girl do?
- **Evaluation**- real/not real, fact/fiction
 - Can an elephant really talk, dance, and sing?
 - Is the book *Elmer* fact or fiction?

Comprehension Questions Teacher Action



- Comprehension questions can be asked immediately after reading the line in which the answer appears or after reading the book.
- Support student responding with offering choices with
 - distracter options varying number of options, and types of distracters
 - voice output devices, pair pictures with words, eye gaze board, etc.

Example: “Who was in our story?” Was it an elephant or a steam train?

Systematic Instruction of Comprehension



- Use repeated readings of a story
- Use supported comprehension
 - Simplify response mode
- Determine if will use read aloud, student reading or both
- Build from easy to hard
 - But include a mix of easy, medium, and hard questions....Why?

Prompting Comprehension



- **Who found the dog?**
 - Wait for student to give answer
- **Read (or listen) to this part again**
 - Reread information that contains answer, but more than the answer
- **If still not correct, reread information with exact answer**
- **If still not correct, model the correct answer....and repeat story next day**

Your Turn



- **Vocabulary and Comprehension Activities for the book you have received**

Acknowledgement



- **Some of the slides used in this presentation were developed by**
 - the staff of the General Curriculum Access Projects, University of North Carolina at Charlotte
 - Project NAAC OSEP Grant# H324U040001 UNC Charlotte.
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