

Webinar Transcript: Supporting Students with Learning Disabilities in the Differentiated Literacy Classroom

Presented by: Terri Anne Jackson, OCT, M.Sc.

[SLIDE – WEBINAR: Supporting Students with Learning Disabilities in the Differentiated Literacy Classroom]

[Text on slide: APRIL 3, 2018 3:45 – 4:45PM ET

Presented by:

Terri Anne Jackson, OCT, M.Sc.

Image of Twitter

@LDatSchool

#LDwebinar

Image of LD@school logo]

[Cindy Perras]: The LD@School team is very pleased to welcome our guest speaker, Terri Anne Jackson, whose presentation this afternoon is entitled, "Supporting Students with Learning Disabilities in the Differentiated Literacy Classroom."

[SLIDE – Funding for the production of this webinar was provided by the Ministry of Education]

[Image of LD@school logo

Text on slide: Please note that the views expressed in this webinar are the views of the presenters and do not necessarily reflect those of the Ministry of Education or the Learning Disabilities Association of Ontario.]

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[SLIDE - Don't forget to use our social media hashtag!]

[Image of twitter bird holding megaphone and twitter bubbles coming out of megaphone

Text on slide:

#LDwebinar

@LDatSchool]

[Cindy Perras]: We will also be tweeting throughout the webinar, so if you would like to participate, you can send us a tweet by using our handle, at LD@School, or the hashtag LDwebinar.



[SLIDE – WELCOME]

[Image of Terri Anne Jackson

Text on slide:

Terri Anne Jackson, OCT, M.Sc.

Durham District School Board]

[Cindy Perras]: That takes care of housekeeping for this afternoon, so let's get started. It is now my pleasure to introduce our speaker, Terri Anne Jackson. Terri is currently an elementary Special Education Resource Teacher, also known as a SERT, with Durham District School Board. With over a decade of experience in programming for students with special needs as a SERT Special Education Consultant, Special Education Teacher and mainstream classroom teacher, Terri has extensive experience in differentiated instruction. Assistive technology has been an area of extensive study, with a focus on embedding it into the differentiated classroom to support learning for all. Welcome, Terri. The cyber floor is now yours.

[SLIDE – SUPPORTING STUDENTS WITH LEARNING DISABILITIES IN THE DIFFERENTIATED LITERACY CLASSROOM]

Text on slide:

Terri Anne Jackson, OCT]

[Terri Anne Jackson]: Thank you, Cindy.

[SLIDE – THE CHALLENGE: RESPONSIVE, DIFFERENTIATED CLASSROOMS FOR ALL]

[Terri Anne Jackson]: Classroom instruction is getting increasingly challenging. The variety of and magnitude of student need in our classroom can make programming effectively very difficult. Ideally, when students come into our classroom, we'd like to see them make at least one year's progress during our academic year. This means that we need to, as educators, find a way to support students, and ensure that timely and effective intervention are put in place to help students meet their goals. In reading, today we'll discuss that our goal is three-fold; it's to build reading fluency, to improve reading comprehension and to increase motivation for reading. But the challenge is this: Classrooms are increasingly diverse and educators are asked to do so much for this huge range of students. How can we do this? One way that I'll be describing to you today is using a Readers' Workshop model that allows us to inherently support students in applying effective practices in literacy instruction as identified through research, in order to support our students.

[SLIDE – POLL QUESTION: LITERACY PROGRAM]

[Terri Anne Jackson]: Before we start, I'd love to hear your insights. Cindy, could you please launch the poll? In your classroom, what is the single biggest barrier to delivering the best possible literacy programming? A -- resources, B -- time, C -- knowledge and training, or D -- other?



Thank you for sharing your thinking. It's interesting that a lot of you find that time is the biggest barrier. I know I, too, found time was a huge barrier in my classroom, and I do hope that as we go through our webinar today, you'll come across some tools that will help you create more time for yourself during your literacy block. Thank you for the poll.

[SLIDE – GENERAL CONSIDERATIONS FOR STUDENTS WITH LEARNING DISABILITIES]

[Text on slide:

- **phonological processing**
- **memory and attention**
- **processing speed**
- **perceptual-motor processing**
- **visual-spatial processing**
- **executive functions** (*i.e. self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making*)

List retrieved from: LDAO, 2018]

[Terri Anne Jackson]: As educators, we consider a number of general categories when we're discussing the supports we put in place for students with learning disabilities. Remember that although many of these practices are essential for our students with learning disabilities, they're also good practices for other learners in our classroom, so please don't think they only apply to students with learning disabilities. Ensure, when you're considering your classroom support, that you look for the requisite supports at each of the following categories; phonological processing, memory and attention, processing speed, perceptual-motor processing, visual-spatial processing and executive functioning skills, which includes things like self -regulation emotion regulation, planning, organization, thoughts, prioritizing and decision making.

[SLIDE]

[Image of *Four Key Instructional Strategies for an Effective Reading Program*. A double vertical arrow is shown with *High Teacher Support* at the top of the double vertical arrow and *Low Teacher Support* at the bottom of the double vertical arrow. The four key instructional are listed from top to bottom in the following order: Read-Alouds; Shared Reading; Guided Reading; Independent Reading.]

Text on slide:

Essential components of a literacy block include read alouds, shared reading, guided reading and independent reading.

The Guide to Effective Instruction in Literacy (2003) reminds us that other essential components are oral language development, comprehension skill building, as well as skill and strategy building (*i.e. phonemic awareness, knowledge of phonics and decoding skills*). An ability to apply these skills is an essential literacy skill.



[Image retrieved from the Guide to Effective Instruction, 2003]

[Terri Anne Jackson]: The goal of any reading program is to build students who can do four things with text. We would like students who can make meaning of text, meaning that they're able to link it to our world. We like students who are effective users of text, so they know the purpose of text and how to gain information from it. We want students who are code users, so they can identify the features of text. And finally, students who are text analysers -- they have perspectives and they're able to apply higher order thinking skills. To do this, The Guide to Effective Instruction in Literacy discusses the four essential components or instructional strategies for an effective reading program. They are Read Alouds, Shared Reading, Guided Reading and Independent Reading. And you can see in my visual on the side that they go from areas of highest teacher support to areas of lowest teacher support. Other essential components of an effective literacy program do include oral language developments and skill and strategy building, of which application of skills is essential for literacy.

What I'd like to do now is go through each of these four components and discuss how to use them in your classroom.

[SLIDE – READ ALOUD]

[Image of a three-circle sequential arrow process with *How it works?* in the top circle, *Why Read Aloud?* in the middle circle, and *Considerations* in the bottom circle.

Text on slide:

During a read aloud, a teacher reads a poem, article or book to a class while modelling think aloud and reading comprehension strategies (Harvey & Goudvis, 2000).]

[Terri Anne Jackson]: During your Read Aloud, a teacher either reads a poem, article or book to the class, while modelling think aloud and reading comprehension strategies. A Read Aloud should occur daily in your classroom, and involves the teacher selecting a book that is typically beyond what a student can read on their own, and reading it to them. The purpose of this is to promote a love of reading, stimulate the imagination, and help students develop an ear for the vocabulary and structures of language and print. By allowing the teacher to introduce new reading strategies and to model and demonstrate them by thinking aloud, students are given a floor almost to learn the best way, or one of the best ways to start thinking about and working with their text.

[SLIDE]

[Image of teacher doing a read-aloud to her students who are sitting on the floor.

Text on slide:

Read-Alouds

The teacher:

- reads to students;
- offers full support;
- generally teaches the whole class;



- promotes enjoyment of reading;
- models reading strategies;
- models “think-alouds”.]

[Terri Anne Jackson]: So how do we do this in our classroom? A Read Aloud is typically how I start my reading block, either that or with a Shared Reading. And I often will choose one mentor text for the course of the week or for multiple days, and I'll revisit it, looking at different features of that text over multiple days. I do want to make a note here that Read Alouds can be cross-curricular, so your Read Aloud time can extend the content areas, as it gives you the opportunity to read more text, and/or to practice my literacy skills in other contexts. So, for example, if I have a great book about life cycles and it talks about the impact of, I don't know, of removing lily pads from a frog's pond, I could use that in my science program, grade four, and talk about the impact of deforestation and thinking about activating your schema in that way.

[SLIDE – READ ALOUD: WHY?]

[Text on slide:

- Encourages a love of reading by introducing a variety of authors and genres
- Introduce children to the big ideas, messages, themes, and concepts found in literature
- Builds listening comprehension, oral expression, and reading comprehension skills
- Model reading fluency
- Model think aloud strategies/ comprehension strategies
- Model making good book choices
- Introduce new vocabulary, ideas, genres, and text structure
- Allow students to access text beyond their level
- Allow students to make connections between topics and ideas (across content areas)]

[Terri Anne Jackson]: So why do we do Read Alouds? I touched on this a bit, but I just wanted to say it kind of in greater detail. Read Alouds encourage a love of reading by introducing a variety of authors and genres. They introduce children to the big ideas, messages, themes and concepts found in literature, they build listening comprehension, oral expression and reading comprehension skills. You're able to model reading fluency. You're able to model think aloud and comprehension strategies. And this is a huge part of why Read Alouds are so valuable -- I often look at targeting one comprehension strategy at a time, and diving deep with it. We can also model making good book choices. We can introduce new vocabulary, ideas, genres and text structures. We can allow students to access text that is beyond their reading comprehension level. And we can also allow students to make connections between topics and ideas across curricular areas.

[SLIDE – READ ALOUD: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide:

- Preferred seating (away from distractions)
- Ensure you pair auditory with visual



- When you require responses, allow time for processing
- Monitor how long you are speaking for... if student has working memory issues, don't expect them to hold information and apply it;
- Teach memory aids
- Modulate voice to ensure you can be novel and maintain attention]
-

[Terri Anne Jackson]: When you're planning for a Read Aloud, some consideration to look at for students with learning disabilities is, first and foremost, to ensure that you have preferential seating in your classroom. Oftentimes teachers pull students to carpet for a Read Aloud. Make sure that you have students in appropriate places; some students may be best left at their desks, some students may be best on a weekly seat. Some students may be best close to you or further away from you or other people in the group. So really consider that. Ensure you always pair your auditory with a visual. I remember someone saying to me in teacher's college that one of the most important techniques I would ever learn is how to hold a book and read it while the students can see it at the same time.

When you require responses, always allow students time for processing. Ensure you monitor how long you are speaking for, particularly for students who have working memory challenges. Don't expect them to hold a ton of information at once and apply it. This is also a really great time to be teaching students memory aids, such as mnemonic devices. Ensure you modulate your voice to ensure you can be novel and maintain the attention of students. This is a great time to basically specifically teach cognitive flexibility; i.e., look at the perspectives of many different characters, and ensure you always take time to activate a student schema before you begin the Read Aloud.

[SLIDE – SHARED READING]

[Image of a three-circle sequential arrow process with *How it works?* in the top circle, *Why Shared Reading?* in the middle circle, and *Considerations* in the bottom circle.]

Text on slide:

Shared reading is an interactive experience where a teacher models explicit strategies (building both fluency and comprehension) while engaging with students. During a shared reading, student may join in or share the reading of a text.]

[Terri Anne Jackson]: I'll move on next to Shared Reading. So Shared Reading is an interactive experience where a teacher models explicit strategies, building both fluency and comprehension while engaging with students. During a Shared Reading, students may join in or share the reading of a text. This occurs daily or several times a week, and often involves the teacher selecting a chart, big book or other large print text to read with students, encouraging them to join in with reading when they feel comfortable doing so. Initially, students may join in at familiar, repetitive parts of the text, allowing the teacher to model good reading comprehension or reading fluency strategies. Shared Reading provides students with essential demonstrations of how reading works, and what readers do to construct meaning. It teaches student strategies to decode unknown words, and for constructing meaning from text. And finally, the Shared Reading opportunity allows students to see themselves as readers. They'll feel



comfortable and experience fluency when they join in with their re-reading a familiar, repetitive text. It provides students with that safe, non-threatening environment in which to practice new and also familiar reading strategies.

[SLIDE]

[Image of teacher reading to students sitting on the floor. Teacher is pointing at an image in the book.

Text on slide:

Shared Reading

Students:

- Join in the reading when they feel comfortable doing so.

The teacher:

- Reading with students;
- Offers a high level of support;
- Generally teaches the whole class;
- Uses opportunities presented to teach reading strategies and skills.

Image retrieved from: <https://highlandliteracy.com/shared-reading/>

List retrieved from the Guide to Effective Instruction, 2003.]

[Terri Anne Jackson]: So why do we use Shared Reading? This is a great strategy, because we're modelling new concepts in order to teach them. And you can see from this image here, this looks like it's a big book, and so the teacher is using a pointer to point out the features of the text that she's hoping students will see. Now this looks really different across contexts. For example, it might look like a poem with a new digraph blend that you're teaching, or it could be a poster, like one from the commercial series "Skywriter," in which you teach the features of non-continuous text. For some people, a Shared Reading includes a choral reading component, but not always. So consider your goals when you're planning your lesson, and ensure that the lesson is focused around achieving the goal that you're hoping to address.

[SLIDE – SHARED READING: WHY?]

Text on slide:

- Rich, authentic, interesting literature can be used with children even when they are unable to decode the text themselves; excellent way to access concepts that students could not read independently
- Teacher is able to teach new concepts, model reading and think aloud strategies
- Awareness of the functions of print, familiarity with language patterns, and word-recognition skills grow as children interact several times with the same selection.
- Differentiation is innate; struggling readers have scaffolding while accelerated readers are challenged by the selections
- Repeated reading allows learners to interact with text on multiple levels and the educator to use the same piece of text for multiple purposes.]



[Terri Anne Jackson]: So why Shared Reading? Shared Reading provides rich, authentic, interesting literature that can be used with children, even when they are unable to code the text themselves. It's an excellent way to access concepts that students could not access independently. The teacher is able to teach new concepts, model reading and think aloud strategies similarly to a Read Aloud. Awareness of the functions of print, familiarity with language patterns and word recognition skills grow as children interact several times with the same selection. Differentiation is innate in this, because struggling readers have scaffolding while accelerated readers are challenged with the selections. And finally, the repeated reading allows learners to interact with the text on multiple levels, and the educator can use the same piece of text for multiple purposes. So this not only promotes a growing level of comprehension, but it also promotes fluency.

[SLIDE – SHARED READING: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide:

- Enrich instruction for students with phonological processing challenge by using rhymes, explicitly teach word patterns, and demonstrating how to build words
- Use visual prompts (i.e. pointer) to anchor visuals
- Use preferential seating (away from distractions)
- Use visuals/colors to help highlight important information
- Keep things simple and clutter free
- Make instructions clear and simple
- Highlight learning goals prior to commencing to ensure students know what to focus on]

[Terri Anne Jackson]: While doing Shared Reading, some of the considerations you should have when supporting students with learning disabilities is, ensure that instruction for students with phonological processing challenges by using rhymes, or explicitly reaching word pattern and demonstrating how to build the words. Use visual prompts like the pointer on the previous slide to anchor the visuals, again continuing to use preferential seating. Use visuals and colours to help highlight important information. I often found that I was teaching a digraph -- I like to put a sticky note under that digraph anytime it showed up in our Shared Reading selection. Keep things really simple and clutter-free. For some of our students with dyslexia, spacing a page so there's less clutter is actually really important to helping them anchor and build fluency with the text. Make sure your instructions are always clear and simple, and highlight your learning goals prior to commencing, so the students know what to focus on. Again, with that, consider your visual aids, mnemonics, closed activities and word families, so that you're able to support students at multiple entry points.

[SLIDE – GUIDED READING]

*[Image of a three-circle sequential arrow process with *How it works?* in the top circle, *Why Guided Reading?* in the middle circle, and *Considerations* in the bottom circle.*

Text on slide:



During guided reading sessions, students have the opportunity to practice decoding and comprehension strategies of text that is presented at their independent reading level (Fountas & Pinnell, 2001). Groups are small (no more than six) and focus on targeted goals.]

[Terri Anne Jackson]: Next we would like to talk about Guided Reading. So during a Guided Reading session, students have the opportunity to practice decoding and comprehension strategies of text that are presented, either they're instructional or Independent Reading level, depending on your goal of the session. Small groups, typically of no more than six students, are focused on targeted goals.

[SLIDE]

[Image of teacher working with a small group of students.

Text on slide:

Guided Reading

Students:

- Read by themselves.

The teacher:

- Provides support as needed;
- Teaches small groups of students;
- Uses opportunities presented to reinforce previously taught reading strategies and skills.]

[Terri Anne Jackson]: Guided Reading occurs regularly during the school week. It involves the teacher selecting appropriate texts, typically those that students can read with 90 to 95 percent accuracy for fluency-building sessions, and may be read quietly or aloud by students in a small Guided Reading group, where the teacher offers support as needed. This gives students an opportunity to use and practice their reading skills, those skills that we were teaching at our Shared Reading and Read Aloud opportunities. It also allows the teacher to monitor individual students' progress. The teacher may need to prompt students to apply their knowledge of reading, or the teacher may need to do some small-group instruction during this time. The purpose of Guided Reading, basically, is to use opportunities to reinforce previously-taught reading skills and strategies. It allows readers to further use strategies to get specific feedback and to consolidate in order to extend their learning.

[SLIDE – GUIDED READING: WHY?]

Text on slide:

- Allows for targeted instruction
- Provides immediate feedback; allows for immediate improvement
- Provides an opportunity for rich instruction about literature
- Supports the development of literacy skills (decoding, fluency, comprehension)
- Allows students to engage with many genres of text
- Provides an opportunity for rich assessment; teachers readily identify strengths, needs and next steps]



[Terri Anne Jackson]: So why do we use Guided Reading? It allows for targeted intervention. As the teacher, you can create your Guided Reading groups to focus on whatever skill you are hoping to hone at that point in time. If you have a group of students who need support with fluency, they can be in one targeted group. If you have another group of students who are working on decoding strategies for a certain digraph blend, they can be in another guided group. It allows you to provide immediate feedback, and it allows for immediate improvement. It provides an opportunity for rich instruction about literature. It supports the development of literacy skills, such as decoding and fluency; you just need to ensure that the level of text is appropriate for this goal. It allows students to engage with many genres of text, and it provides an opportunity for rich assessment. Teachers readily can identify the strengths, needs and next steps for students.

[SLIDE – POLL: EFFECTIVE PRACTICES IN GUIDED READING]

[Text on slide:

“It is through guided reading, ... that teachers can show children how to read and can support children as they read. Guided reading leads to independent reading that builds the process; it is the heart of a balanced literacy program.” -Irene Fountas and Gay Su Pinnell]

[Terri Anne Jackson]: So let's pause for a moment and launch another poll. Poll question: In order to monitor student progress during Guided Reading sessions, I -- track progress using anecdotal notes, complete running records as part of my guided instruction on a regular basis, use rubrics and/or checklists completed during or after instruction, or other.

Interesting. Thank you for sharing your thinking. So the bulk of you use anecdotal notes in order to track progress. And I must say, that is one of the most common ways I have seen teachers track progress. I tend to find that most people use a blend of different things to support their students, and I'd like to thank you for responding to the poll. And thank you for closing the poll.

[SLIDE – GUIDED READING: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide:

- Build structures to ensure the rest of the class is engaged in meaningful learning opportunities
- Ensure you pre-teach vocabulary
- Use strategies, like a picture walk, to help students activate prior knowledge/schema before reading
- Frequent progress monitoring ensures to check for comprehension
- Give short, clear instructions and use non-verbal instruction (i.e. pointing, tapping)
- Allow “think time”
- Monitor the duration of sessions
- Consider whether oral reading/silent reading/teacher reading is the best choice
- Consider using targeted intervention tools (i.e. LLI, Reading Response)
- Determine the purpose of the session and consider the appropriate level of text]



[Terri Anne Jackson]: So when you're programming for your Guided Reading, some of the considerations to include for students with disabilities are listed below, and I'll go through them with you. The first is to build structures to ensure the rest of the class is engaged in meaningful learning opportunities. And this piece here is what we're going to talk about when we get into the Readers' Workshop component of this. Next, ensure you pre-teach all vocabulary. Use strategies like a picture walk to help students activate their prior knowledge and schema before reading. Frequently progress monitor to ensure that you can check for student comprehension. Give short, clear instructions and use non-verbal cues, like pointing and tapping. Allow "think time." Monitor the duration of your sessions -- sometimes the Guided Reading books are a little bit longer than student attention spans, so know when to break it off, and to divide the same book into two sessions. Consider whether oral reading, silent reading or teacher reading is the best choice, based on what your learning goal is. Consider using targeted intervention tools. Resources like Reading Recovery or LLI -- Levelled Literacy Intervention -- offer excellent lessons, may scaffold students so that the lessons focus on both fluency and comprehension, and rotate. Also determine the purpose of the session, and consider what text is appropriate. Do you want to build fluency? Are you looking at decoding strategies? Are you looking at working on comprehension strategies?

[SLIDE – INDEPENDENT READING]

[Image of a three-circle sequential arrow process with *How it works?* in the top circle, *Why Independent Reading?* in the middle circle, and *Considerations* in the bottom circle.

Text on slide:

Students have the opportunity to apply decoding and comprehension strategies on self-selected reading materials. An opportunity to individually conference with the teacher occurs parallel to independent reading.]

[Terri Anne Jackson]: The final component is Independent Reading. During Independent Reading, students have the opportunity apply decoding and comprehension strategies on self-selected reading materials. An opportunity to individually conference with the teacher occurs parallel to the Independent Reading time. Now the trick here is this: Independent Reading really isn't as easy as you think. You really need to focus on building student stamina. If our goal is to get students up to twenty minutes of Independent Reading time, you need to start with a small amount, like four minutes. And once the class has mastered that, you gradually add time.

[SLIDE]

[Image of students reading independently.

Text on slide:

Independent Reading

Students:

- Read by themselves;
- Receive little or no teacher support;
- Read for pleasure and enjoyment;



- Practice learned strategies and skills.]

[Terri Anne Jackson]: During Independent Reading, you can see here in this picture, your students have chosen how they want to sit. And they're chilling, doing their thing. They're reading by themselves with little or no teacher support. The goal is to have them reading for pleasure or enjoyment, so making sure you have a variety of material in your classroom will help students ensure that they're able to be engaged.

[SLIDE – INDEPENDENT READING: WHY?]

[Text on slide:

- Each day, students have the opportunity to read self-selected materials; teacher conferences offer opportunities to assess and guide student practice
- Students learn to choose "just right" text
- Encourages reading for pleasure, as well as information
- Fosters independence
- Provides an opportunity to scaffold learning; readers build fluency and practice learned strategies and skills]

[Terri Anne Jackson]: So why do we use Independent Reading in our classrooms? Well, because every day students have the opportunity to read self-selected material, and the teacher can conference or provide other opportunities to assess and guide student practice. Students learn to choose just right text. It encourages reading for pleasure, as well as for information. It fosters independence, and it also provides an opportunity to scaffold learning. Readers build fluency and then they practice those skills that we've taught them during Read Aloud, shared Reading and Guided Reading on their own, so it naturally scaffolds instruction.

[SLIDE – INDEPENDENT READING: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide:

- Speech to text software (dual modality, reduce effort on student to decode so they have focus on comprehension, improves fluency)
- Take time to build student stamina – they will need opportunities to GET BETTER before having to do this alone
- Consider different versions of text – reading independently isn't just novels... encourage a variety ... consider a menu and have students read from it
- Consider the physical structure of the space and other activities that might distract readers; noise cancelling headphones are helpful]

[Terri Anne Jackson]: As with all things, there are a number of considerations we should put in place for our students with learning disabilities. The first one, and the one that's most common for many of us, is, use speech to text software. Now we know that dual modality software reduces the effort on students to decode so they can focus on the comprehension and improve their fluency. Some research that



occurs will actually indicate that the colour scheme that they've chosen benefits students who are ELLs, as well as students with dyslexia, because it activates two different areas in their brain, allowing for deeper comprehension of the text. As I mentioned earlier, really take time to build student stamina. They need the opportunity to get better before they can do this alone. I often spend the bulk of the first six weeks of my school year teaching this like I teach all of the other routines in my classroom. Consider using different versions of text. Reading independently is not just novels, so encourage variety. Have lots of different options available in your room. Consider menus, magazines, things like that. Some teachers actually create a reading menu that encourages students to read a variety of text over the course of the year. However, on that note, know which students will always need your help choosing, and make sure you have a discrete place where they can choose appropriate text. The final thing is to really consider the physical structure of your classroom, and the other activities that might distract readers. Noise cancelling headphones might be helpful, comfy seating might be helpful. Almost sectioning your room into different quadrants might make it easier for you.

[SLIDE – THE BALANCED LITERACY BLOCK: COMPONENTS]

[Image of example of literacy block from The Literacy & Numeracy Secretariat, 2007]

[Terri Anne Jackson]: So thus far, we've talked about the four components, or the four big instructional core strategies for literacy. The first two, Read Aloud and Shared Reading, typically happen whole-class, and then you break off into small groups during the second component of your literacy block. And that's when you would either do most of the time your guided practice, or your independent practice. What I'd like to spend some time now is showing you how you can create a Readers' Workshop that will make it more efficient and maximize your opportunities for guided practice during that second component of your course, remembering that classrooms are challenging and there are so many pieces to consider as you program for students. So providing that learning environment that meets the needs of all learners is very tricky. However, when you build that balanced literacy program and you alternate your Read Alouds and Shared Reading with that Readers' Workshop, you're offering the opportunity to maximize your Guided Reading opportunities, which we know offers us the biggest instructional bang for our buck, and keeps everyone interested and engaged.

[SLIDE – FOUNDATIONAL PIECES]

[Text on slide:

- Shared Reading & Read Alouds are the whole-class foundational components of the literacy block.
- You should try to include these in your classroom practice each day.]

[Terri Anne Jackson]: So after your whole group instruction, you can kind of branch off into your small-group instruction. Leverage that Independent Reading skill you built in the first six weeks of school so you can maximize your opportunities for guided practice. What I'm going to share with you today is the Readers' Workshop, which is how I like to organize my time.



[SLIDE – COMPONENTS OF A READERS’ WORKSHOP]

[Image of circle relationship graphic with *Guided Reading* in the large central circle, with four secondary circles stemming from the large central circle with the following words: *Independent reading; writing about reading; working with words; digital & media technology*]

[Terri Anne Jackson]: So you can see my visual here. These are the five components of the Readers' Workshop that I use. They have changed over time, and they are fluid. But you'll notice that big, and at the centre I put "Guided Reading," because Guided Reading is the single most important thing in my literacy classroom. So I need to make sure that's my focus. The other components; Independent Reading, Writing about Reading, Working with Words and Digital and Media Technology are almost like my supporting characters, so I can really, really focus on my guided practice.

[SLIDE – READERS’ WORKSHOP: A POTENTIAL STRUCTURE]

[Table on slide:

Group 1	Group 2	Group 3	Group 4	Group 5
Guided reading	Independent reading	Write about reading	Working with words	Digital & media technology
Independent reading	Guided reading	Independent reading	Independent reading	Independent reading

[Terri Anne Jackson]: A Readers' Workshop can be used kind of as a middle block of your literacy program. It provides structure to the class and a way to increase the opportunities for you to teach small groups of students. Most educators work around and try things, and find a system that kind of works for them. It's important that you investigate various systems, and choose one that you think will work best for your teaching profile, and as well as your class learning profile. At the bottom of this slide, I screened such a variety of systems I found online, and there are plenty online. So take a look and see what works for you. Each has its own advantages. Some students need really concrete directing. So the work board on the left hand side tells students the order in which they need to work on things. The exact opposite is true of the one on the far right. That's the Daily 5, which unless they're at the guided table, students are able to self-select what activity they would like to do. As a teacher, it's important that you know your preference and you choose what's best for your class, and each of the individual learners in your class.

So this is where things become quite tricky in the beginning, because you need to figure out who needs what level of support in order to work best in the classroom. For many students with executive functioning difficulties in particular, the planning and organizing required to self-select requires pre-planning and routines. It might need a checklist and-or success criteria for each station, in order to be able to get themselves there. So ensuring they can initiate with the task and complete them independently requires sufficient scaffolding. At the top of the slide, I suggested a structure that's worked well for me in my classroom. I divided my Readers' Workshop into two halves, and I assigned students responsibilities for each half of the block. As you can see, that on specific days, students had been broken into five groups, and they have been assigned two jobs. I switch my groups every six to eight weeks. My Readers' Workshops are all ability-based, so I can focus on targeted intervention.

I'll spend some time now talking about the potential ways to structure the remaining components of the Readers' Workshop. Given that we've already spent a lot of time talking about Guided and Independent Reading, I will not speak about them again, but know that they are two of the huge and the most important components.

[SLIDE – WORKING WITH WORDS]

[Image of a three-circle sequential arrow process with *How it works?* in the top circle, *Why Working with Words?* in the middle circle, and *Considerations* in the bottom circle.]

Text on slide:

Teacher provides direct, systematic instruction in language and literacy. Individualized programming focusses on phonological awareness, phonics, and word analysis. Activities vary; programming offers differentiated process, product, and content.]

[Terri Anne Jackson]: The first thing I'd like to talk about is Working with Words. During Working with Words, the teacher provides direct and systematic instruction in language and literacy. Individualized programming focus on phonological awareness, phonics, word analysis, and activities vary. The programming is differentiated based on the process, product and content for each student. So each student has an individualized Working with Words program.

[SLIDE – WORKING WITH WORDS]

[Image of student selecting word from word wall.]

[Terri Anne Jackson]: The goal of Working with Words is to ensure that all students read, spell and use high-frequency words correctly, and that they learn the patterns necessary for decoding, spelling and word-solving strategies. It may include phonemic awareness, letter-sound relationships, vocabulary, semantics, syntax, pragmatics, metacognition, comprehension strategies, experimenting with word and spelling patterns, memorizing high-frequency words, generalizing spelling patterns, adding to knowledge of words, understanding concepts of prints. Examples of things that I sometimes use in word study are things like word sorts, adding words to the word collection, adding words to their word study notebooks, practicing basic words that are often misspelled, open word sorts where the students would create criteria, closed word sorts where I've created a criteria, and opportunities to scaffold the learning that we've done in Read Aloud in Shared Reading and Guided Reading across contexts. During Working with Words, we want students to systematically learn sounds and relationships, and they're applied as we scaffold them from reading isolation, so during Working with Words to reading independently.

[SLIDE – WORKING WITH WORDS: WHY?]

Text on slide:

- Allows students to engage with literacy in “parts” (i.e. word families, patterns)
- Allows for individualization of programming
- Allows for the direct instruction of specific skills (i.e. word patterns, spelling rules, sight words)
- Allows for multi-sensory practice (i.e. kinesthetic activities, plasterscine)]



[Terri Anne Jackson]: So why do we use Working with Words? It allows students to engage with literacy in parts. So for a lot of students, learning things in pieces is much more easy than learning things in a whole. It also allows for individualization of programming, it allows for direct instruction of specific skills like word patterns and spelling rules, and also allows for multi-sensory practice, so we can encourage and incorporate kinaesthetic activities into the reading process.

[SLIDE – WORKING WITH WORDS: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide:

- Consider using a variety of materials (i.e. manipulatives, technology tools)
- Ensure tasks are effectively chunked (i.e. consider a structured program, make sure rules and expectations are clear)
- Consider partner work (mixed-ability groupings)
- Ensure work is presented at instructional level and is engaging for student
- Test out activities – ensure students with varying levels of language comprehension/fine motor skills can manipulate the activities]

Some considerations for students with learning disabilities; consider using a variety of materials. I love things like Wikki Stix and Play-Doh to get students up and engaged. Magnetic letters are another popular one. Ensure that tasks are chunked effectively. You may want to almost create a structured program that progresses, and students will find their entry point and you'll move them through it. That will give you an opportunity to make sure that expectations are clear. Consider partner work or mixed ability grouping, but again, this is going to require you to teach collaboration, problem-solving and teamwork skills in advance of being able to do this. Ensure that work is presented at the instructional level, and it's engaging for students. And test out some activities. Ensure students are working at a level that they can both do in terms of language comprehension, and also take a look at their fine motor skills; nothing derails working with the word session, like having your magnetic letters in a lower [INAUDIBLE] no one can get the lid off -- may have happened to me once or twice.

[SLIDE – WRITING ABOUT READING]

[Image of a three-circle sequential arrow process with *How it works?* in the top circle, *Why Writing About Reading?* in the middle circle, and *Considerations* in the bottom circle.

Text on slide:

Students have the opportunity to articulate their thinking about reading based on the material they have read in class; students can choose to write about read aloud, shared reading, guided reading, or independent reading material. Teacher responds to students by writing a response that meets the student where they are and extends their thinking by using prompting questions. (Fountas & Pinnell, 2001.)

[Terri Anne Jackson]: The next thing to talk about is Writing about Reading. So during Writing about Reading, students have the opportunity to articulate their thinking about reading based on the material



they have read in class. Students continue to write about the Read Aloud, your Shared Reading, Guided Reading or even their Independent Reading material. The teacher responds to the student by writing a response that meets the student where they are, and extends their thinking by using prompting questions.

[SLIDE]

[Image of chart entitled *Writing about Reading*]

[Terri Anne Jackson]: So you can see here I've incorporated some images. I often will make an anchor chart with my class for when students have a hard time thinking about ideas. And what we do is, we glue it right into their reader's notebook. And I also post it on the wall of my classroom. It included an image of a reader's notebook, because for many students, writing in their reader's notebook is how they like to communicate. And I've always included a Dictaphone, because once upon a time I had this student who I knew he had lots of great ideas in his head, but they never went out on paper. And so I gave him the Dictaphone; he used to pace the halls of the school dictating to me about his reading each week, and then I would dictate back. And it was a beautiful way -- that really gave me the opportunity to see what he was capable of doing.

So remember that when you're generating that list of ideas I talked about, they can be opener, focused on specific instructional strategies. So you may want to almost guide it when you're looking to assess specific skills. I like to do this regularly. What I found worked best for me is when I had 30 students in my class, I would divide them up so I receive six students' reading response journals each day, so I never had to respond to 30 kids at a time. That way I could take six home, and it didn't feel like too much work to spend 30 minutes a night writing back to six people. When I wrote back, it was really awesome, because it allowed me to differentiate for students at another level. I knew what level prompting to ask them. I was able to connect with them on a couple of things. And it really helped me build rapport, especially with some of the quieter students in my class.

[SLIDE – WRITING ABOUT READING: WHY?]

[Text on slide:

- Individualization; readers can write about text they have read in class during real aloud, shared reading, independent reading and guided reading activities
- Encourages readers to practice comprehension strategies
- Requires readers to look back at text and take a “deeper think”
- Individual responses allow teacher to probe at instructional level and to connect personally with each student]

[Terri Anne Jackson]: So why do we write about reading? Individualization is the real reason why we do this. Readers can write about texts they have read in class during Read Aloud, Shared Reading, Independent or even Guided Reading activities. It encourages your readers to practice their comprehension strategies. It requires they look back and take a deeper think about things. And



individual responses allow the teacher to probe at the instructional level, and to connect personally with each student.

[SLIDE – WRITING ABOUT READING: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide:

- Allow students to respond in a variety of formats (i.e. response journal, post-it notes, letters, oral responses)
- Give students access to a word bank/word wall (organized by increasing complexity, tools like spell check, assistive technology)
- Ensure speech to text software is available including word prediction software and speech-to-text software
- Allow students to type, write, or print; drag and drop allows them to avoid retying when editing drafts
- Create templates and to-do lists to help with planning
- Ensure students have sufficient time to complete the task (some students may require multiple days)]

[Terri Anne Jackson]: Now this tends to be one area where there are a lot of considerations for students with learning disabilities. First, allow students to respond across a variety of forms. So I showed you the example of the response journal and the Dictaphone. I've also had some students who like to use Post-It notes. Some students like to write letters, some students like to do oral responses. Some students even like to do it electronically. Make sure students have access to a word bank or a word wall. And one of the great ways of organizing is to make it easier for students with learning disabilities to access, and to make sure you organize it by increasing complexity. So tools like Spell Check are really essential, and making sure that assistive technology and word prediction software is available as needed. Speech to text software is very helpful for many students; however, ensure they are fluent with the software before you set them on this task. Also make sure you have a nice dictation space in your room, and students have good quality noise-cancelling headphones so that they don't have disruption by other students. Nothing derails dictation software like a student who has everybody else's words on the space. You may want to allow students to type and then drag and drop things back and forth, just to save them having to retype if they decided to edit drafts. You may wish to create templates and to do lists to help students plan and ensure students have sufficient time to complete the task. Knowing your students means that you'll know whether they need multiple days to get this letter ready for you each week. And ensure, most importantly, that your success criteria is consistent over the course of the term, because it helps to foster routines, and students can build their comfort as they get through and they learn about this.

[SLIDE – DIGITAL & MEDIA TECHNOLOGY]

[Image of a three-circle sequential arrow process with *How it works?* in the top circle, *Why Digital & Media Technology?* in the middle circle, and *Considerations* in the bottom circle.

Text on slide:



With focus on teaching the students to think critically and navigate the new content online, digital and media technology may include opportunities to connect with their computers, video games, apps, and the Internet. (Ontario, 2016).]

[Terri Anne Jackson]: The next component is Digital Media Technology. So we're living in the twenty-first century, and we all know that everyone's looking to find ways to leverage the digital in their classroom, or to get students really engaged in thinking about technology. So with the focus on teaching this, we need students to think critically and learn to navigate this new content online. We talk about the "new literacy," so we want them to have chances to interact with their computers, video games, apps and the internet, not only to make them more interesting and excited in the classroom, but also to support them in becoming fluent members going forward in society.

[SLIDE]

[Image of various light bulbs in different colours with different media icons in each.]

[Terri Anne Jackson]: It's important to offer an opportunity to experiment with our literacy skills in this new literacy environment, and the possibilities are endless. Students can green screen summaries, they can do retells or Read Alouds. They can do podcast author reviews. They can use media tools to do listening to reading, like Ted Talks or podcasts. Some people actually find it valuable to do direct instruction of typing skills. In fact, there's research that indicates that for students to make good use of typing on a computer, they actually need a typing speed of greater than 24 words per minute, otherwise the technology may not enhance their learning. So particularly for your students with SEA funded laptops, you may want to consider having typing as something they would do with part of the Readers' Workshop.

[SLIDE – DIGITAL & MEDIA TECHNOLOGY: WHY?]

[Text on slide:

- Develop critical thinking skills
- Understand how media messages shape our culture and society
- Recognize what the media maker wants us to believe or do
- Recognize bias, spin, misinformation
- Evaluate media messages based on our own experiences, skills, beliefs, and values
- Create and distribute our own media messages
- Advocate for media justice]

[Terri Anne Jackson]: So why do we teach this Digital and Media Technology as part of our literacy block? Well, first of all, it's in the curriculum. But next, it helps develop critical thinking skills. It helps to understand how media messages shape our culture and society. It recognizes that what the media maker wants us to do or believe. It helps us recognize bias, spin and misinformation. It helps us evaluate media messages based on our own experiences, skills, beliefs and values. It helps us to create and distribute our own media message. And it also, thinking bigger picture, it allows us to advocate for



media justice. Now, these are really big, over-arching ideas, but when we think about those being our goals, look at what you're planning for your media technology, and look at the new cool app that you've discovered, and figure out how can this be supportive for you and your students?

[SLIDE – DIGITAL & MEDIA TECHNOLOGY: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide:

- Keep it simple
- Connect back to the curriculum... what skill is this building?
- Consider the amount of screen time students are receiving throughout the day (especially important if students have SEA funded devices and use them throughout the day)
- Plan a backup (in the event machines/Internet) are acting up; teach students how to troubleshoot and how to determine when to move to the backup activity
- Use checklists and to-do lists to help students plan
- Ensure assistive software is available/compatible with your chosen tool (as needed)]

[Terri Anne Jackson]: In terms of considerations for students with learning disabilities, keep it simple. Always connect it back to the curriculum. What skill is this building? Consider the amount of screen time students are receiving throughout the day. And this is particularly important for our students with SEA funded laptops who use them throughout the day. We want to make sure that technology is enhancing learning, not increasing the level of agitation in students. Make sure you plan a backup in the event that your machines or your internet are acting up, and teach students how to troubleshoot and how to determine when to move to a backup activity. I always teach this so that students are not surprised. So when I'm teaching my routines in my classroom, I'm going to say, "Uh-oh, technology malfunction, what's our backup plan?" Again, using checklists and to-dos to help students plan. Ensure assistive software is available and compatible with your chosen tool as needed. And consider fine motor impairments -- are students able to use the aspects of the device that you're hoping they can use?

[SLIDE – PUTTING IT TOGETHER: THE READER'S WORKSHOP]

[Image of a tree with puzzle pieces as leaves.]

[Terri Anne Jackson]: Finally, we're getting to a point where we're looking at how to put it all together. Over-arching, there are some considerations we need to put in place when planning a Readers' Workshop in our classroom. So these aren't tied to one of the individual sessions, this is tied to Readers' Workshop as a bigger picture. Remember that you want students to have the opportunity to demonstrate understanding in a variety of ways. This includes building routine. Routine means that students know what to expect, and how to get through a task. This will free up their cognitive load. So when you're teaching your routine, think about things like teaching how to chunk -- teach students how and when to take a self-regulation break. Teach them those organizational skills they're going to need. Choose some collaboration skills so they can work together and then resolve simple problems. This will also teach you whether or not collaborative activities are going to be appropriate in your Readers' Workshop. Also, it allows for assessment to be done over a variety of ways. You can see that because



skills are being reinforced, the variety of components of the Readers' Workshop and through our strategies at the whole-class, we've got a number of ways to assess and evaluate our student learning.

[SLIDE – PUTTING IT TOGETHER: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide:

- Opportunities to demonstrate understanding in a variety of ways
- Routine means that students know what to expect and are able to get to task rather than understand and learn what needs to be done
- Allows for assessment to be done over a variety of ways
- Importance of routines/expectations
- Transition warnings (consider countdown timers)
- Consider the level of openness (do students need the opportunity to choose? Are they better served with a daily schedule?)
- Have all materials organized and available; consider setting up dedicated spaces for each activity
- Build in opportunities for breaks; directly teach problem solving and self-regulation skills for students to use during the Readers' Workshop]

[Terri Anne Jackson]: Again, I'm bringing up the importance of routines and expectations, because that really is what's going to make or break this. You can have the most beautiful Readers' Workshop in theory, but unless you spend the time to actually put it into place, it is going to be really challenging to make it work effectively. Consider it a level of openness. Do students need the opportunity to choose? Are they better-served with a daily schedule? Have all of your materials available, and consider setting up a space that is dedicated for each activity. What I found is, when I have space challenges in my classroom, I actually had a white bin dedicated to each activity. And before our Readers' Workshop started, the bins came out and they move to a designated space in the classroom where I like that activity to occur. Build in opportunities for breaks, so teach those problem-solving and self-regulation skills for students to use. And finally, consider the transition warnings. Use things like countdown timers to help you plan for the transition, and that's so students know when it's starting to become time to wrap up. Some classrooms have used the green-yellow-red signal up on their whiteboard; so there's three pieces of paper, and the teacher says, "We're in green now, you have lots of time." And when it's getting halfway through, they pull that off so students know from the visual on the board that they're in yellow. And when time is wrapping up, it moves to red so students know to clean up.

There is a researcher called Kleinberg who actually looked at students with executive functioning challenge, and he mentioned two very important things that you needed to set up in terms of your classroom routines. He says, how do you teach that self-regulation? How do you teach the checking, monitoring, prioritizing? And then how do you teach students to do those check-ins while they're self-monitoring? The other thing that he found was very important was teaching those working memory strategies. You need to teach them in a systematic way so students are able to think about them, apply them, and look how they apply across contexts.



[SLIDE – REFERENCES]

[Text on slide:

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[Terri Anne Jackson]: So thank you so much for taking the time to listen to me today. I hope that you were able to learn something new. I'm going to give the floor back to Cindy, and you guys can take a peek at my references page.

[SLIDE – Q&A]

[Cindy Perras]: Great! Thank you so much, Terri, for sharing your knowledge and expertise, and providing our webinar participants with some wonderful, practical suggestions and strategies to differentiate their literacy programs.

Okay, now we're going to move onto the question and answer segment of today's webinar. If anyone



has questions, please type your question into the Chat box on your GoToWebinar dashboard, and I will read your question to Terri.

Okay Terri, first question for you. For students who have learning disabilities, and particularly for those who are reluctant readers, how do you encourage them to participate in Independent Reading if they are really not interested in using assistive technology and looking different from their peers?

[Terri Anne Jackson]: Oh, that's a really great question. Thank you, Cindy. I suppose you need to kind of, first of all, carve out why the reluctance? Is it reluctant because they're struggling to decode the text, or is it reluctant because they are struggling to find text that interests them? I think the first thing I would do as a teacher is, I would do a reading inventory survey with the students. I would probably do it with everyone, and find out the kind of things they're into, and make sure I go to the public library and check out some books on the topics that they like. For that particularly reluctant reader I may also speak to their parents and find out if there's anything over time that they've been really interested in, even if it means bringing the Guinness Book of World Records into my classroom. It's nice to have something that you know that they're going to be engaged with. So I may start there.

The next thing that I would do is, I would try to find a way to get as many kids as possible, even those who don't need assistive technology using the assistive technology in my classroom. Potentially, this reluctant reader may end up realizing that assistive technology will be their pathway to success, and we need to make sure they take the time to discover that pathway for themselves. So if I have assistive technology available to anybody with a bunch of really great material on it, that would be one way to encourage them.

The next would be that I might offer books on tape, so I would have the -- you can get a lot of the Magic School Bus books, for instance, at the public library where you get it on tape, so students would have the opportunity to listen and hear. And me also get my iPod and download some books on my iPod, and then students can listen to things that way. If you have access to iPads, and you have the ability to go online to Hoopla, which is offered through the public library, have a ton of audio books. And while audio books aren't ideal, they can be listening to the audio book and looking at the text, or you can use the audio book as a way to kind of build interest in an author or topic, and then bring other books in from that. I hope that was an answer.

[Cindy Perras]: Yeah, no, that's actually a great answer, Terri. And I was really pleased to hear you talk about bringing technology and assistive technology into the classroom and having it made available to all students. I think the more as educators that we can provide technology and assistive technology, and some people are actually thinking that it's better to refer to it as "educational technology," when we provide it to everyone in the classroom and they have the option to use it when they wish to, not just when they need to, it becomes more acceptable, and therefore reduces the stigma that might be associated with specialized SEA equipment.

Okay. Another question here -- is there a place in your Readers' Workshop model for more intensive



interventions, such as tier two, for struggling readers or students who have significant learning disabilities that impact reading?

[Terri Anne Jackson]: Another really great question. So as a teacher, when I'm creating my Guided Reading schedule, what I tend to do is, I divide my students up into group space and ability. So I might have my really super high achieving students, and I might see them out of my ten Guided Reading blocks that I have time-tabled for myself during that period. I may only see them once out of the ten times during the week. For my students who are needing intense intervention, I may be seeing them three times a week. In other situations, students who are typically developing and I'm not concerned about, I may see them once a week. And my students who are struggling a little bit, you kind of say your "C" type kids, your level two type students, I may see them twice a week. In fact, I had a situation once where I had a student who was struggling so significantly that I managed to find the time to guided-read with them every single day for a period of ten minutes. And what I did was, I created a component at the end of my Readers' Workshop where students had a fun word-based activity, and that allowed me to have ten minutes every single day to do one-on-one instruction with that student. But it does require some creativity. Other times -- now it's going to depend, obviously, on the structure of your school and your system. But there may be support people who can help you to really dive into those tier two kids. So if you're able to get parent volunteers in your school, they can read with some of your typically developing readers, and you can create a script for them that would allow them to guide that Guided Reading lesson. And as long as you checked in with them on a regular basis, they could do some of that Guided Reading, allowing you to work more intensely with the students who you, as the qualified teacher, are trained to work with. I hope that answers your question.

[Cindy Perras]: Yeah, that's also a great answer, Terri. And I think you've referenced there the importance of being able to tap into some additional resources, i.e., human resources, who might be available; the parent volunteers, maybe older students within the school who can help support your reading program. Because I've been thinking back to your very first poll when the people who participated indicated that time was of the essence, and was probably the single most important factor or variable in trying to plan an effective literacy program.

Okay. Next question here. I'm teaching in an intermediate setting for students with specific learning disabilities. Are the suggestions that you've provided for your Readers' Workshop applicable for intermediate age students?

[Terri Anne Jackson]: I think they are. But I think you need to take them and look at your setting. So I worked with an absolutely incredible intermediate teacher who followed a similar model. But what he did was, his digital -- so he had the Independent Reading and the Writing about Reading components going. He had the Guided Reading component going. And his word study component was a much more structured literacy-based program, focusing on some grammar and things that were in his curriculum. And then what he did for his Digital Media Technology component, he actually had students listening to Ted Talks and podcasts. And that's where that idea, what he would do if they would listen to the 20-



minute podcasts. And then they would sit in a small group, and then they had a talking tool. And they would respond to questions the teacher had suggested they talk about after listening to the Ted Talk. And that got them discussing the strategy about reading, or working other listening comprehension strategies.

[SLIDE – Other questions?]

[Text on slide:

EMAIL: info@LDatSchool.ca

TWITTER: #LDwebinar]

[Cindy Perras]: Great. Well, thank you so much, Terri. At this point in time, that's all the time that we do have for questions, so we are going to end our formal question and answer session at this time. Should you have any further questions, please either email us at info@LDatSchool.ca, or use our hashtag on Twitter, hashtag LDwebinar, and we will ensure your questions get answered.

[SLIDE – FREE WEBINAR: Managing Anxiety in Students with Learning Disabilities]

[Text on slide:

May 8, 2018 3:45 – 4:45 PM ET

Presented by: Dr. Marjory Phillips, C.Psych.

Director, Centre for Mental Health Research, University of Waterloo]

[Cindy Perras]: Mark your calendars for the next LD@School webinar on Tuesday, May 8. Dr. Marjory Phillips, director at the Centre for Mental Health Research at the University of Waterloo will be presenting, "Managing Anxiety in Students with Learning Disabilities." After today's webinar, you will receive an electronic link to register for this upcoming webinar.

[SLIDE – Educators' Institute]

[Text on slide:

August 21st & 22nd, 2018

Hilton Mississauga/Meadowvale

SAVE THE DATE!]

[Cindy Perras]: Please also mark your calendar and save the date to join us at LD@School's fifth annual Educators' Institute, which will be held on August 21st and 22nd in Mississauga. Information on the program, registration and hotel accommodation will be available on the LD@School website next week.

[SLIDE – THANK YOU!]

[Cindy Perras]: And on behalf of the LD@School team, I would once again like to thank Terri for her presentation. And thank you to all of our participants for joining us. Please remember that we will be sending out presentation slides and a short survey following today's webinar. The feedback we receive



through this survey provides us with important information for producing future webinars. As a reminder, we will be sending out a link to this recorded webinar in approximately three weeks.

Thank you again for participating, and enjoy the rest of your day!

