



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# **Supporting Parents and Caregivers of Students with High Needs During the COVID-19 Pandemic**

**Literacy**

**May 20, 2020**

# Supporting Parents and Caregivers of Students with High Needs During the COVID-19 Pandemic

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# *Supporting Parents and Caregivers of Students with High Needs During the COVID-19 Pandemic*

The information and resources included in this resource guide are organized into ten different topical categories:

- Getting Started;
- Communication Skills;
- Literacy;
- Math;
- Science, Social Studies, and Current Events;
- Physical Activity and Mobility;
- Life-Skills and Self-Help Skills;
- Art;
- Sensory Activities; and
- Play and Leisure.

## [Resource Guide](#)

## [One-Pager](#)

## [Getting Started](#)

- 1) Some Functional Tips
- 2) Self-Care for the Parent/Caregiver
- 3) Setting Up the Environment for Continued Educational Opportunities at Home

## [Overview & Getting Started Webinar](#)

- [Download the Presentation](#)

# Session Presenters & Goal



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## Session Goal

- ✓ Provide an overview of the ***Literacy*** section in the resource guide

<https://bit.ly/highneeds-literacy>

# Literacy

## SHARED READING SUPPORTS

**Shared Reading** is an interactive **reading** experience that occurs when students join in or **share** the **reading** of a book or other text while guided and **supported** by an adult. The adult explicitly models the skills of an expert **reader**, including **reading** with fluency and expression (Reading Rockets, 2020)

Shared reading is a strategy that can support the teaching of the Big Six elements of reading:

- oral language,
- early experiences with print,
- sound and speech awareness (phonological awareness),
- phonics,
- Vocabulary, and
- fluency and comprehension.

# Literacy

## ACCESS TO BOOKS

It is important for our learners with high needs to be able to efficiently and effectively access books. Students with high needs may require supports to be able to physically access books if they are not able to reach out and turn pages or visually access them independently. Also, learners with high needs may need their texts to be more interactive and engaging.

# Literacy

## WORD IDENTIFICATION AND DECODING SUPPORTS

Word identification and decoding is often referred to as “word work.” Word work helps students learn patterns of English spelling and helps them use those patterns to then read and spell. Students with high needs can work on word work throughout the day.

# Literacy

## ALPHABET AWARENESS SUPPORTS

Alphabet awareness is learning what letters are. It is an important skill for students to learn in order to read.

# Literacy

## PHONOLOGICAL AWARENESS SUPPORTS

Phonological awareness focuses on the ability to identify and manipulate words and sounds in spoken language. At its earliest stages, phonological awareness focuses on hearing the difference between words. As students begin to develop the ability to distinguish between words, they begin to recognize the number of syllables or parts in words. Students also begin to recognize words that begin with the same sounds, like “go” and “good” and words that rhyme or end in the same way, like “look and book.”

# Literacy

## COMPREHENSION SUPPORTS

While the ability to read words is very important, so is your child's ability to comprehend, or understand the text that they are reading. This can be challenging for many children with high needs.

# Literacy

## WRITING SUPPORTS

Writing matters because it ultimately provides a means of unlimited expression. The 26 letters of the alphabet are the only symbols that support unlimited expression.

# Thank You! – Be Safe!

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*We are all in this together!*