ATTAINMENT'S

ACCESS English I

Instructor's Guide

Theme I: Reading, Conversing, & Researching for Enjoyment

Getting Started and Units 1–3

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An Attainment Company Publication
© 2023 by Attainment Company, Inc. All rights reserved.
Printed in the United States of America
ISBN: 978-1-64856-181-8

Attainment Company

P.O. Box 930160 • Verona, Wisconsin 53593-0160 USA
1-800-327-4269 • www.AttainmentCompany.com

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Acknowledgments

The authors extend sincere appreciation to the professionals who helped shape this curriculum. Thank you to Dr. Catherine Fowler, Department of Special Education and Child Development, University of North Carolina at Charlotte. Dr. Fowler is project coordinator for the National Technical Assistance Center on Transition (NTACT) and she provided assistance to the writing team on secondary transition activities.

Thank you to Dr. Scott Honeycutt, Department of English, East Tennessee State University at Johnson City, who vetted literature choices for high school students.

Finally, thank you to Leah Bastian and Sara Thurs for their expert help in writing informational text pieces.

Getting Started

Overview of *Access English I*

Welcome to ***Access English I.*** This curriculum is uniquely designed for high school students who have moderate-to-severe disabilities (including those with an intellectual disability and autism) who are accessing high school standards in English language arts (ELA). It addresses the needs of students who may be readers or nonreaders; verbal or nonverbal; have a visual impairment; or be an abstract, a concrete, or an object learner. With thoughtful preparation, you can meet the needs of each of your students.

The curriculum includes six units of study in two major themes.

THEME I

Reading, Conversing, & Researching for Enjoyment

Unit 1: Fiction

Lessons: 1-10 *A Dog's Way Home* by W. Bruce Cameron

Unit 2: Informational Text & Rules of Conversation

Lesson 1	Rules of Conversation
Lesson 2	Starting a Conversation and Keeping It Going
Lesson 3	Changing the Topic of a Conversation
Lesson 4	Interrupting Politely

Unit 3: Research

Lesson 1	Research Process — Model Lesson
Lesson 2	Research Process — Guided Practice

THEME II

Words With Power

Unit 4: Emotional Power in Music & Poetry

Lesson 1	"Happy" by Pharrell Williams
Lesson 2	"Fight Song" by Rachel Platten
Lesson 3	"Bridge Over Troubled Water" by Simon and Garfunkel
Lesson 4	"Harlem Hopscotch" by Maya Angelou
Lesson 5	Spoken Word Poetry – "Power of One" by Brandon Leake

Unit 5: Fiction — Words That Define Justice & Injustice

Lessons: 1-8 *Marcelo in the Real World* by Francisco X. Stork

Unit 6: Words That Motivate in Text & Poetry

Lesson 1	Poetry — "Dare to Dream"
Lesson 2	Laws — Celebrating 35 Years of IDEA
Lesson 3	Autobiography — A Superb Teacher

Overview of *Access English I*

Access English I develops skills that fall under the ELA strands of Reading: Literature, Informational Text, Foundational Skills; Speaking and Listening; Writing; and Language. Materials are aligned to high school English language arts content using grade-appropriate literature and include ideas for conversation, research, and transition activities.

All literature pieces chosen for ***Access English I*** are appropriate for high school students. The fiction literature was adapted using the summary procedures described by Browder, Trela, and Jimenez (2007). The fictional text was written with shorter chapters, high-utility vocabulary, and reduced complexity of sentence structure — giving chapters a Lexile difficulty measure of 400–700L (MetaMetrics, 2021; **www.lexile.com**). Informational text, poems, and song lyrics have a Lexile difficulty measure of 600–1200L (see Appendix A for Lexile levels of each lesson's text).

This curriculum provides broad and deep access to grade-level state standards for grades 9 and 10. Across the units, the 30 lessons focus on a variety of skills such as vocabulary knowledge and ideas, self-determination, self-advocacy, and research to build knowledge. Alignment of each unit to state standards is demonstrated in an alignment chart found at the start of each Instructor's Guide and in Appendix B.

Lessons are based on the principles of systematic instruction and include handy scripts for you to follow. Lessons also offer suggestions for alternate responses to support students' needs. The lessons follow a task analysis so that after using these materials, you will be able to adapt or write other literature using the task analysis as a guide.

Access English I is based on research that shows students with moderate-to-severe disabilities can learn English language arts skills aligned to secondary-level standards just as their peers are learning. A complete discussion of the research basis of this curriculum can be found in Appendix C.

Materials

Access English I comes with everything you need to get started teaching.

BOOKS

Two ***Instructor Guides*** are provided for the six units included in this curriculum: one for Getting Started and Units 1, 2, and 3; and the other for Units 4, 5, and 6. The ***Instructor's Guides*** provide scripted lesson plans for teaching the curriculum. Both ***Instructor's Guides*** describe how to use the curriculum including prompting techniques for students who do not respond, error correction procedures, ways to support comprehension, and how to measure progress.

In ***Access English I***, age-appropriate literature is provided in the ***Student Reader***. Each student requires his or her own ***Student Reader*** to follow along as the text is read aloud (some students may also be able to read the text). The ***Student Reader*** is provided as a digital file on the **Attainment HUB.**

A ***Student Response Book*** provides response options when needed for some students. The response options are provided for students who are nonverbal or for those who require options for responding during the lessons. The ***Student Response Book*** is provided as a digital file on the **Attainment HUB**, which allows you to adapt responses for students who need another mode for responding (e.g., enlarged pictures, cards for an eye-gaze response).

Two sets of 10 consumable ***Writing Journal*** Student Workbooks are included for student use. The ***Writing Journal*** is also provided as a digital file on the **Attainment HUB** for your instructional use.

Two fiction books are provided for use with this curriculum. Although you'll be reading the adapted text, it may at times be appropriate for students to see or hear the original text so both *A Dog's Way Home* and *Marcelo in the Real World* books are included.

Materials

CARDS

Cards representing vocabulary, characters, settings, summary sentences, and miscellaneous lesson concepts are provided for each unit. Cards are color-coded by unit for convenient sorting.

A blank card (a shield) is provided for covering one of the two questions on a page in the ***Student Response Book***, if this is needed to remove distractions for a student.

ADDITIONAL RESOURCES

The ***Prompting Reference Guide*** provides prompting techniques for an at-your-fingertip reference while teaching.

Seven graphic organizer posters are provided for helping you organize information when teaching. The posters are also provided as digital files on the **Attainment HUB** so they can be projected using whiteboard technology if desired.

Attainment HUB

Many teaching resources are provided digitally on the Attainment HUB:

- Image library — All illustrations used in the cards and the ***Student Reader*** are included in an image library. This allows you to use images for a student's communication device, to create additional materials for students who have unique modes of responding, to use images with whiteboard technology, and to create your own engaging activities.
- Card sets
- Appendixes from the ***Instructor's Guides***
- ***Student Response Book***
- ***Writing Journal***
- ***Student Reader***
- Graphic organizer posters
- Photos used in the lessons

How to Use

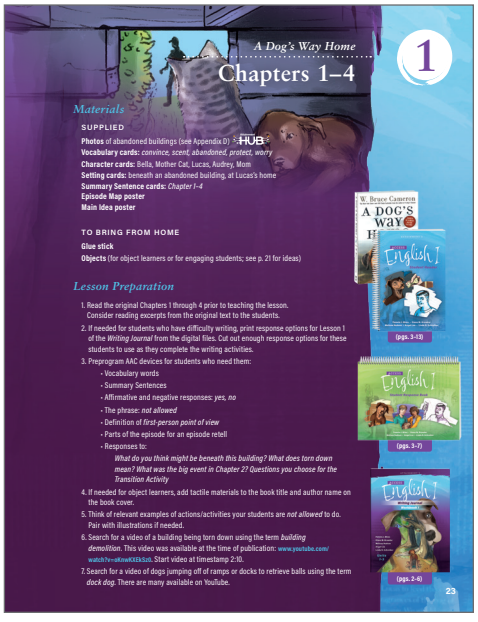
Group Size

The lessons were designed to be used in classroom instruction (as in a high school English course for students with special needs or alternate assessment). However, the lessons may also be used with smaller groups of students or with individuals (e.g., in general education or in a resource room).

How Often to Use

The lessons should be taught on a daily basis. An entire lesson may take a week or two to teach. Lessons have multiple extension activities. The lessons allow for some natural breaks if needed. For example, one lesson may start with the attention getter followed by the vocabulary instruction and other preliminary activities. The next day may continue the lesson with the first reading of the literature, followed later by the second reading of the literature and comprehension questions. The third day may include more discussion, after-reading activities, and the writing activities. The fourth day could extend the lesson with a conversational topic followed by a research activity on the fifth, sixth, and seventh days. Application to the real world via a transition activity could be conducted on the eighth, ninth, and tenth days. Lessons should be repeated if you think the students have not grasped the concepts.

Planning for Your Students


A Dog's Way Home
Chapters 1–4
1
Materials
SUPPLIED
Photos of abandoned buildings (see Appendix D)
Vocabulary cards: convince, scent, abandoned, protect, worry
Character cards: Bella, Mother Cat, Lucas, Audrey, Mom
Setting cards: beneath an abandoned building, at Lucas's home
Summary Sentence cards: Chapter 1–4
Episode Map poster
Main idea poster
TO BRING FROM HOME
Glue stick
Objects (for object learners or for engaging students; see p. 21 for ideas)
Lesson Preparation
1. Read the original Chapters 1 through 4 prior to teaching the lesson. Consider reading excerpts from the original text to the students.
2. If needed for students who have difficulty writing, print response options for Lesson 1 of the Writing Journal from the digital files. Cut out enough response options for these students to use as they complete the writing activities.
3. Preprogram AAC devices for students who need them:
- Vocabulary words
- Summary Sentences
- Affirmative and negative responses: yes, no
- The phrase: not allowed
- Definition of first-person point of view
- Parts of the episode for an episode retell
- Responses to:
What do you think might be beneath this building? What does torn down mean? What was the big event in Chapter 2? Questions you choose for the Transition Activity
4. If needed for object learners, add tactile materials to the book title and author name on the book cover.
5. Think of relevant examples of actions/activities your students are not allowed to do. Pair with illustrations if needed.
6. Search for a video of a building being torn down using the term building demolition. This video was available at the time of publication: www.youtube.com/watch?v=oKnwKEEk3ok. Start video at timestamp 2:10.
7. Search for a video of dogs jumping off of ramps or docks to retrieve balls using the term dock dog. There are many available on YouTube.
(pgs. 1-3)
(pgs. 3-7)
(pgs. 2-6)
23

Remember that these lessons and materials have been especially developed for students with moderate-to-severe disabilities and have been written by real teachers. The key to making the lessons effective is to be sure all students have the opportunity to communicate their responses (e.g., to answer the questions, make choices) during the lessons. To make lessons work for your students, some planning is needed.

IDENTIFY THE COMMUNICATION NEEDS OF YOUR STUDENTS

Identifying your students' beginning point of symbol use will be important in deciding which materials in the lesson apply to each student who participates. Suggestions are provided within the lessons for object learners. Object learners may be students with visual impairments or those students who are just beginning to use symbols and may require concrete objects for understanding and responding.

How to Use

DECIDE HOW EACH STUDENT WILL RESPOND

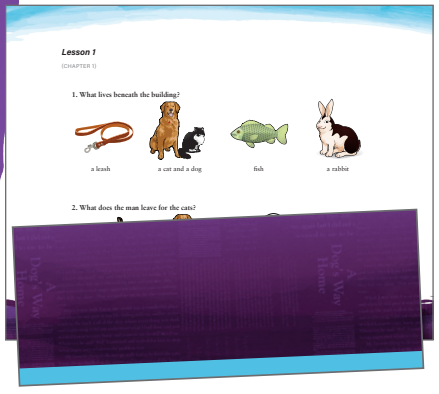
In addition to planning for students' level of symbol use, determine exactly how the student will respond when asked a question during the lesson. Students are encouraged to give a verbal response; however, the ***Student Response Book*** is provided for students who cannot respond verbally to comprehension or other questions in the lesson or for those who need response options. One student may touch or point to a response while another might eye-gaze to a response. Suggestions are also provided for what to program into a student's augmentative/alternative communication (AAC) device. To the extent possible, use the student's current communication system.

Students who are object learners can respond to comprehension questions using objects (see suggested objects at the start of each unit). Provide the student with several objects from which to choose his or her response. When appropriate, pair photos of the object with the object.

Lesson activities can be adjusted for object learners using the objects suggested. Questions appropriate for object responses are marked with OL in the comprehension question charts.

Materials

Materials needed for a lesson are listed at the start of the lesson and indicate what is provided as part of this curriculum and what you will need to supply. Photos are required in some lessons. These are provided at the **Attainment HUB** but thumbnails of the photos can be found in Appendix D of the ***Instructor's Guide*** for Units 1, 2, and 3 and Appendix A of the ***Instructor's Guide*** for Units 4, 5, and 6. Sets of cards for implementing various parts of the lesson are also provided. The cards are color-coded by unit for easy sorting and the purpose of the card is indicated on the backside. Summary Sentence cards indicate the related chapter number on the backside.



A ***Student Reader*** containing the text is provided so students can follow along while you read the text; some students might read the text independently.

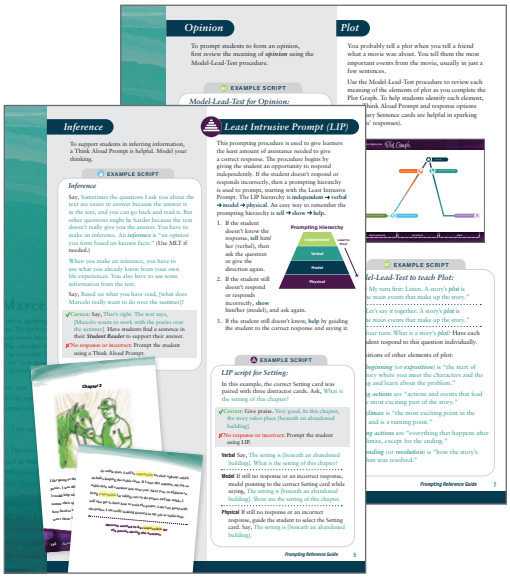
As mentioned, a ***Student Response Book*** is also provided for students who are nonverbal or for those who need a response option; it provides two comprehension questions per page. **When using the *Student Response Book*, always name the response options for your students.** A blank card (a shield) is provided for covering one of the two questions on the page if this is needed to remove distractions for a student. This card can also be used to cover one or two of the response options to reduce the number of options to choose from.

Finally, a ***Writing Journal*** Student Workbook is provided for students. Writing activities in the journal emphasize the concepts learned in the lesson. Writing activities do not have a specific prompting script in the lesson plan. That is because the variety of ways that materials may need to be presented to students as well as the range of ways that students can express understanding while completing a permanent product varies. The ***Writing Journal*** was designed to reflect a range of response modes, from traditional writing, to drawing, to circling a choice, to scribbling if that is the level the writer is at. Students may also use a scribe, point to their selection, or paste selections into their journal. Pre-written (cutouts) response options for pasting/gluing into the ***Writing Journal*** Student Workbook can be found at the **Attainment HUB**.

Lesson Format

For most units, full scripts for teaching and prompting are provided for the first lesson or two to make it easier for you to teach and prompt students who require a prompt. These lesson plans give an example for what to say (indicated with colored font) and what to do. For subsequent lessons, a task analysis may be presented. Task analyses for teaching fictional literature, informational text, and songs and poetry are included in Appendix E. They can be used in the future for text, songs, or poems you choose to adapt and teach. In the task analyses, suggested prompts and resources for supporting students are presented alongside the steps. If needed, scripts for the suggested instructional or prompting technique can be found in the ***Prompting Reference Guide***. The following best practice prompts and procedures are included:

- Model-Lead-Test procedure (MLT)
- Time-Delay Procedure
- Least Intrusive Prompt (LIP) procedure
  - ***Re-read Prompt***
  - ***Think Aloud Prompt***

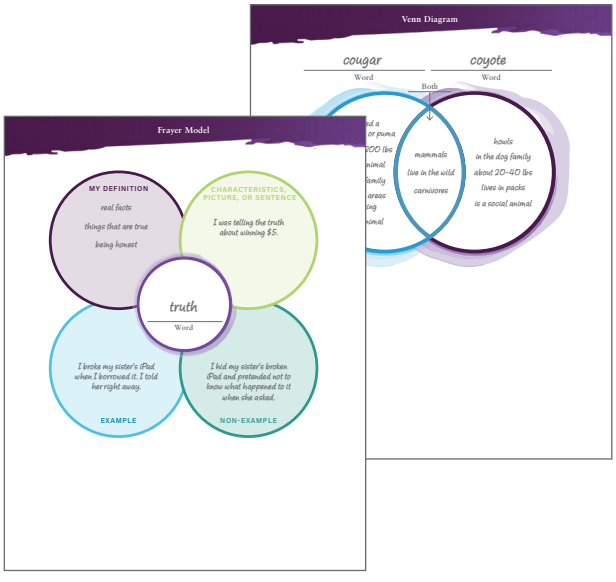


The ***Prompting Reference Guide*** also provides sample teaching scripts for:

- Main Idea
- Inference
- Point of View
- Opinion
- Supporting Opinion
- Figurative Language
- Context Clues
- Episode Analysis
- Plot
- Research

Several additional procedures for teaching vocabulary are also included:

- Degrees of Difference
- Example/Non-example Procedure
- Semantic Map
- Venn Diagram
- Word Grid
- Features Map
- Frayer Model



How to Use

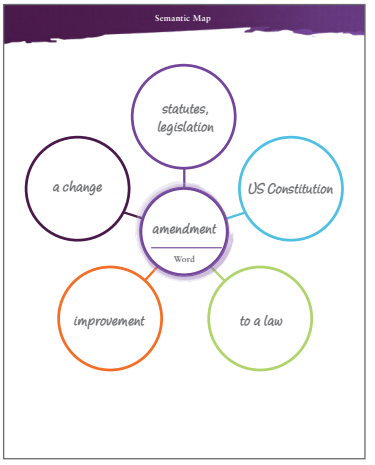
Teaching the Lessons

To effectively teach using the suggested methods, follow the script, however, give it your own style of presentation. One of the most important tips for teaching the lessons effectively is to maintain an enthusiastic pace of instruction. Take time to relate events from the text to events in the students' lives or your own life. Use the themes or topics that come up in the story as a lesson plan topic in conversation, research, transition activities, and in other academic subjects.

Note that students benefit from repetitions of the same lesson. When you repeat a lesson, let students anticipate what is coming, what will occur next. This will help them answer comprehension questions fluently.

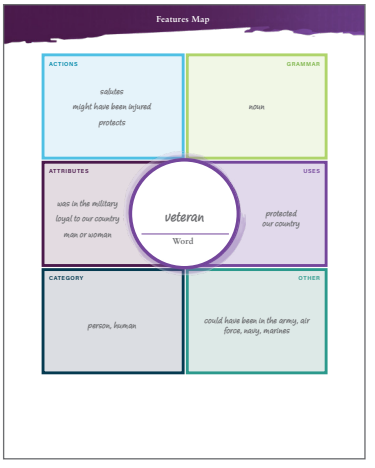
TEACH THE VOCABULARY

Four to five vocabulary words are chosen for *explicit* instruction in each lesson. The words chosen were thought to be the most useful to students, meaning students will hear, read, or say the words in the future in other contexts (including other academic contexts).



For example, the word *nervous* is a vocabulary word. The word is useful in comprehending the text but will also be a useful word in the future for students. Students can use the word *nervous* to talk about their feelings and perhaps will use the word in their written works. This is an easy word to emphasize throughout the day, giving students numerous examples and application.

If your students are already familiar with the words chosen for a lesson, use instructional time to teach more advanced vocabulary. A Word Bank from which to choose alternate words is provided in most lessons. Another resource for choosing words is ***The Word Book*** (Wiig, Freedman, & Schreiber, 2011), which is helpful in showing how words are categorized.



We have provided student-friendly definitions, meaning we wrote definitions that are easy to understand and contain words that are familiar to students. If needed, definitions can be changed to include words that are familiar to your students. The ***Longman Dictionary of American English*** (online) is a great resource for writing easy-to-understand definitions. A glossary of vocabulary taught explicitly in the curriculum is provided at the back of the ***Student Reader***.

There are many evidence-based practices for explicitly teaching vocabulary, including the time-delay procedure, the model-lead-test procedure, and the Frayer Model. Scripts for using these procedures are included in the ***Prompting Reference Guide***. We also suggest explicitly teaching the meaning of vocabulary words by helping students connect the new unfamiliar word to words already familiar to them (a Semantic Map, a Features Map, a Venn Diagram, a Word Grid, and Degrees of Difference work well for this — see Appendix F) and using examples of what the word means and non-examples to show what the word is not (an example non-example technique works well for this — see Appendix F). This vocabulary instruction should be conducted before reading the passages as this will aid comprehension. We also suggest using the new words throughout the day so students receive multiple examples in multiple settings.

READ THE TEXT

Read the text with interest and expression, pausing briefly to make eye contact with the students. At first read, read the literature piece (e.g., chapter, article, song chorus, or poem) aloud without interruption or stopping. This improves students' comprehension. Then, re-read the literature piece and begin to apply the steps of the lesson. Some lessons embed the steps of a story-based lesson (e.g., identifying author [poet, songwriter], title, opening the book, turning the page, pointing left to right as you read the summary sentence, using the table of contents). You may choose to skip these steps as students master them.

When you are reading, if you come across a word that you think students do not know, briefly explain the vocabulary. Lengthy explanations of vocabulary while reading can have a negative effect on comprehension. Point out or have students find vocabulary words while conducting the reading.

About Transition Activities

IDEA specifies that transition planning in the areas of postsecondary education, employment, and independent living (OSERS, 2017) must be included in a student's IEP and program. Each lesson of ***Access English I*** includes transition activities related to the theme of the unit. Activities that promote social interactions, self-advocacy, exploring employment opportunities, and exploring leisure activities are included as suggestions and highly recommended as part of the lesson activities.

Adapting Materials Per Student Need

This curriculum is flexible and can be used with students who are at different levels of literacy and use diverse communication systems. As explained earlier, students can participate using a variety of response options—using text, pictures, photos of real objects, or the objects themselves. In some cases, you may choose sound bites as response options. This may be useful when working with students with visual impairment. It is not always feasible to use an object to represent a word or concept (e.g., a city, a dog barking) but a sound bite (e.g., city noises with horns beeping, the sound of a dog barking) may be used in the place of an object.

Additionally, you may want to include a sound bite as a means of increasing engagement for all students. Students may give a correct response by saying the answer, pointing to the answer, using an augmentative/alternative communication (AAC) device preprogrammed with response options, signing a response, using his or her eyes to gaze at the correct response, or other response modes. For example, in a small group, one student may read the answer, another may hold up an object to represent the answer, and the third may eye-gaze to the correct response.

The objectives may also be individualized for students. A student who is verbal and has more text comprehension might be asked to explain why an answer was chosen or asked to work on additional ELA standards. A student with fewer skills can learn foundational skills like finding the title, opening the book, repeating a storyline, and other early literacy skills while working on these units. Even a student at the lowest level of literacy should have the opportunity for full participation in each lesson so the student can gain grade-appropriate language arts skills concurrently with cultivating early skills. Sometimes students who begin with few entry skills make surprising progress when they realize how to use the response options to show what they know.

How to Use

Many of the materials are provided as PDFs on the **Attainment HUB** (see list on p. 6), allowing you to print individual pages for students who need additional instruction, to enlarge materials, or to create materials for eye-gaze responses. In addition, an image library is included so you can create additional materials to meet the needs of your students. PDFs of the ***Student Readers*** and the teaching posters are also provided on the **Attainment HUB** so you can project onto a whiteboard for classroom use.

Adapting materials for early symbol users might also include adding texture to or highlighting the title of the book, the author's name, the summary sentence, or target vocabulary words. This can be achieved by adhering Wikki Stix, pipe cleaners, or foam letters to them, or using hot glue, glitter glue, glue/sand, or dry spaghetti to underline.

Moving to the Next Lesson/Unit

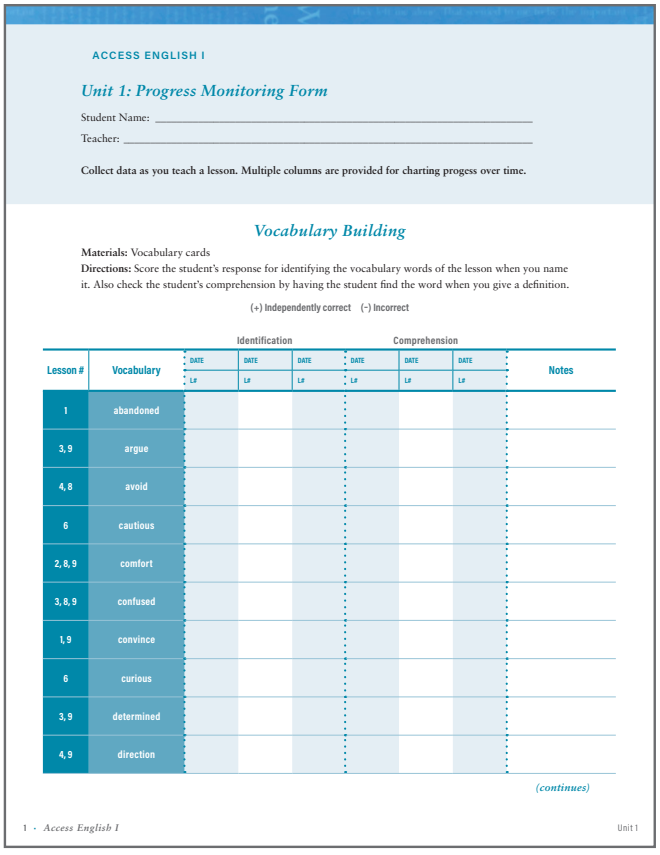
Students may benefit from repetitions of the same lesson. Decide if this pace is too fast or too slow for a group of students. Even if students do not answer all questions correctly, some of the same skills will be repeated in the next lesson or unit.

Monitoring Progress

Appendix G in this Instructor's Guide includes thumbnail images of the Progress Monitoring Forms for Units 1–3; Appendix B in the Instructor's Guide for Units 4–6. The full-size forms can be found at the **Attainment HUB**. The Progress Monitoring Forms can be used to collect data intermittently on individual students as you are conducting a lesson. You won't need to gather any other materials other than what is used in the lesson. Multiple columns are included on a unit's form so you can use it throughout the unit. Data might be collected after the lesson has been taught to determine if moving to the next lesson is appropriate. When summarizing data, consider only data that reflects an independent correct response.

For skills where the time-delay procedure is used, score the student's response to items as correct or incorrect during Round 2. If additional vocabulary is taught, then note the new words. Also note whether objects were used (for object learners), and or whether the objects were paired with photo representation. For skills where a system of least prompts is used, score the student's response as correct if the response was independently made (e.g., not prompted). Score an error as an incorrect response. If the student made no response, record the prompt that was required for the student to produce the correct response.

The forms also include items related to writing tasks in the ***Writing Journal***. Keep in mind that you may need to make accommodations for students who are not traditional writers. Some suggestions are to incorporate a scribe, use an augmentative/alternative communication device, or modify the task by allowing the student make a selection from an array of response options and then paste the selected response into the ***Writing Journal***. These are just a few suggestions; there are certainly additional ways to make accommodations or modify the skill/task.



ACCESS ENGLISH I

Unit 1: Progress Monitoring Form

Student Name: _____

Teacher: _____

Collect data as you teach a lesson. Multiple columns are provided for charting progess over time.

Vocabulary Building

Materials: Vocabulary cards
Directions: Score the student's response for identifying the vocabulary words of the lesson when you name it. Also check the student's comprehension by having the student find the word when you give a definition.

(+) Independently correct (-) Incorrect

		Identification			Comprehension			
Lesson #	Vocabulary	DATE / L#	DATE / L#	DATE / L#	DATE / L#	DATE / L#	DATE / L#	Notes
1	abandoned							
3, 9	argue							
4, 8	avoid							
6	cautious							
2, 8, 9	comfort							
3, 8, 9	confused							
1, 9	convince							
6	curious							
3, 9	determined							
4, 9	direction							

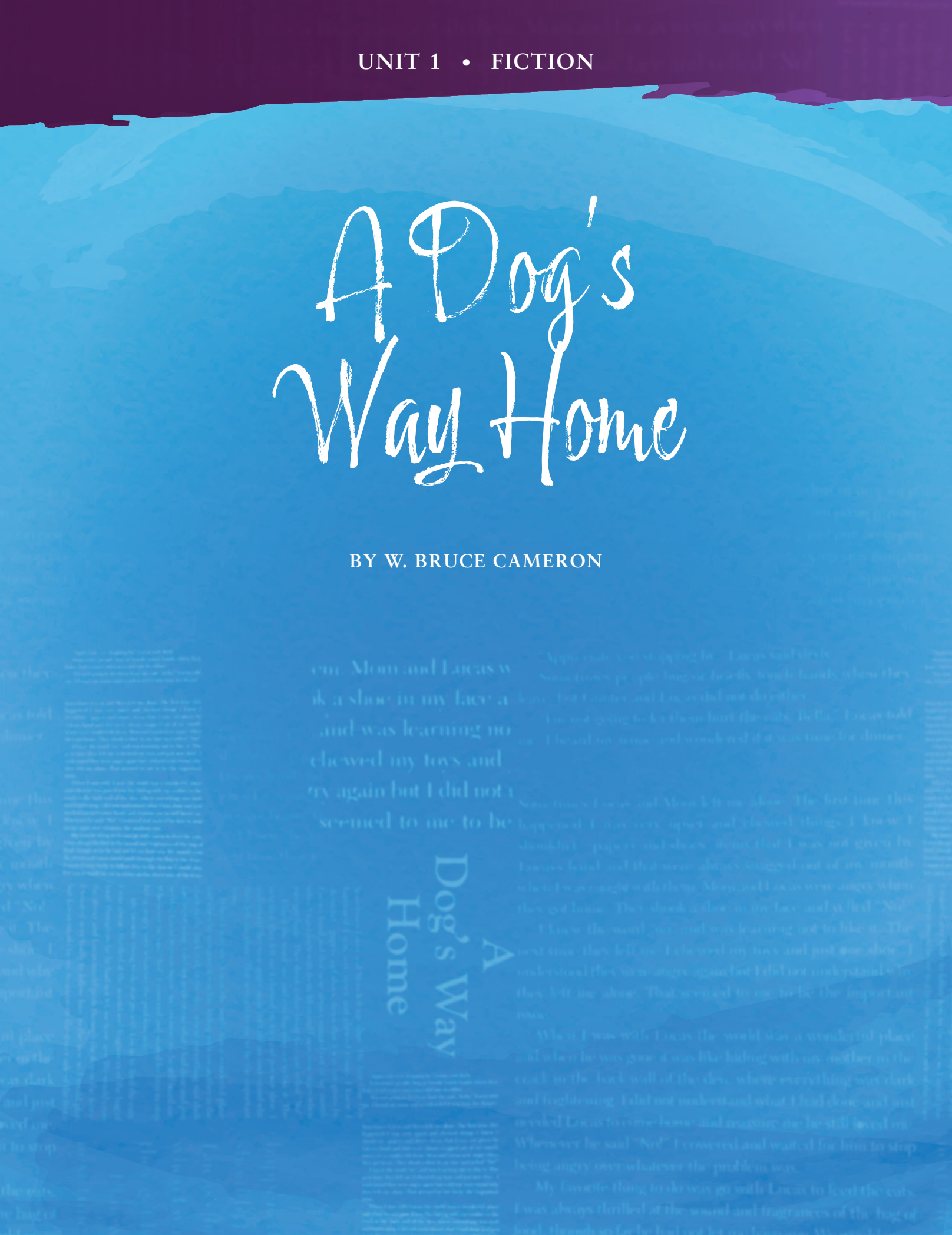
(continues)

1 · *Access English I* Unit 1

Note that when monitoring the progress of knowledge of text features, further modifications may be needed for students who use eye gaze to demonstrate understanding. For example, when asking a student who uses eye gaze to respond to show you the heading, even with an enlarged copy of the article, it may be difficult to determine if the student is looking at the text or the heading. One solution may be to show the student two articles, one with and one without a heading and ask the student to show you the article with a heading. This approach can be used with most types of text features (e.g., show a page with a table and one without; ask the student to show you the page with a table).

A Dog's Way Home

BY W. BRUCE CAMERON



Chapters 5–8

2

Materials

SUPPLIED

Photos of a veteran, a veteran at a VA Hospital, a pit bull, therapy dogs (see Appendix D)
Vocabulary cards: *veteran, comfort, sense, worry* (review)
Character cards: Mom, Bella, Lucas, Ty, Olivia, Mack
Setting cards: at Lucas's home, at the VA Hospital
Summary Sentence cards: *Chapter 5–8*
Episode Map poster
Main Idea poster

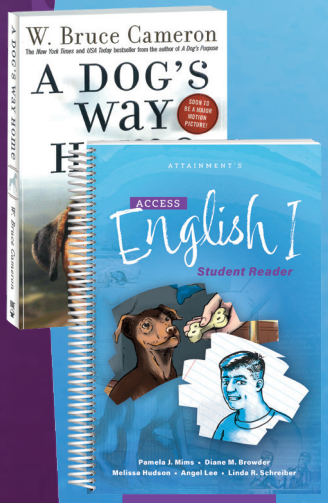
TO BRING FROM HOME

Glue stick
Objects (for object learners or for engaging students; see p. 21 for ideas)

Lesson Preparation

1. Read the original Chapters 5 through 8 prior to teaching the lesson. Consider reading excerpts from the original text to the students.
2. If needed for students who have difficulty writing, print response options for Lesson 2 of the *Writing Journal* from the digital files. Cut out enough response options for these students to use as they complete the writing activities.
3. Preprogram AAC devices for students who need them:
   - Vocabulary words
   - Summary Sentences
   - Affirmative and negative responses: *yes, no*
   - Definition of *first-person point of view, No Barks*, and *episode*
   - Parts of the episode for an episode retell
   - Responses to:

     What is a veteran? What are times when a dog should do No Barks? What happened to Mom (she has a seizure)? What breed of dog might Bella be (pit bull)? What sentence tells you that Bella was a comfort to Mack? Questions you choose for the Transition Activity



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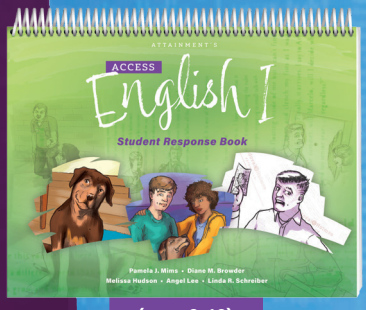

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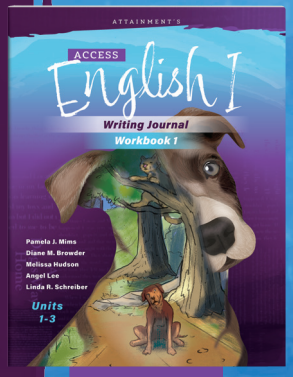

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Chapter 5

Introduce the lesson

INTRODUCE THE TEXT

Hold up the book ***A Dog's Way Home*** where students can see it. Say, Today, we will keep reading ***A Dog's Way Home***. Help students give a brief summary of the key events that have happened so far.

If any student is not consistent in showing you the title and the author of the book, take the time to have that student show you the title and the author. Prompt as needed using LIP; refer to the ***Prompting Reference Guide***.

ENGAGE STUDENTS WITH AN ANTICIPATORY SET

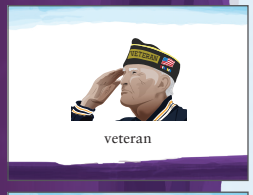
Before reading Chapter 5 say, In the chapter we will read today, Chapter 5, the author tells us where Lucas works. It is at a VA Hospital. VA stands for *Veterans Affairs*. The VA Hospital is a hospital especially for veterans. Show the photo of a veteran. Does anyone know what a veteran is? Encourage students to answer, and then confirm their correct responses.

Yes, veterans are people, like soldiers, who have served in the military. The military includes the Air Force, the Army, the Coast Guard, the Marines, and the Navy. Do you know anyone who is a veteran? Maybe your dad or mom or one of your grandparents or aunts or uncles is a veteran. Encourage students to share what they know about veterans. *Veteran* is one of our vocabulary words today.

Say, Before we read, let's review some vocabulary words from the story.

Teach/review the vocabulary

VOCABULARY



comfort (n)	A feeling of being less worried or upset
sense (v)	To understand something without being told
veteran (n)	A person who has served in the military
worry (v)	To feel or show fear because you think something bad will happen

For Object Learners *veteran, dog treat, bark, eviction notice*

Optional Word Bank *hospital, appointment, wonderful, snow, familiar, breed, dangerous, outside, gentle, nervous, crate, understand, building*

Use the vocabulary cards to introduce the vocabulary words. Define them or use them in context. Use a procedure of your choice to review them. Refer to the ***Prompting Reference Guide***.

Now, I want you to find the word when I give you a definition. Have students show you the card when you give the definition.

Review

CHARACTERS

Before we start reading, let's review some of the characters in our next chapters. *Characters* are "the people or the animals in a story." Place the Character cards for Bella, Mom, and Lucas in front of the students. Teach or review the names of the characters using the Time-Delay Procedure (refer to the ***Prompting Reference Guide***). If the character is new, start with Round 1, a 0-second time delay, followed by Round 2, a 5-second time delay. If the character has already been taught, start with Round 2, a 5-second time delay, to review. Revert to Round 1 if a student makes errors.

Review

Bella, Mom, and **Lucas**

SETTING

Hold up the Setting card as you introduce the setting. Say, A *setting* is "where and when a story takes place." When we began reading this book, the setting was beneath an abandoned building. Then Lucas took Bella to his home and the setting changed to Lucas's home. Point to the *at Lucas's home* Setting card. In Chapter 5, the setting is still Lucas's home.

Pair the Setting card with two or three distractor Setting cards and ask, What will the setting be when we begin reading Chapter 5?

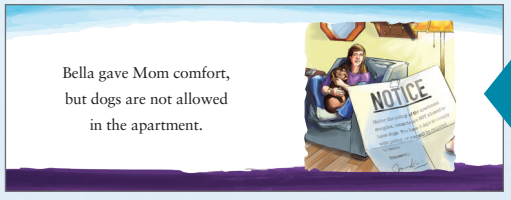
✓ **Correct:** Say, Very good. In Chapter 5, the story takes place at Lucas's home. Lucas lives in an apartment.

✗ **No response or incorrect:** Prompt the student using LIP. (See sidebar.)

SUMMARY SENTENCE

Display the Summary Sentence card and/or point to the Summary Sentence in the ***Student Reader***. In today's chapter, you are going to help me read the Summary Sentence. The Summary Sentence tells you the main idea of the chapter. The Summary Sentence for Chapter 5 is: "Bella gave Mom comfort, but dogs are not allowed in the apartment." We will read this Summary Sentence again later. Let's practice reading it.

Have students point left to right and read (e.g., read along with you, read using an AAC device, or point to the text while you read) the Summary Sentence. Great job! You will see this sentence at the end of the chapter. We will read this Summary Sentence again later.



For students who cannot read the entire line, pause to have them complete just the last word(s).

Verbal

Say, ***The setting will be at Lucas's home. Show me the setting of Chapter 5.***

Model

Model pointing to the Setting card while saying, ***The setting will be at Lucas's home. Show me the setting of this chapter.***

Physical

Guide the student to select the setting. Say, ***The setting will be at Lucas's home.***

Think Aloud | Re-read | LIP | Time Delay | Model Lead Test | AAC Devices | Instructor's Choice

Verbal

Say, *Lucas taught me* Go Home. *I hear the word* me *in the sentence. What does that mean about who is telling the story? Who does* me *refer to?*

Model

Model pointing to the Character card for Bella while saying, ***Bella is telling the story. We hear the word*** me ***in the sentence and*** me ***means Bella is the character talking.*** Re-read the sentence and re-ask the question.

Physical

Guide the student to select Bella. Say, ***Bella is telling the story. We hear the word*** me ***in the sentence and*** me ***means Bella is the character talking.***

CONCEPTS ADDRESSING STANDARDS MLT

Point of View

Review *first-person point of view*. Say, In first-person point of view, one character is doing the talking. In this story, Bella is talking about herself and sharing events that she is experiencing. Usually, quotation marks tell when someone is talking. But in first-person point of view, when the main character — Bella — is talking, you won't see quotation marks around what she is saying or thinking. Unless there are quotations marks telling you that another character is talking, when you read or hear words like *I, me,* and *my* in the story, it is Bella talking. You will be reading the story from Bella's eyes, from Bella's point of view.

Use the **Model-Lead-Test procedure** to review the meaning of *first-person point of view.*

> My turn first: Listen. *First-person point of view* is "when a story is told by one character."
>
> Let's say it together: *First-person point of view* is "when a story is told by one character."
>
> Your turn: What is *first-person point of view*? Have each student respond to this question individually.

Let's practice. In this sentence, "Lucas taught me *Go Home.*" Who does *me* refer to? Encourage students to respond. If needed, present two or three Character cards as response options.

✓ **Correct:** Say, Yes, that's correct! Bella learned *Go Home.*

✘ **No response or incorrect:** Prompt the student using LIP. (See sidebar.)

Read the chapter

To increase student engagement:

Play an audio file of a dog barking; hold up a piece of paper that represents an eviction notice; point to the "No Dogs Allowed" sign in the setting card for *at Lucas's home.*

Now, let's read Chapter 5 of *A Dog's Way Home* together. Use the Table of Contents to find Chapter 5. Remember, this story is being told by Bella. Point out the illustration at the start of the chapter, and use a sentence or two to describe it. In today's chapter, I want you to listen for what happens to Mom.

Without stopping, read Chapter 5. To confirm that students understand who is talking, when reading the text, stop occasionally when *I, my,* or *me* is used to represent Bella. Encourage students to follow along while you read aloud and to turn pages with or without cues (e.g., What do we need to do to keep reading?).

Give students an opportunity to read the Summary Sentence.

When you have finished reading the chapter, ask, What happened to Mom? (She had a seizure).

Chapter 5

Lucas worked at the Veteran's Affairs Hospital, or the VA for short. Sometimes Mom went there too. Mom was a veteran. That means she had served in the military. Veterans could get different kinds of help at the VA Hospital.

While Lucas was doing *Go to Work* and I was home with Mom, a man came to the apartment. Mom and the man argued

and then they fought. Mom was stronger than him. She grabbed his arm and threw him to the floor. The man left but I could tell that Mom was sad. When Mom sat on the couch, I jumped up to be with her. I put my head in her lap, and I could feel the sadness leaving Mom. I gave her comfort. This was more important than going on walks, more important than feeding the cats. This was the most important job I had.

Mom rubbed my head. "You're a good dog, Bella. A good, good, dog."

A few days later, Mom and I were home. Mom smelled different. It was a bad smell. She sat on the couch and put her hands on my head, but they were shaky. I sensed something was wrong. I jumped up with Mom, then back down to her feet, then up again.

Mom got up to get me a treat. I heard a loud crash. There was Mom, lying curled up on the floor. I tried to put my head on her chest to give her comfort, but it did not help. I did not

know what to do. I barked and I barked until I could sense Lucas coming home.

Soon, men and women came to our home to help Mom. Lucas had locked me in the bedroom, but I could smell them. There was a lot of noise at first but then the door closed and it was silent. Everyone was gone.

I was worried and alone. I needed Lucas. I cried and scratched the bedroom door. I barked and barked. After a long time, Lucas came home. He was very sorry for leaving me locked up for so long.

Lucas patted my head as he said, "It was another grand mal seizure, Bella. Mom has not had one of those for a long time. I'm really worried, Bella."

After several days, Mom came home too. I was so happy to see her. She laughed and I licked her cheeks.

Lucas was reading a piece of paper he found stuck on the door. Mom looked worried. "What does the notice say?" she asked Lucas.

Lucas read it and said, "It's a warning notice that dogs aren't allowed in these apartments. I guess someone heard Bella barking. The notice says we have three days to get rid of Bella. If we don't, we can't live here anymore."

"We can't move," said Mom. "We can't afford any place else. And, you can walk to work from here."

Lucas and Mom were quiet. I went over to Lucas. I could sense he was sad. I curled up at his feet.

"What are we going to do, Lucas?" Mom asked.

"I'll think of something," Lucas said.

Bella gave Mom comfort, but dogs are not allowed in the apartment.

If needed to help a student find the vocabulary words, use a highlighter to highlight the words in the *Student Reader*. For some students, hold up the Vocabulary card or place it near the student's *Student Reader*.

Re-read the chapter

POINT OUT VOCABULARY

Great listening. Now, I will read the chapter again, but this time I will stop and ask questions. I also want you to watch for/listen for our vocabulary words. Remind students of the vocabulary words. Don't forget to help me read the Summary Sentence when I get to the end of the chapter.

When you read a sentence containing a target vocabulary word, stop to point it out. Stop after the paragraph (or the sentence). I heard one of our vocabulary words in that paragraph. The word I heard was [_____]. Find the word [_____] on this page.

Explain the word in the context of the sentence if needed. Example:

> **Veteran** *is one of our vocabulary words. A* veteran *is "a person who has served in the military." Bella visited veterans at the VA Hospital.*

Point to the illustration for *veteran* on the Vocabulary card.

When appropriate, point out the quotation marks as you read the dialogue. Emphasize the speaking words (e.g., *asked, said, told*). Help students identify who is talking.

ASK COMPREHENSION QUESTIONS

Stop to ask two or three comprehension questions during reading or at the end of the chapter using questions from the chart that follows. When repeating the lesson, ask any remaining questions. The level of the question is indicated in the chart, allowing you to choose questions at the appropriate complexity for each student. Some chapters may not have enough questions to ask one per student. If this is the case, be sure to offer each student an opportunity to answer questions when repeating lessons or when teaching across chapters.

Ask the question and wait for a response.

✓ **Correct:** Give specific praise.

✘ **No response or incorrect:** Prompt the student using the suggested prompt type and ask the question again; use response options in the ***Student Response Book*** (SRB) if needed (be sure to name each response option). Use objects for students who may need objects to respond. The questions that lend themselves to responses with objects are marked OL for object learners.

CHAPTER 5

Comprehension Question	Prompt	LEVEL				
		Remember	*Understand*	*Apply*	*Analyze*	*Evaluate*
1. What did the piece of paper say? *Answer: dogs are not allowed*	Re-read	•				
2. What was not allowed in the apartments? DL *Answer: dogs*	Re-read	•				
3. How did people know there was a dog in the apartment? DL *Answer: They heard Bella barking.*	Re-read	•				
4. In how many days would Lucas need to get rid of Bella? *Answer: 3*	Re-read	•				

See example scripts for Re-read and Think Aloud Prompts in the ***Prompting Reference Guide.***

Complete an after-reading activity

MAIN IDEA

So far in the book, we have learned some things about Bella. One thing we have learned is that Bella wants to be a good dog. It is important to her. One way that Bella is a good dog is when she provides comfort. Show students the Summary Sentence card from Chapter 5. Remember that the Summary Sentence at the end of the chapter is the main idea of the chapter. Read the Summary Sentence and invite students to read it with you. What was the main idea in Chapter 5? Encourage students to respond.

✓ **Correct:** Say, Yes, the main idea was: "Bella gave Mom comfort, but dogs are not allowed in the apartment."

✗ **No response or incorrect:** Prompt the student using LIP. (See sidebar.)

Verbal

Say, ***I'll read the last sentence in this chapter. Listen again.*** Re-read the Summary Sentence and re-ask the question. ***What was the main idea in Chapter 5?***

Model

Model pointing to the Summary Sentence card while saying, ***"Bella gave Mom comfort, but dogs are not allowed in the apartment."***

Physical

Guide the student to select the Summary Sentence card and say, ***Here it is. "Bella gave Mom comfort, but dogs are not allowed in the apartment."***

Complete a Writing Journal *activity*

Refer students to their ***Writing Journals.*** Remember that you can print pages from the ***Writing Journal*** using the digital file found on the **Attainment HUB**. If needed for students who have difficulty writing, response options can also be printed from the digital file allowing students to cut out the pieces they need to complete the activities.

VOCABULARY BUILDING

Say, Before we start reading Chapter 6, I have just a few more things to tell you. I want to be sure you know the meaning of some phrases used in this chapter. For these phrases, we will complete the chart you will find in your ***Writing Journal*** on page 7. The first phrase is *No Barks*.

Point to the column while you say, On this chart, the first column shows the phrase *No Barks*. In the story, this is something Bella hears Lucas say.

Think Aloud | Re-read | LIP | Time Delay | Model Lead Test | AAC Devices | Instructor's Choice

Use the **Model-Lead-Test procedure** to review the meaning of *No Barks*.

My turn first: Listen. *No Barks* means "do not bark."

Let's say it together: *No Barks* means "do not bark."

Your turn: What does *No Barks* mean? Have each student respond to this question individually.

Excellent. Point to the Definition row and say, Let's write a definition here.

The next row asks us to put *No Barks* in an example sentence. I'll give a sentence first. My sentence is: *I gave my dog a treat when he did No Barks*. I'll write my sentence on my chart.

What are times when you think a dog should do *No Barks*? Students may provide an example verbally, using an AAC device, or choose from an array of choices. Those are great examples! You write a sentence with your example on the chart in your ***Writing Journal.***

As we read the chapters, you will understand why Bella must learn *No Barks*. Have students complete the rest of the chart.

No Barks	Definition	Do not bark.
	Example	I gave my dog a treat when he did No Barks.
	Non-example	I scolded my dog when he barked.
Go Home	Definition	Go back to the house where the dog lives
	Example	Lucas and Bella would practice doing Go Home from the park.
	Non-example	Bella ran to me when she was at the park.

Converse about a related topic - NA

Research a related topic - NA

Complete a transition activity

EXTEND THE LESSON

Have students:

- Review rental ads to see if dogs are allowed in the rental property.
- Identify rental properties where pets are allowed.

Chapter 6

Introduce the lesson

INTRODUCE THE TEXT

Hold up the book ***A Dog's Way Home*** where students can see it. Say, Today, we will keep reading ***A Dog's Way Home***. Help students give a brief summary of the key events that have happened so far.

If any student is not consistent in showing you the title and the author of the book, take the time to have that student show you the title and the author. Prompt as needed using LIP; refer to the ***Prompting Reference Guide***.

ENGAGE STUDENTS WITH AN ANTICIPATORY SET

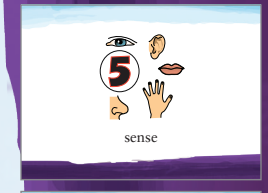
Before reading Chapter 6 ask, Who in this class has a dog for a pet? Encourage students to converse about their pet dogs (or someone else's pet dog) and what makes the dog special. Do you feel happy to be around the dog? Owning a dog can actually make us happier and healthier people! Some dogs are especially good at comforting people and making them happy. These special dogs are called *therapy dogs*. Show the photos of the therapy dogs. Not only can dogs make us happier, they can also be very helpful. One way that some dogs help is by alerting others if the dog's owner is going to have a seizure. Some dogs can sense when a person is going to have a seizure. *Sense* is one of our vocabulary words; it means "to understand something without being told." We will learn that Bella has some special talents. I wonder what we will discover.

Say, Before we read, let's review some vocabulary words from the story.

Teach/review the vocabulary

VOCABULARY

comfort (n)	A feeling of being less worried or upset
sense (v)	To understand something without being told
veteran (n)	A person who has served in the military
worry (v)	To feel or show fear because you think something bad will happen



For Object Learners *veteran, dog treat, bark, eviction notice*

Optional Word Bank *hospital, appointment, wonderful, snow, familiar, breed, dangerous, outside, gentle, nervous, crate, understand, building*

Think Aloud | Re-read | LIP | Time Delay | MLT Model Lead Test | AAC Devices | Instructor's Choice

Review

CHARACTERS

Teach the names of these new characters using the Time-Delay Procedure (Round 1, followed by Round 2).

Round 1

Point to **Ty.** This is Ty. Ty works at the VA Hospital.
Show me Ty.
Student responds. Well done! You found Ty.

Point to **Olivia.** This is Olivia. Olivia works at the VA Hospital.
Show me Olivia.
Student responds. Well done! You found Olivia.

Point to **Mack.** This is Mack. Mack is a patient at the VA Hospital.
Show me Mack.
Student responds. Well done! You found Mack.

Review

Bella, Mom, and **Lucas** (Start with Round 2.)

SETTING

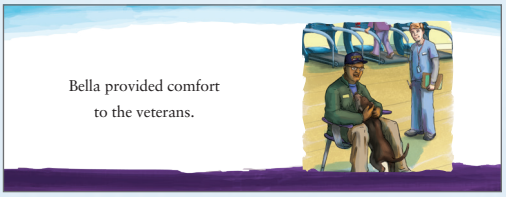
Hold up the *at the VA Hospital* Setting card as you introduce the setting for Chapter 6. In Chapter 6, the setting changes. Remember that a book can have many different settings. In the next two chapters, Lucas will take Bella to work with him. Lucas works at the VA Hospital. Show students the *at the VA Hospital* Setting card. What will the setting be for Chapter 6?

✓ **Correct:** Say, Very good. The VA Hospital will be the setting for Chapter 6.

✗ **No response or incorrect:** Prompt the student using LIP.

SUMMARY SENTENCE

Display the Summary Sentence card and/or point to the Summary Sentence in the ***Student Reader.*** In today's chapter, you are going to help me read the Summary Sentence. The Summary Sentence tells you the main idea of the chapter. The Summary Sentence for Chapter 6 is: "Bella provided comfort to the veterans." Let's practice reading it.



CONCEPTS ADDRESSING STANDARDS

Point of View

Review *first-person point of view*. Say, In first-person point of view, one character is doing the talking. In this story, Bella is talking about herself and sharing events that she is experiencing. Usually, quotation marks tell when someone is talking. But in first-person point of view, when the main character — Bella — is talking, you won't see quotation marks around what she is saying or thinking. Unless there are quotations marks telling you that another character is talking, when you read or hear words like *I*, *me*, and *my* in the story, it is Bella talking. You will be reading the story from Bella's eyes, from Bella's point of view. Review the meaning of *first-person point of view* using the Model-Lead-Test (MLT) procedure if needed.

Read the chapter

To increase student engagement:

Knock on a table to simulate knocking on a door; show the photo of the therapy dog.

Now, let's read Chapter 6 of ***A Dog's Way Home*** together. Use the Table of Contents to find Chapter 6. Point out the illustration at the start of the chapter, and use a sentence or two to describe it. Say, In today's chapter, I want you to listen for how Lucas tries to solve the problem of Bella barking.

Give students an opportunity to read the Summary Sentence. When you have finished reading the chapter, ask students how in this chapter Lucas tried to solve the problem of Bella barking (he took her to work with him).

Re-read the chapter

POINT OUT VOCABULARY

Great listening. Now, I will read the chapter again, but this time I will stop and ask questions. I also want you to watch for/listen for our vocabulary words. Remind students of the vocabulary words. Don't forget to help me read the Summary Sentence when I get to the end of the chapter.

When you read a sentence containing a target vocabulary word, stop to point it out. Stop after the paragraph (or the sentence). I heard one of our vocabulary words in that paragraph. The word I heard was [_____]. Find the word [_____] on this page.

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