

Independent Reading: Text Types, Paper Books, and Digital Texts

February 11, 2016

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www.aacintervention.com

<http://spedapps2.wikispaces.com/>

<http://aacgirls.blogspot.com/>



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syndrome
foundation

COMMUNICATION TRAINING SERIES

Webinar Outcomes

- ★ Review three text types for beginning readers of all ages
- ★ Share resources for print materials
- ★ Share resources for digital materials, with an emphasis on free materials

Today's Topic Location in the 5 STEPS

Targets	
Teaching/ Tasks	★ <i>Supports for independent reading</i>
Tools	★ <i>Print books</i> <i>Digital text resources</i>
Testing	
Team	

Self - Selected

Reading

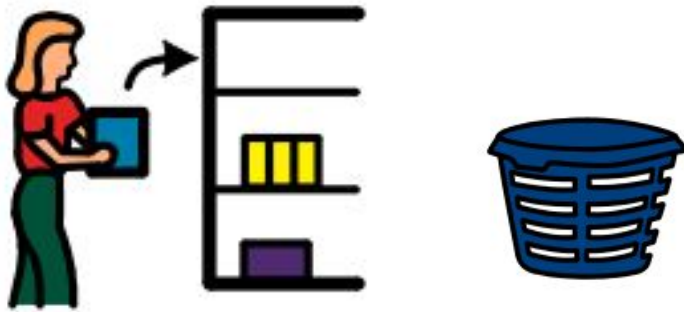
★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Choice &

Competence!

WHAT Should Be Included?

- Teacher read-alouds



- Students reading at own level from a variety of books

- Teacher conferencing with students



- Opps to share what they are reading

Emergent Definition

**Students are in the very beginning stage of literacy.
There are NO prerequisites.
There is no such thing as 'not ready for'!**

Beginning Readers Need

- ★ Multiple types of text
- ★ Age-appropriate, engaging materials
- ★ Electronic text for accessibility
- ★ Literature that fits into the curriculum at their readability level

3 Types of Text

- **Enrichment**
- **Transitional**
- **Conventional**

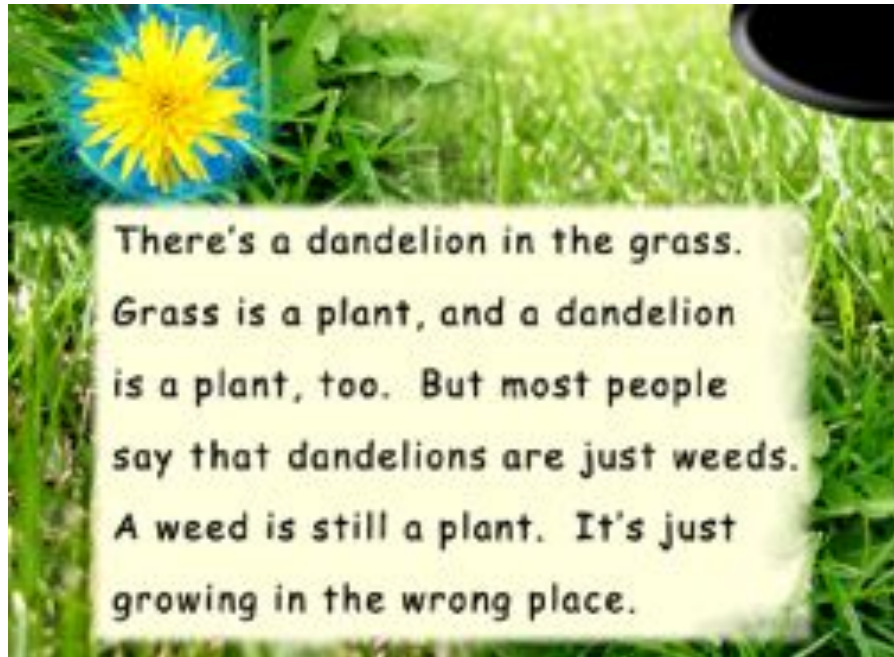
Start to Finish Literacy Starters

Donnelly, Erickson, Musselwhite, Stemach

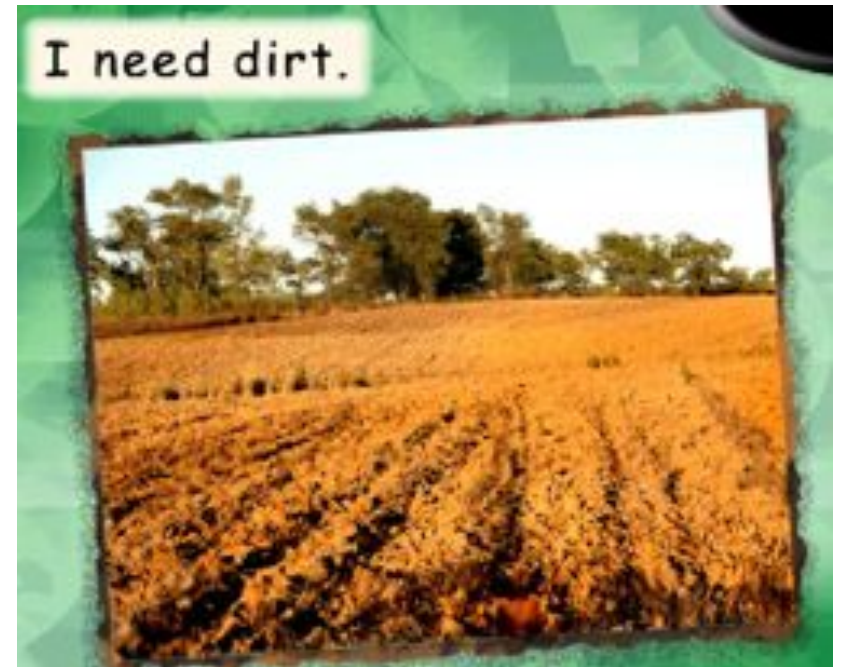


www.donjohnston.com/products/start_to_finish/literacy

Enrichment Text



Transitional Text



Conventional Text

**Enrichment
Text**

Enrichment Text

Often the most lengthy
& complex of the 3 types

. . . **WHY???**

Enrichment Text

Purposes:

- develop language
- build background knowledge
- support learning concepts about print

Enrichment Text

Features:

- Language rich text
 - Variety of sentence patterns
 - Complex sentences are acceptable
 - Blends of language structures
- Language rich graphics
- Detailed graphics that can tell the story and go beyond

Opportunities for vocabulary expansion

- Readability of individual words not critical - interest and engagement are critical

Rhyme, rhythm, repetition and/or

predictability that creates engagement

Enrichment Text Sample

WHERE THE WILD THINGS ARE



“They roared their terrible roars. They gnashed their terrible teeth.”

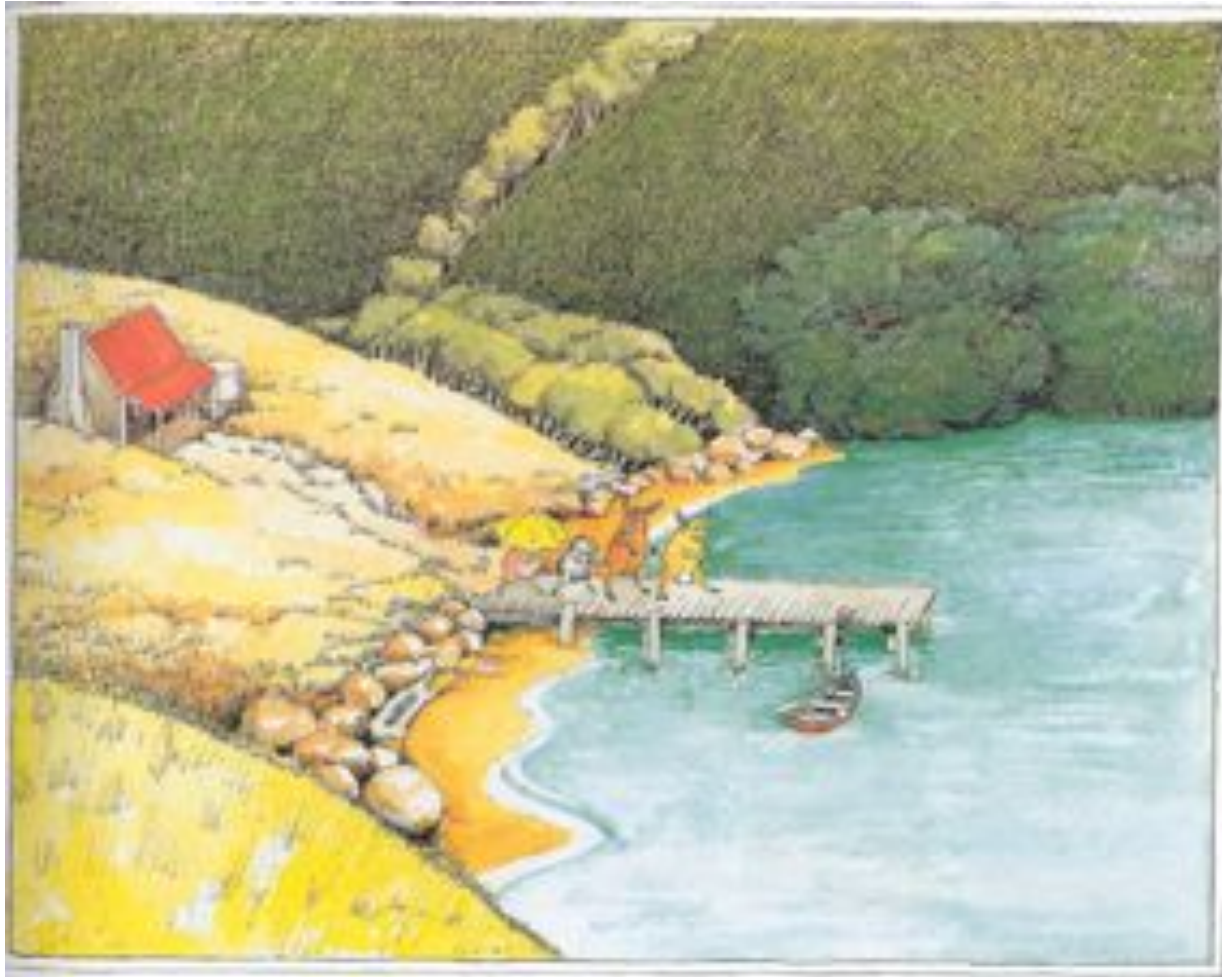
Who Sank the Boat?

Pamela Allen





Beside the sea, on Mr. Pepper's place,
there lived a cow, a donkey, a sheep, a pig,
and a tiny little mouse.



They were good friends,
and one warm sunny morning,
for no particular reason, they decided to go
for a row in the bay.

Do you know who sank the boat?



Was it the cow
who almost fell in,
when she tilted the boat
and made such a din?



No, it wasn't the cow
who almost fell in.

Do you know who sank the boat?

Is that 'considerate text'
for students aged . . .

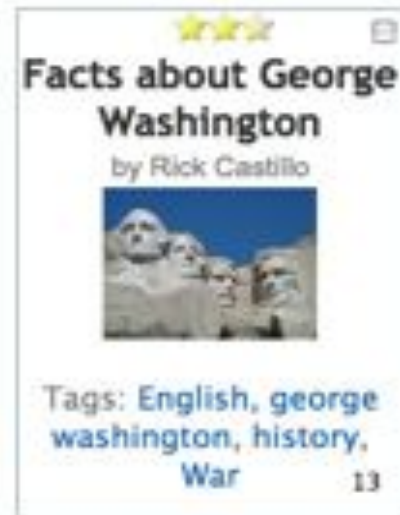
- 10?
- 13?
- 16?

?

TAR HEEL READER

Books by Topic (19377)

- Alphabet (375)
- Animals and Nature (3358)
- Art and Music (417)
- Biographies (355)
- Fairy and Folk Tales (291)
- Fiction (1006)
- Foods (645)
- Health (505)
- History (354)
- Holidays (495)
- Math and Science (1018)
- Nursery Rhymes (115)
- People and Places (2749)
- Poetry (199)
- Recreation and Leisure (1924)
- Sports (647)



www.tarheelreader.org

Tarheel Reader

www.tarheelreader.org

- ★ 40,000 + books written expressly for students with significant disabilities
- ★ Books can be read online
 - ★ Silently
 - ★ Or with child, woman, or man's voice
 - ★ Using switches
- ★ Books can also be downloaded
 - ★ PowerPoint
 - ★ Flash
 - ★ Impress

Christopher Columbus's Journey to the New World

by JeanaSab





Admiral of the Sea



Christopher Columbus was born in 1451 in Genoa, in present-day Italy. His father was a poor weaver, and Columbus worked for him.

As a young boy, Columbus had little schooling. He learned most of what he knew from sailors' tales of their voyages.

Lit2Go

<http://etc.usf.edu/lit2go/collections/>



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Welcome

Lit2Go is a free online collection of stories and poems in Mp3 (audiobook) format. An abstract, citation, playing time, and word count are given for each of the passages. Many of the passages also have a related reading strategy identified. Each reading passage can also be downloaded as a PDF and printed for use as a read-along or as supplemental reading material for your classroom.

NEW & FEATURED



Presidential
Addresses and
Messages
by FCTT



'Song of the Wind
on a Southern...
by George E. Merrick



Emily Dickinson



Alice's Adventures in
Wonderland
by Lewis Carroll



A Florida
Sketch-Book
by Bradford Torrey

This collection of children's literature is a part of the Educational Technology Clearinghouse and is funded by various grants. Copyright © 2006-2016 by the Florida Center for Instructional Technology, College of Education, University of South Florida.

The Adventures of Huckleberry Finn

by Mark Twain

'CHAPTER 1'

Additional Information

Year Published: 1884

Language: English

Country of Origin: United States of America

Source: Twain, M. (1884). *The Adventures of Huckleberry Finn*. Charles L. Webster And Company.

Readability:

Flesch-Kincaid Level: 10.2

Word Count: 1,324

Genre: Adventure

Keywords: 19th century literature, american literature, mark twain, animal elements, southern authors

Cite This

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NEXT →



YOU don't know about me without you have read a book by the name of *The Adventures of Tom Sawyer*; but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly - Tom's Aunt Polly, she is - and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers, as I said before.

Transitional Text

Transitional Literacy Definition

Transitional readers can read and understand familiar text (e.g. stories for which they have had multiple exposures). They have few if any strategies for reading words on their own and are inconsistent in reading even familiar words across a variety of contexts.

Transitional Text

Level is progressed through
rapidly by most students
without disabilities



“in the blink
of an eye!”

Transitional Text

Purposes:

- provide an increased focus on text, rather than the language and graphics components.
- support students in using the skills and understandings they developed through experiences with emergent texts and other print-based activities
- support students in developing simple word reading strategies

Transitional Text

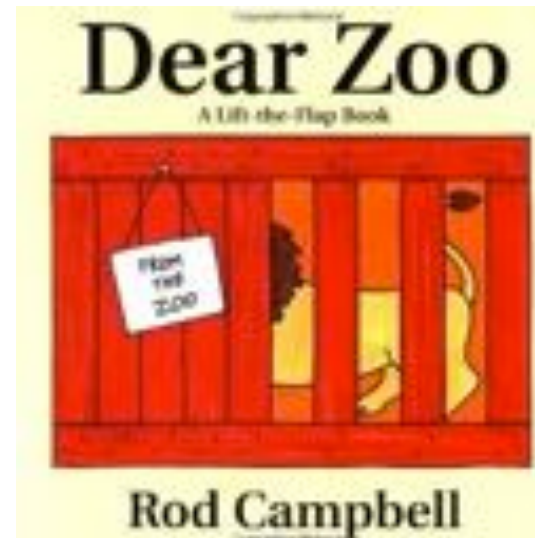
Features:

- . Simple and consistent sentence structures within a single book
- High degree of rhyme, rhythm. repetition and/or predictability
- Mix of text that is beyond reading level (for engagement) with text that student can read with support
- Close picture to text match when independent text reading is expected
- Stories can be as long as emergent books if text is interspersed with pages for students to independently read (i.e. pages with 1 or 2 words)

Transitional Text Sample

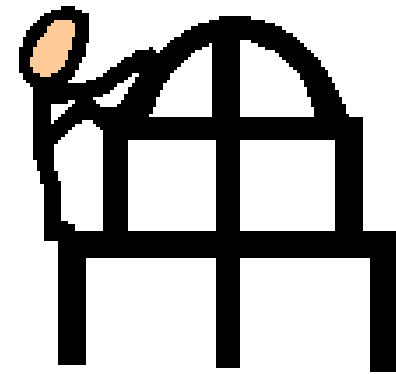


“Brown bear,
brown bear
What do you see?
I see a blue horse
looking at me.”



Emergent Literacy Features

- rhyme
- rhythm
- repetition
- predictability
- simple text
- simple graphics



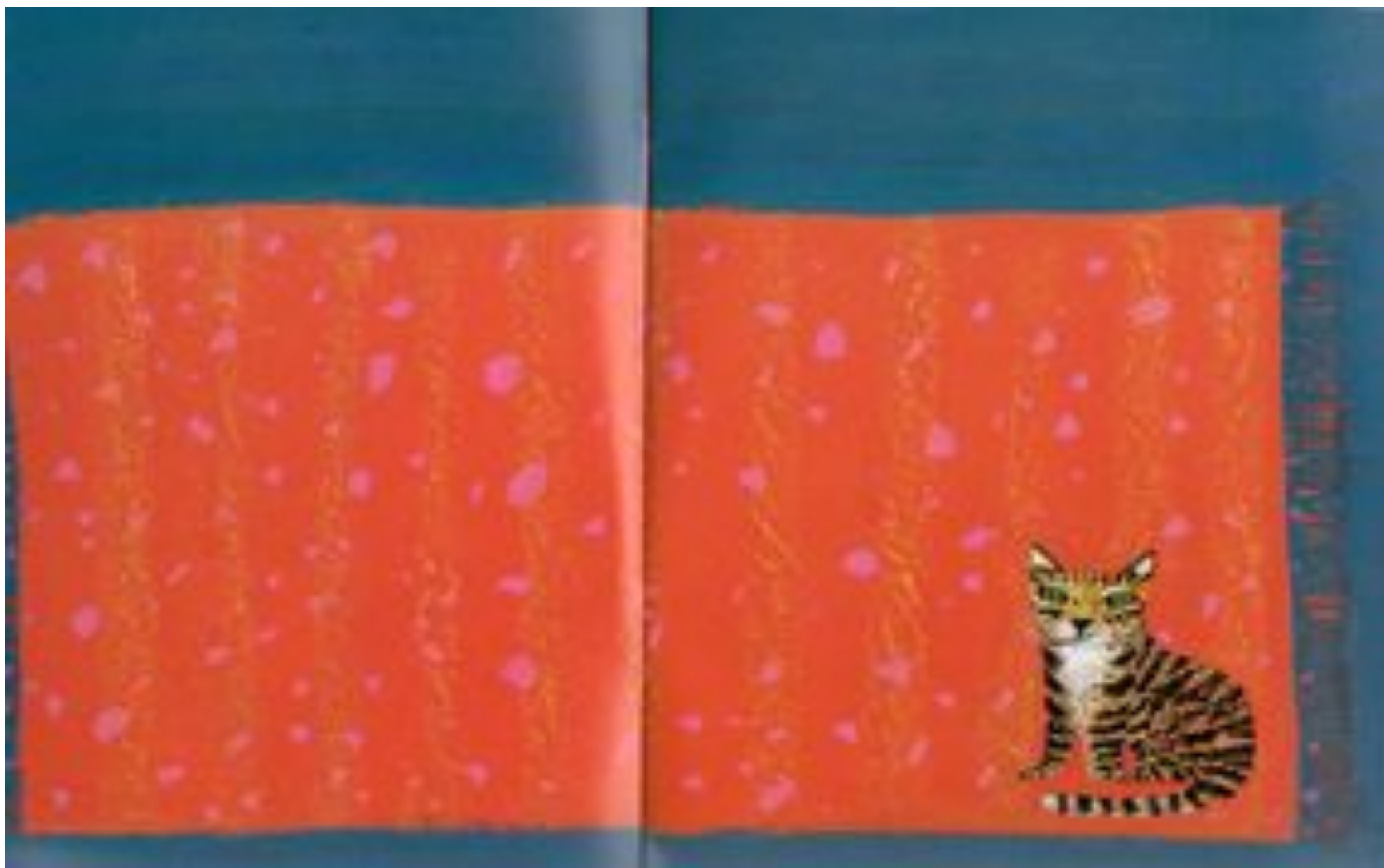
Scaffolding!!

Brian Wildsmith
Cat on the Mat

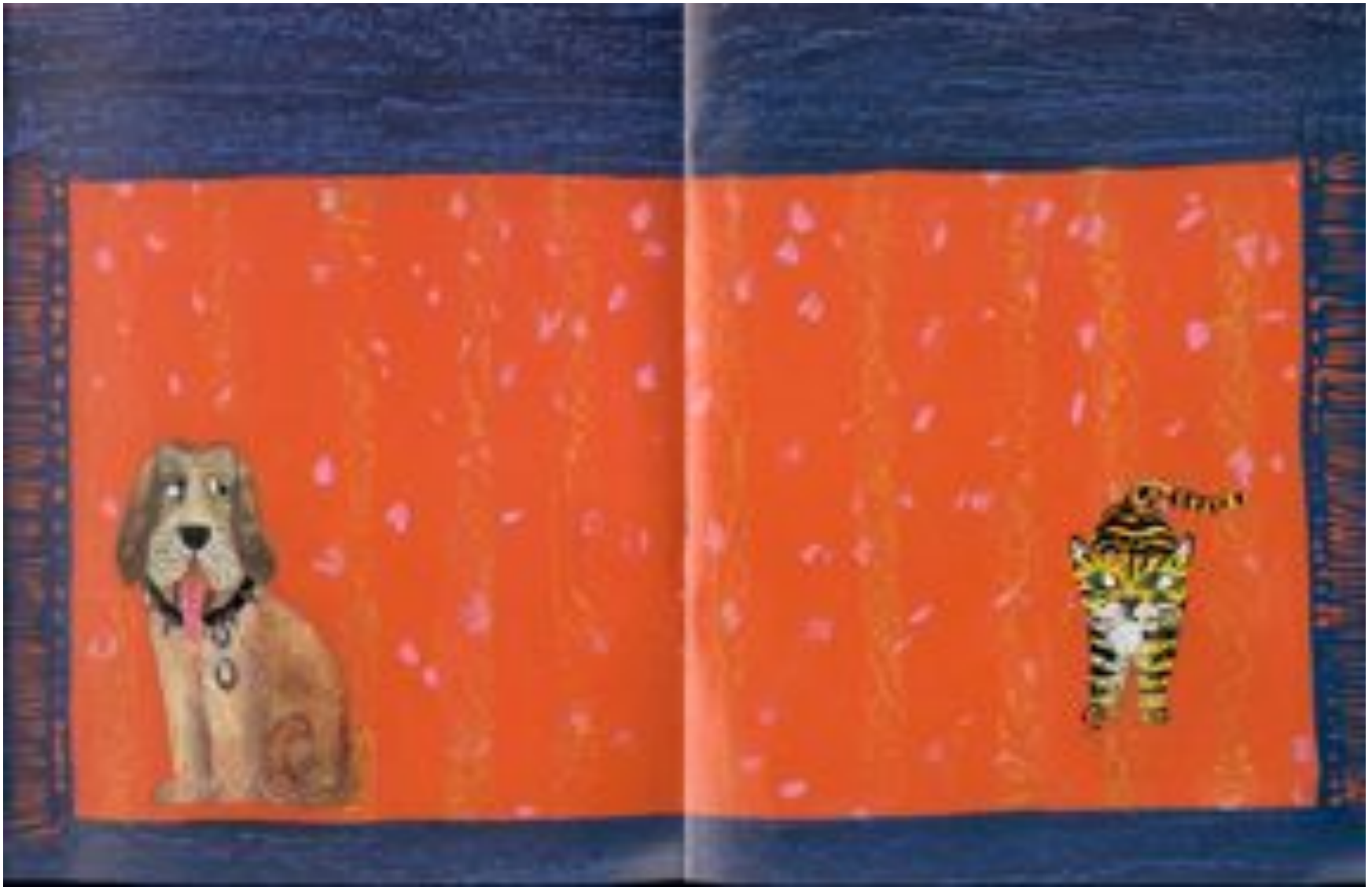
23



Oxford



The cat sat on the mat.



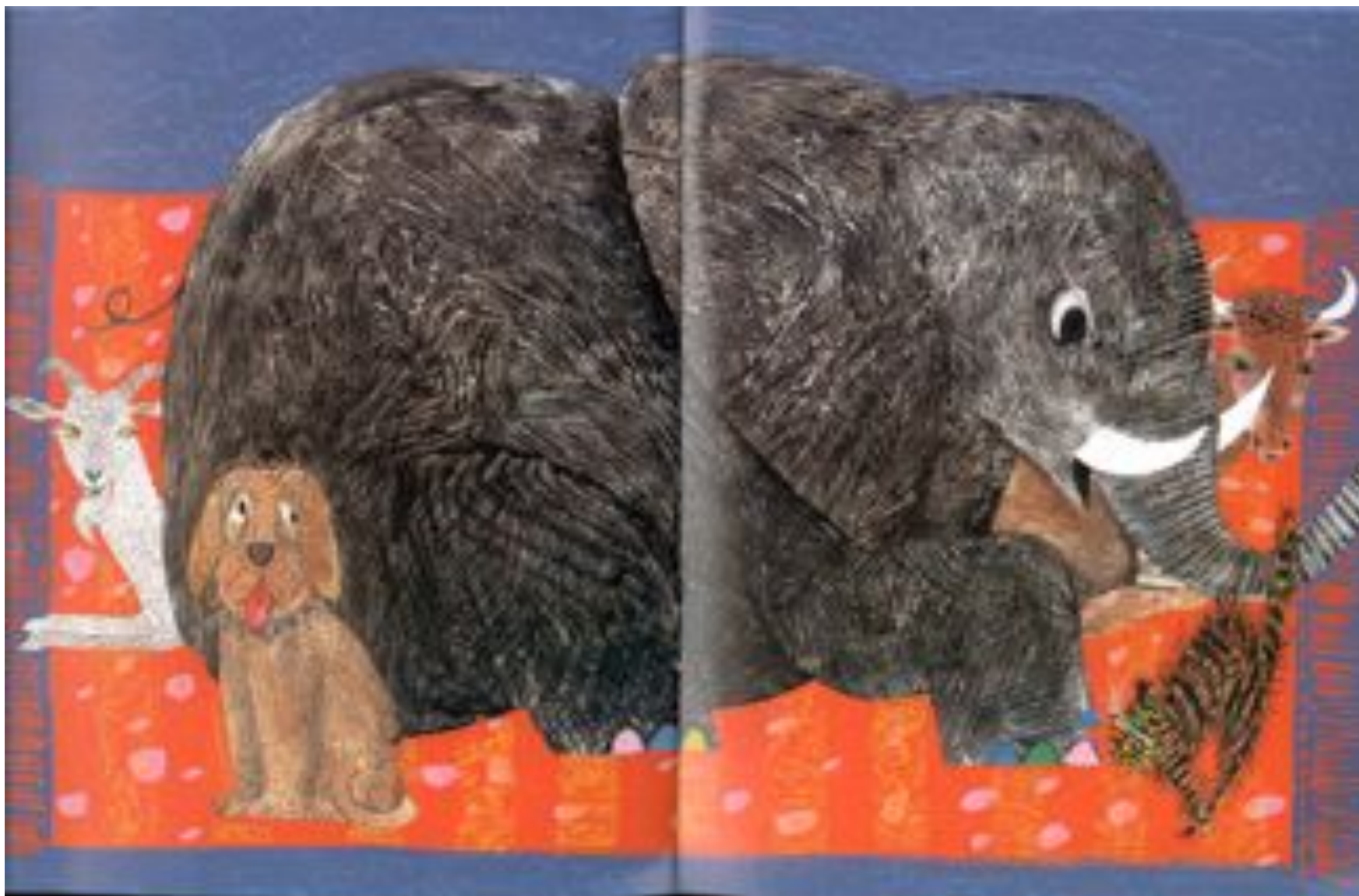
The dog sat on the mat.



The goat sat on the mat.



The cow sat on the mat.



The elephant sat on the mat.



Sssppstt!



The cat sat on the mat.

?

What would be the upper age limit for which this would be 'considerate text'??

WHAT'S COOKING

What's cooking?

Might be cake.

Not!

Might be tacos.

Not!

Might be burgers.

Not!

Might be chili.

Not!

Might be pizza.

All right! It's pizza!

**Caroline Musselwhite
& Pati King-DeBaun**

carolinemusselwhite1@me.com

Learning To Work

by Caroline Musselwhite & Laurel Richardson

From Attainment, \$59



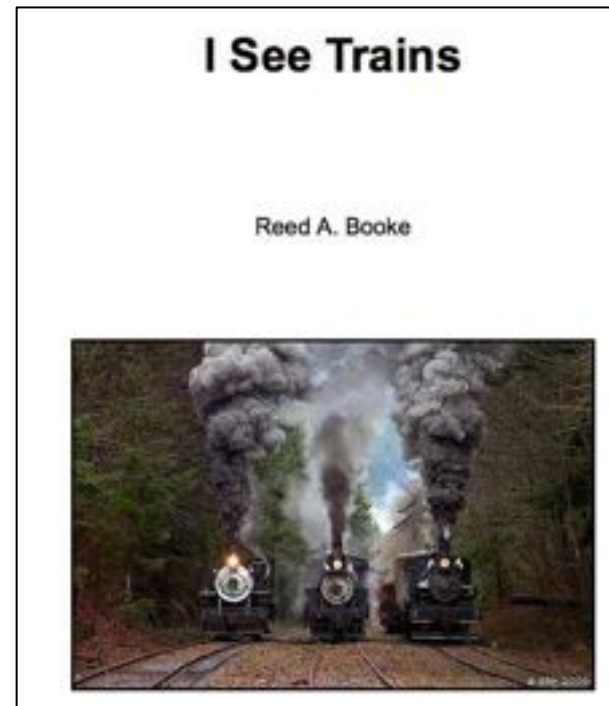
Themes:

- Garden
- Hospital
- Fast Food



Transitional Books:

Samples from Tarheel Reader















Alphabet Books Galore!

Africa
Alex <i>soccer plus</i>
All kinds of cookies <i>love</i>
Alphabet <i>alphabet</i>
Alphabet Books <i>This is a collection of 26 alphabet books, one for each letter of the alphabet.</i>
Alphabet zoo
Amos & Boris Collection <i>Exemplar texts supports for Amos & Boris by William Steig</i>
Create your own collection

**Tarheel Reader/
Collections**

Alphabet Books Galore!

<p>The E Book</p> <p>Christa ☆☆☆</p>  <p>✓ 10</p>	<p>My Y Book</p> <p>Christa ☆☆☆</p>  <p>✓ 12</p>	<p>The Letter G Book</p> <p>Ms. Vine's Class ☆☆☆</p>  <p>✓ 10</p>	<p>Our O Book</p> <p>Beddingfield ☆☆☆</p>  <p>✓ 12</p>
<p>The Letter M</p> <p>SherianB ☆☆☆</p>  <p>✓ 9</p>	<p>The Letter D</p> <p>SherianB ☆☆☆</p>  <p>✓ 9</p>	<p>The Letter R</p> <p>james.forsythe ☆☆☆</p>  <p>✓ 12</p>	<p>The letter W.</p> <p>debbyu ☆☆☆</p>  <p>✓ 9</p>
<p>The Letter V</p> <p>james.forsythe ☆☆☆</p>  <p>✓ 10</p>	<p>The Letter T</p> <p>hairerogers ☆☆☆</p>  <p>✓ 13</p>	<p>I Words</p> <p>runjenn4 ☆☆☆</p>  <p>✓ 8</p>	<p>The Letter H</p> <p>yaykindie ☆☆☆</p>  <p>✓ 15</p>

Angelman Communication Series Books

Get Set . . . For a Pet!
Caroline Musselwhite



Who Did It?
Caroline Musselwhite



Are We There Yet
Caroline Musselwhite



Conventional
Text

Conventional Literacy Definition

Conventional readers can independently decode and understand unfamiliar text at their level.

Conventional Literacy

Purposes:

- independent application of word reading strategies
- minimize scaffolds of rhyme, rhythm, predictability, and repetition
- reduced demands of language, text complexity, and sentence structure diversity

Conventional Literacy

Features:

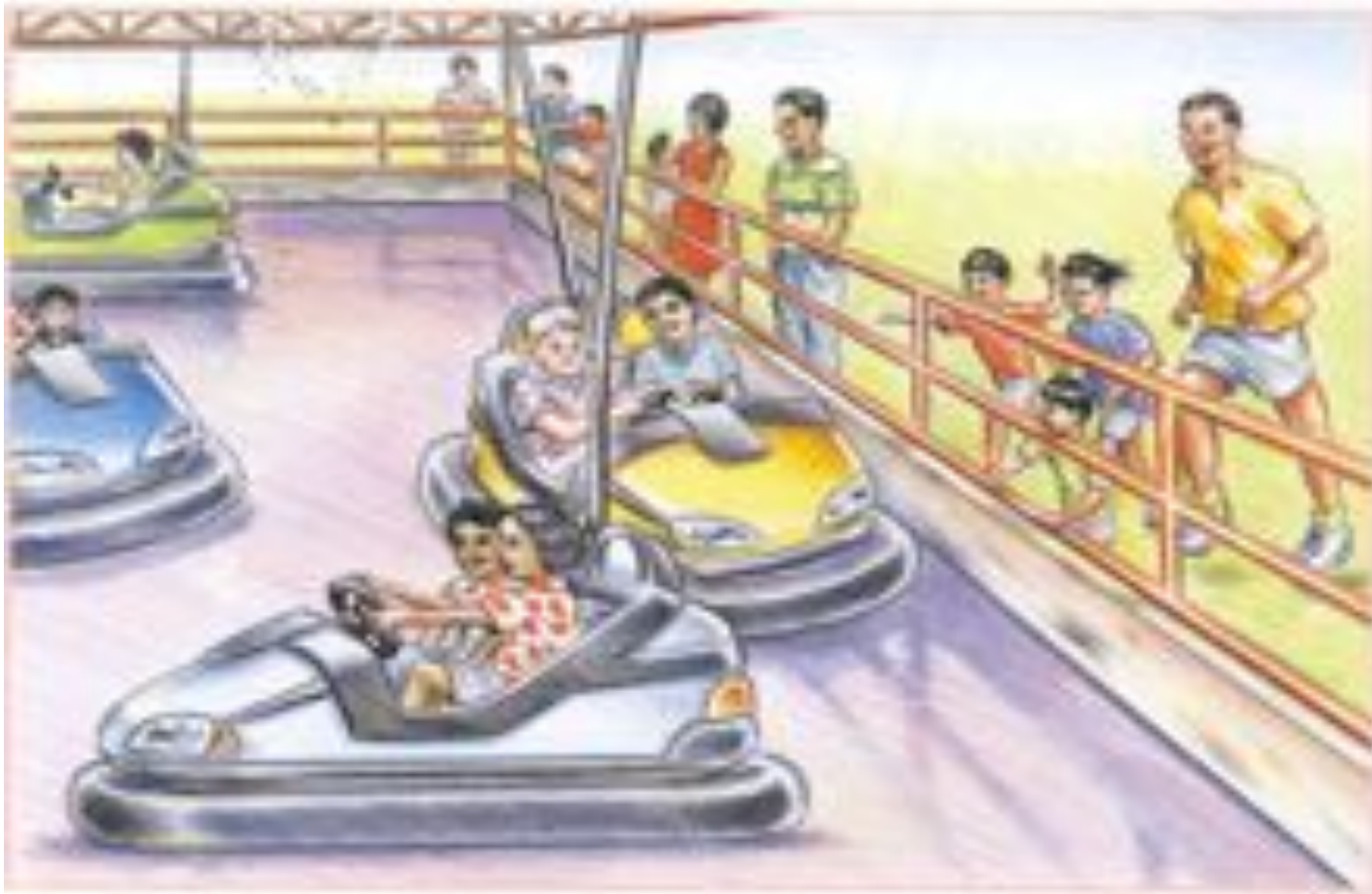
- . Simple text
 - Simple sentence structure
 - Minimal use of pronouns to avoid confusion with referents
 - Consistent sentence structures within a given book
 - Heavy repetition of individual words within a given book
 - Heavy use of high frequency and decodable words
 - Length of story is short
 - Minimal cueing with graphics and other scaffolds

The bumper cars



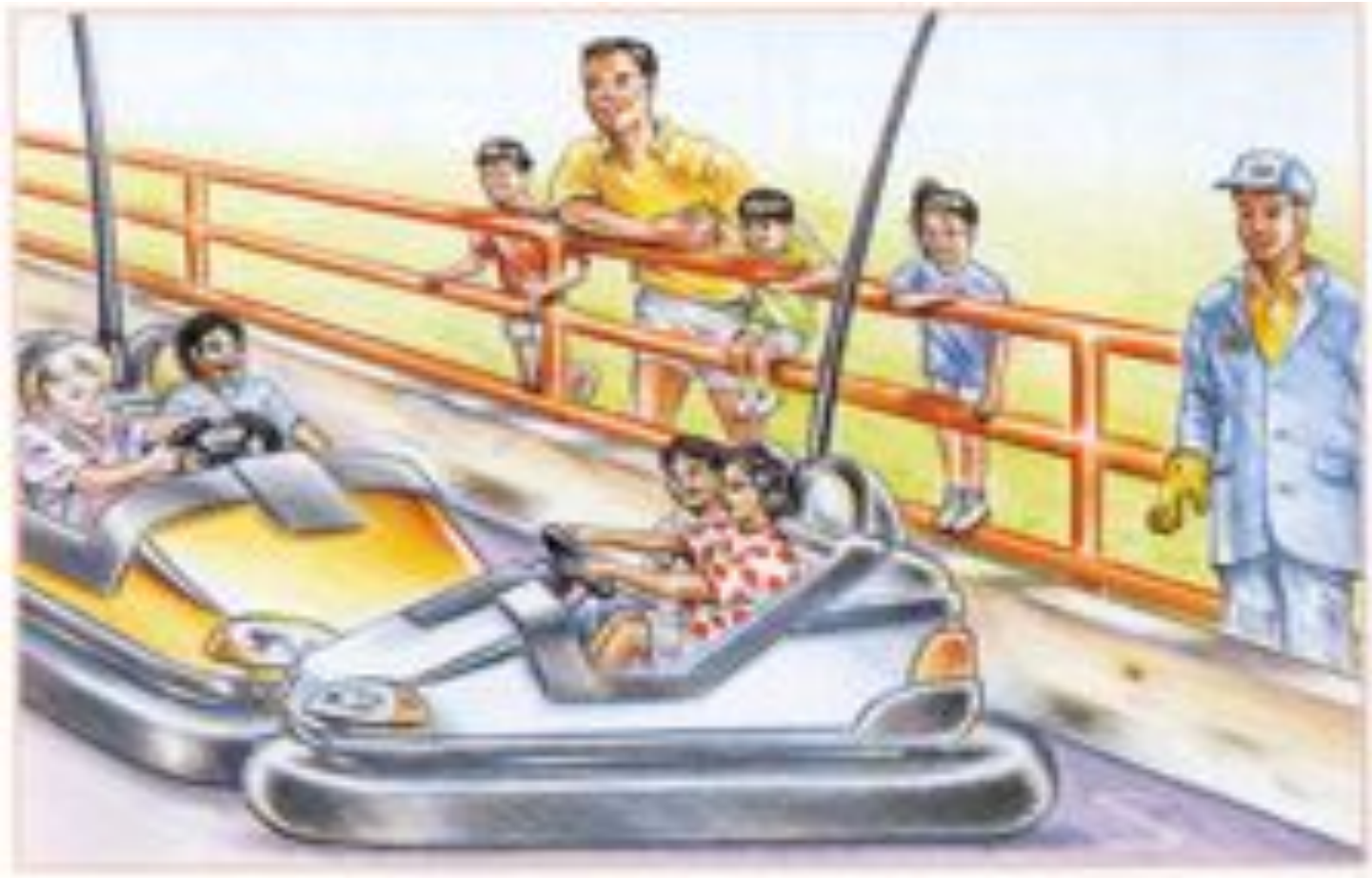
Story by Beverley Randell

Illustrated by Elspeth Lacey



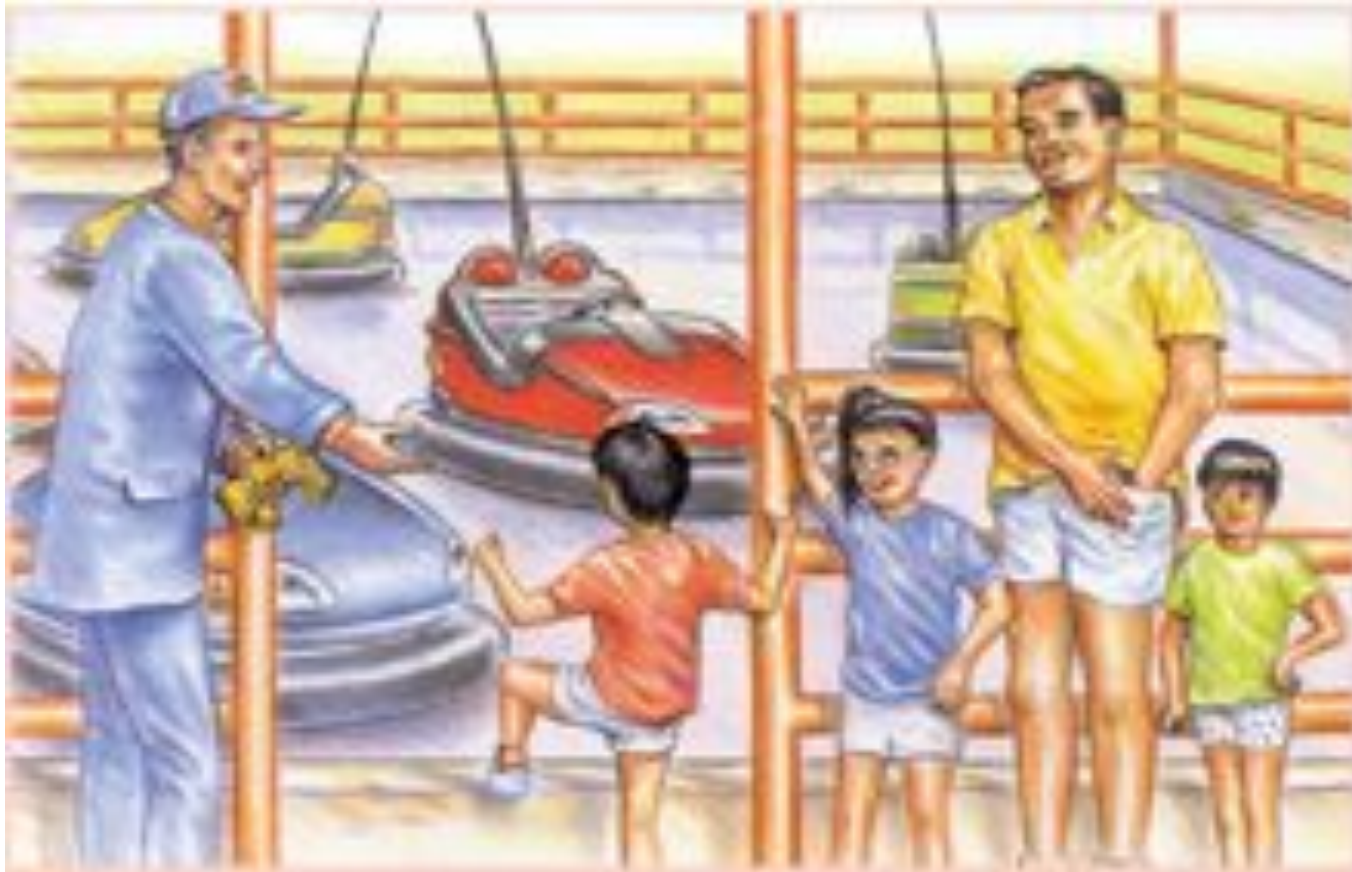
“Come here, Dad,”
said James.

“Look at the bumper cars.”



Dad and James
looked at the bumper cars.

Nick and Kate
looked at the cars, too.



“Dad, can I go in a car?”
said James.

“Can I go in the red car?”

Kate said,
“Can I go, too?”



Kate and James
are in the red car.

WHAT'S COOKING

What should I make today?

Let's make chili.

Oh my. No beans.

I might make tacos.

Rats. Out of cheese.

How about cake?

Oh no. My mix is gone.

I know. Pizza!

Let's roll!

About Hatchet: Chapter Summaries



The next day, Brian saw tracks by the lake. It looked like an animal had buried something.



He dug and found a pile of turtle eggs! He stacked them up in a pyramid on the sand.

Pictello

(Assistiveware)

The talking visual story creator

Pictello



An easy way to create, playback and share visual stories and talking books

- Add videos & pics
 - Type in text with word prediction!
 - Computer voice
 - Record your voice
 - Switch accessible
 - Share stories
-
- Plus lots more!!

Slide from Dr. Gretchen Hanser

Tar Heel Reader to Pictello converter



Welcome to the Tar Heel Reader story converter!

Tar Heel Reader is a wonderful free source of books for emergent and beginning readers. It is now possible to convert a Tar Heel Reader book into a Pictello story and read it on your iPad, iPhone or iPod touch!

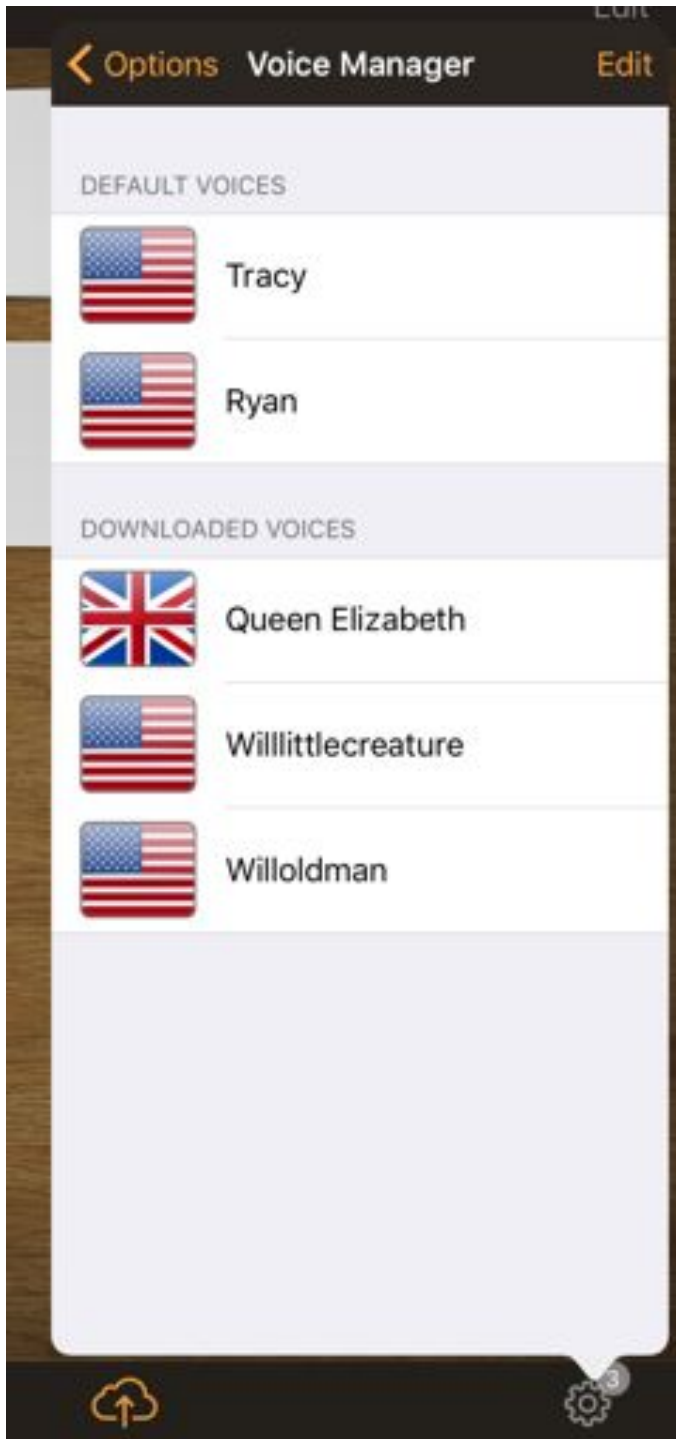
Follow these quick and easy steps

1. Go to tarheelreader.org and find a story you like
2. Copy the address of the book's title page - [Need help?](#)
3. Paste the title page address below

4. To receive an email with a link to the Pictello story, enter your email address below (optional):

5. [Pictello It!](#)

Pictello
+ THR =
WOW!



Pictello
+ THR:
Play
with
Voices

Have
FUN!!

Possible Next Steps

- ★ Share the handouts
- ★ Share the webinar link
- ★ Read FB posts
- ★ Read some books – help your child have the full diet of books – enrichment, transitional, and conventional!
- ★ Plan to attend/view next week's webinar!

Questions?



Thank You!

*The ASF Communication Training Series
is made available by
the Angelman Syndrome Foundation
and a generous grant from
The Foster Family Charitable Foundation,
a family foundation established in Central
California.*



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