Conditions of Successful Literacy Learning

- Knowledgeable Other
- Means of Communication/Interaction
- Cognitive Engagement
- Cognitive Clarity
- Repetition with Variety
- Comprehensive Instruction
- Personal Connection with the Curriculum

Knowledgeable Other

The Teacher Tutor
Means of Communication and Interaction

Built In Response Options

Cognitive Engagement

High Interest Topics
Ability Appropriate Materials
Cognitive Clarity

Clear Directions
Informative Feedback

Get Your Kicks on Route 66
Closing the Gap 2006
Karen Erickson, Center for Literacy & Disability Studies
Janice Carter, Benetech
Repetition with Variety
Repeated Readings of Books
Format for Word Study

Comprehensive Instruction
Reading
Word Study
Writing

www.route66literacy.org
Personal Connection with the Curriculum

Flickr Images
Current Events
Pop Culture

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Karen Erickson, Center for Literacy & Disability Studies
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We live in a free country.

Yes, love starts with the letter L/L, love, let’s go on.

We can make choices.

There is a lot of people who think it is crazy to jump out of an airplane, but it is a choice some people make.

We are free to say what we want to say.

Have you ever been in a place where you couldn’t say what you wanted to say?

We are free to marry who we want to marry.

"We are free to marry who we want to marry.” Have you ever thought about getting married? That is an important choice. Do you think you will ever get married?"
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We are free to dress how we want to dress.

"We are free to dress how we want to dress." Look at that open dress! What letters do you expect to see at the beginning of the word dress?

We are free to dress how we want to dress.

"Well, it could start with tr, but then it would sound like these. Dress starts with dr/dr\'s dress. Let's go on.

We are free to dress how we want to dress.

Yes, dress begins with the letters dr, /dr/.

We are free to vote how we want to vote.

"We are free to vote how we want to vote." Look at that word, vote. Do you read it in this sentence? 2 times? Do you see it on the poster in the picture?
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Karen Erickson, Center for Literacy & Disability Studies
Janice Carter, Benetech

We are free to pray how we want to pray.

We are free to disagree when we want to disagree.

Lucky you, lucky me.

It's a free country.

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Karen Erickson, Center for Literacy & Disability Studies
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Another Book in the Freedom Theme

Read About Route 66 Literacy
Which story would you like to read?

Let’s read this new book together.
Let’s reread this book together.
Just let me read by myself.
I want to read other books about Freedom.

www.route66literacy.org
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"Man can be free." This sentence is a little different from the others. It does not say, "A man can be free." It just says, "Man can be free."

"Or not." That looks pretty dark and scary in there. Do you know where that man is?

Reading Other Books
Word Study
Assessment Results

**Pretest** performance on measures of Phonemic Awareness and Word Identification was low.
- 1/5 blending
- N/R rhyme recognition
- 13/45 words
- Did not type of write any letters in response to word generation task

**Posttest** performance on measures of Phonemic Awareness and Word Identification was slightly improved.
- 2/5 blending
- 2/9 rhyme recognition
- 17/45 words
- Generated MRELIA RIZOCU

Developmental Spelling

**Pretest**
- simk (sink)
- peete (peeked)
- drgon (dragon)

**Posttest**
- sink
- peeked
- dragon
Assessment Results

- **Pretest** performance on measures of Phonemic Awareness and Word Identification was high.
  - 5/5 blending
  - 7/9 rhyme recognition
  - 4/9 initial consonant same
  - All 45 words
  - Generated 5 words in 10 minutes

- **Posttest** performance on measures of Phonemic Awareness and Word Identification was also high.
  - 5/5 blending
  - 8/9 rhyme recognition
  - 6/9 initial consonant same
  - All 45 words
  - Generated 14 words in 10 minutes

Developmental Spelling

- **Pretest**
  - simk (sink)
  - peete (peeked)
  - drgon (dragon)

- **Posttest**
  - sink
  - peeked
  - dragon

Taylor, 16 years old

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Assessment Results

**Pretest** performance on measures of Phonemic Awareness was high.
- 5/5 blending
- 8/9 rhyme recognition
- 6/9 initial consonant same
- Recognized 24/45 words
- Generated 5 words in 10 minutes

**Posttest** performance on measures of Phonemic Awareness was also high.
- 5/5 blending
- 9/9 rhyme recognition
- 6/9 initial consonant same
- Recognized 24/45 words
- Generated 8 words in 10 minutes

Developmental Spelling

**Pretest**
- bac (back)
- pik (peeked)
- dfe (dragon)

**Posttest**
- back
- P (peeked)
- dragd (dragon)

Results Since January 2006

<table>
<thead>
<tr>
<th></th>
<th>January</th>
<th>April</th>
<th>September</th>
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<tbody>
<tr>
<td>Phoneme Blending</td>
<td>40%</td>
<td>45%</td>
<td>60%</td>
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<tr>
<td>Rhyme Recognition</td>
<td>33%</td>
<td>58%</td>
<td>64%</td>
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<tr>
<td>Initial Consonant</td>
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<tr>
<td>Word Id</td>
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<td>58%</td>
<td>63%</td>
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<tr>
<td>Dev. Spell</td>
<td>Increase use of vowels &amp; word structures</td>
<td></td>
<td></td>
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</table>

Their teacher says:

- Regarding 4 teenagers with autism:
  - “Can’t even begin to describe the experience I have had working with them — I’ve been working with these folks for 15 years and I’ve never had an experience like this before.”
  - Increased attention to task.
  - Found that they know a lot more about reading than we recognized.
  - No behaviors problems in the literacy classroom.
  - 45 minutes of sustained attention during literacy.
  - They love the content.
Developmental Spelling Progress

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
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<tbody>
<tr>
<td>back</td>
<td>belt</td>
<td>box</td>
<td>box</td>
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<tr>
<td>sink</td>
<td>snare</td>
<td>rate</td>
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<td>pasted</td>
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<td>fas eal</td>
<td>little</td>
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<td>multiple</td>
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<td>teen</td>
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