COMPANION GUIDE

Distance Learning Version







Session 2: Reading and Writing

Pre-Session Activities	3
Outcomes & Learning Path	4-5
Grounding	6
Padlet: Check In	7
Live Session	8
Reading & Writing Data	9-11
Reading Challenges	12
Strategies & Tools to Support Reading	15
Writing Challenges	18
Strategies & Tools to Support Writing	21
Post-Session Activities	24
Extend	25
Feedback	26
Navigating to the Open Access Course Page	28



Pre-Session:

Outcomes



Learning Path



Grounding



Check In



Prior to entering the live session, take some time to prepare for the learning ahead.

OUTCOMES & || LEARNING PATH

Take a look at the path we will be on in this session as we start to dive deeper into digital tools as they relate to reading and writing challenges.



What You'll Learn

In this session we will explore potential data sources for looking at how students at your site or district are doing in terms of English Language Arts standards. We will also explore the reasons why students with disabilities may struggle with mastering both reading and writing skills, and how technology and the specific features available in digital tools can support some of these specific challenges.

You'll get better at:

Reading

- Exploring how students are doing with reading (current data)
- Becoming more familiar with understanding reading challenges and what you might be noticing with your student who is struggling
- Becoming more familiar with strategies & tools to support challenges in reading

Writing

- Exploring how students are doing with writing (current data)
- Becoming more familiar with understanding writing challenges and what you might be noticing with a student who is struggling
- Understanding the role of technology in writing today
- Becoming more familiar with tools & strategies to support challenges in writing



Take a moment to identify what is familiar and what may be new about these topics we'll be exploring together:

Something familiar....

Something new...

What are you MOST looking forward to exploring in order to better support your learners?



Set an Intention

As you think about starting this learning path into DIGITAL TOOLS & ASSISTIVE TECHNOLOGIES, create an intention for yourself. Setting an intention primes our brain and helps us ready ourselves, creating a greater focus for new learning.

How would you like to show up for this training (e.g. take away all distractions; engage with new colleagues; be open to asking questions, etc.). What do you need to get the most out of this opportunity?



Grounding, activities can help anchor us in the subject of our learning.

Watch this video and pay attention to how READING and WRITING tools have enabled these students to be successful learners.



(Click here)

CHECKIN



What did you try...learn? What do you wonder about?

Open the link to the Padlet (look for it in Zoom Chat) and share some feedback, reflection or questions about the activities from the "extend" assignments from Session 1, as well as our grounding video for today.





Great job! You are now finished with the **pre-session** activities.

Continue to use this *Companion Guide* while participating in the LIVE session.



Observations on Data

(from our Deep Dives in Reading and Writing)

Reading



What do we know about the performance of our California students in regards to reading achievement?

- 32% of California's 8th grade students are below proficient readers.
- The average 4th grader scores 5 points lower than the average score nationwide.

What about the achievement gap?

- Black students perform on average 26 points lower and Hispanic students
 25 points lower than white students.
- Students from low socio-economic backgrounds score on average 28 points lower.

What about students with disabilities?

 More than twice as many students with disabilities are performing at "standard not met" across all grade levels (25% for all students, almost 60% for students with disabilities).

Writing

How are students doing, nationally, on computer-based assessment for writing?

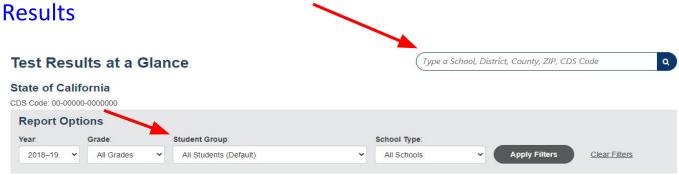
• Only 24% of students at grades 8 and 12 perform at proficient levels, with far more students scoring at basic and below.

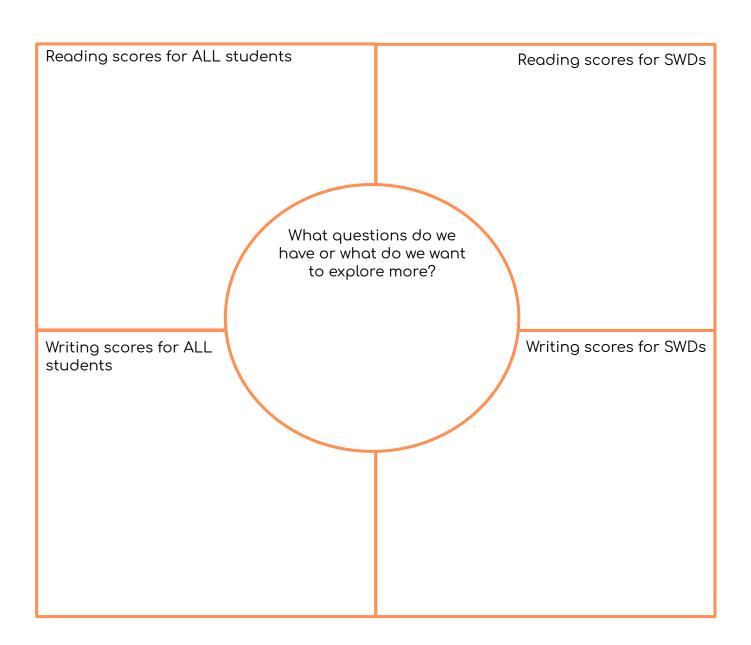
In writing, how are students in CA with disabilities faring compared to students without a reported disability?

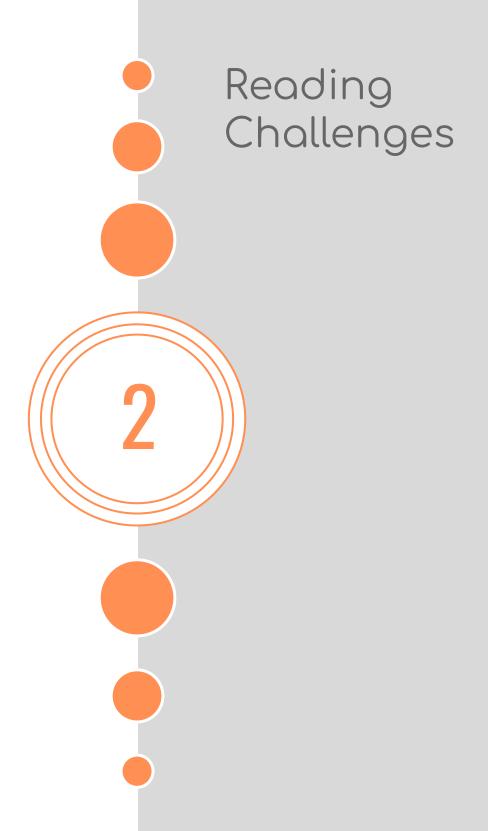
• Across all grades, scores below standard are significantly worse for students with disabilities (61%) compared to students without disabilities (20%).

What does YOUR district or site data tell you?

Click here to access 2018-19 Search Smarter Balanced Test







Reading is a Foundational Skill

What you need to know:

- Reading for meaning is a complex skill that must be taught
- Teachers encounter struggling readers in all grades and all subjects
- Students may have a reading disability (identified or not)
- Language challenges can affect making meaningful connections to text
- Students with physical impairments may have difficulting accessing traditional and digital text

How you can help your students:

- Learn more about contributing factors which affect reading
- Become familiar with strategies and scaffolds which support struggling students
- The ONE variable we can control is how text is provided...so we will learn about ways that digital content can be accessed with assistive technologies

My Notes:		

Signs a Student Might be Struggling with Reading

- Physical challenges that affect access to print
- Difficulty comprehending grade level content
- Difficulty with sight word recognition
- Lacking confidence
- Difficulty maintaining attention during reading tasks

- Visual challenges affecting access to print
- Decoding challenges
- Difficulty making connections to prior knowledge
- Not engaged or motivated during reading activities
- Doesn't like to read aloud



You may also notice...

Students may omit words when reading, appear fatigued or anxious, lose their place while reading, and have concurrent challenges with spelling and writing.

My Notes:		



Visual Supports & Strategies

(These can be no/low or digital strategies!)

- Reduce the amount of text on a page
- Size and spacing of font, enlarge text
- Use of color and highlighting
- Minimize the field of text that a reader can see
- Magnifiers
- Use pictures to help make connections to prior knowledge and engage students in predicting (look at the picture, what's going to happen?)
- Use graphic organizers to sequence and organize elements about the story

- Identify unknown words in the text and illustrate the meaning before you read
- Highlight or place sticky notes next to important facts, color code story elements or main topic/supporting detail, etc.
- Use study guides to emphasize key ideas and relationships in the content area text prior to, during and after reading
- Cues and prompts that help students attend to those things we want them to focus on

My Notes:		

OPEN ACCESS FLIPKIT (READING) https://www.openaccess-ca.org/flipkit-reading-and-writing



Digital & Audio Textbooks, Literature & Accessible Content
Text-to-Speech (TTS) Supports
Ways to Optimize Visual Information & Reduce Screen Clutter
Comprehension Tools (Highlighting & Vocabulary Support, etc.)
Authoring Tools, Adapted Literature & Content
Built-In Accessibility Options Across Platforms

No & Low Technology Solutions

My Notes:



Writing is a Foundational Skill

What you need to know:

- Effective writing is tied to academic achievement across the curriculum
- Proficiency must be demonstrated in order to graduate
- Writing is a leading criteria for how we are judged in the workplace
- Students who develop effective writing skills enter adulthood, and the
 workforce, with a *significant* advantage over those who do not have
 the ability to express thoughts and ideas well in written form

How you can help your students:

- Learn more about contributing factors which affect writing
- Become familiar with strategies and scaffolds which support struggling students
- The ONE variable we can control are the tools we offer students to be able to express what they know... learning about assistive technologies for students is critical

My Notes:	

Signs a Student Might be Struggling with Writing

- Routinely demonstrates difficulty with written work
- Handwriting is not legible to an unfamiliar reader
- Handwritten work is not completed in the same amount of time as peers
- Lacks motivation to complete written work
- Lacks perseverance
- Attention affects performance
- Non-compliance affects performance



You may also notice...

Students may avoid writing tasks, view themselves as less-competent writers, and compose less than what they know. In addition, homework is often late and note-taking is not accurate. Students may have trouble reading their own writing and exhibit spelling challenges. Also, executive function challenges may affect organization of thoughts and ideas.

My Notes:		

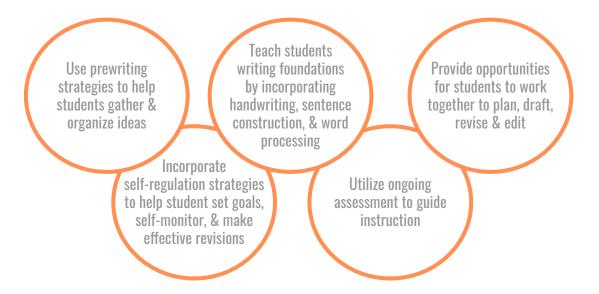
Strategies &
Tools to
Support Writing



What does Good Writing Instruction Look Like?



- Writing begins with the development of foundational skills, that include: handwriting, spelling, sentence construction, typing and word processing, followed by the gradual achievement of more complex and refined writing techniques;
- Learning happens by writing regularly and when given explicit instruction and clear feedback;
- The process writing approach is considered to be a foundation for learning to compose. This means teaching students strategies and providing supports for: planning, drafting, sharing, revising, editing, evaluating, and at times, publishing. This is what it looks like...



OPEN ACCESS FLIPKIT (WRITING) https://www.openaccess-ca.org/writing-main



Tools to Support Legibility

Tools to Support Composing & Organizing Written Material

Annotation Tools for Worksheets & PDFs

Digital Note-taking Supports

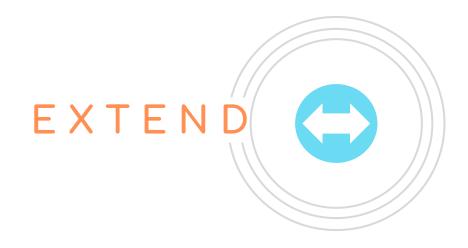
Built-In Accessibility Options Across Platforms

No & Low Technology Solutions

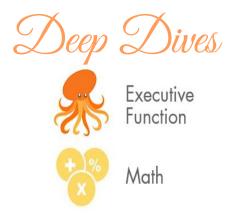
My Notes:		







1. We have some background information for you to review <u>before our next session starts!</u> Take some time to begin today...



https://www.openaccess-ca.org/at-deep-dives-main

- 2. Try something out! This is your chance to apply what you've learned and increase your confidence and competence with new digital tools and assistive technologies. Come prepared to share out:
 - a tool or strategy you explored in your lesson design or with a specific student.

-or-

3. Do some brainstorming with your team. What do you currently have available to support students with reading and writing challenges? What do you want to add to your district or site toolkit?



Complete the "End of Session 2 Feedback." You can also access it on the course page on the Open Access website.



Final Reflection



What is one <i>LITTLE THING</i> you can do tomorrow?	What is one KEY MOVE you can make to change a current practice?	What is one BIG PLAY you want to aim for over the next year?

https://www.openaccess-ca.org/





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