

Strategies for Literacy Achievement: Using Building on Patterns

- Presenter: Hunter Summerlin, Baille Literacy Product Manager, APH, hsummerlin@aph.org
- Objectives:
 - Identify effective ways to use the Building on Patterns braille literacy product within an itinerant service delivery model
 - Describe how to tailor Building on Patterns lessons to meet student unique needs
 - Describe how to use Building on Patterns lessons as a supplemental resource for general education instruction

Literacy Rich Environment

- What is a literacy rich environment?
 - Fosters all four domains of language: reading, writing, speaking, and listening
 - An environment with meaningful and abundant engagement with braille

Product Overview

- Highlights
 - Building on Patterns, often known as BOP, is a complete primary literacy program designed to teach students the braille code and reading skills
 - Sequenced content divided into grade levels, with daily lessons organized within unit topics
 - The Big Five are interwoven throughout the BOP series: Phonemic awareness, phonics, comprehension, fluency, and vocabulary

Teaching Braille within an Itinerant Service Delivery

- Realities
 - Lack of follow through from other educators and staff
 - Gaps in TVI literacy training
 - Limited time with student
 - Minimal opportunities to collaborate with general education teacher

Solutions

- Educator Follow Through
 - Schedule bi-weekly meetings on automatic schedule
 - Emphasize the need for a collaborative partnership
 - Understand motivation of adults
- Literacy Training
 - Upcoming Hive course: "Unlocking the Foundations of Reading for Students with Visual Impairments" www.aphhive.org
 - "Literacy Access for All" course modules by the Ohio Center for Autism and Low Incidence, www.literacyaccessforall.org
 - Preparation for Foundation of Reading Licensure Exam by the North Carolina Department of Public Instruction, <https://center.ncsu.edu/ncpd/enrol/index.php?id=74>

- PBS Learning Media, <https://pbsnc.pbslearningmedia.org/>
- Amount of Instructional Time
 - Include parents and caregivers
 - Dialogue with parents and caregivers
 - Ideas of sending things home
 - Parent letters available on BOP website
 - Understanding the role of the IEP team
- General Education Collaboration
 - Sharing of lesson plans stored on cloud
 - Reading pacing guide
 - Develop familiarity with state standards

Tailoring to Meet Unique Student Needs

- Student Audience
- Meaningful Stories
- Student Profile: Drew is a 17-year-old boy with Autism and a Visual Impairment, and participates in course instruction that focuses on post-school employment.
- Lesson Tailoring
 - Reading: 1st grade, Unit 1, lesson 3
- My Wizard Friend, Bob
 - My friend is a wizard, and he has a wand. His name is Bob. Do you link that name? Is it a good name for a wizard friend? I like Bob's wand. This wizard is my friend. I can hang with Bob and his wand.

Supplementary Resource

- Scarborough's Reading Rope (2001): Language Comprehension and Word Recognition
- Skills Reading Strands
 - Language Comprehension
 - Vocabulary instruction
 - Background knowledge
 - Literacy knowledge
 - Language structures
 - Verbal reasoning
 - Word Recognition
 - Phonological awareness
 - Decoding (phonics)
 - Sight recognition
- Vocabulary Instruction: Knowing the meanings of many words, and also understanding how precise word meanings work and how the meanings of various words are linked.
 - Antonyms: 1st grade, Unit 7, Lesson 39
- Literacy Knowledge: Knowledge of texts, including knowing about various genres and understanding basic concepts of print
 - Silly Poems: 2nd grade, Unit 1, Lesson 5

- Language Structures: The various elements that make up language, such as syntax, semantics, and pragmatics
 - Grammar Review Inflectional Endings s, ed, ing: 2nd grade, Unit 1, Lesson 2
- Decoding (phonics): The ability to use the knowledge of letter-sound correspondences to sound out words
 - Final Consonants ll, ss: 1st grade, Unit 1, Lesson 3
- Sight Recognition: The quick, effortless identification of familiar words
 - Dolch words: 2nd grade, Unit 1, Lesson 1
- Simple View of Reading
 - Language comprehension multiplied by word recognition equals reading comprehension
- Reading Comprehension Modified
 - My Wizard Friend, Bob
 - What is my friend's name? (Bob)
 - What kind of friend is he? (Bob is a wizard)
 - What does he have? (Bob has a wand)
 - What kinds of things would you do together if you had a wizard friend?

Next Steps

- Expand the Conversation
 - [Strategies for Literacy Achievement Webinar Chat](#) discussion board in the [APH Hive](#)
 - Refer to Webinar Topic Instructions handout
- "The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr. Seuss