# OCALI Teaching Diverse Learners Center

## Topical Problem of Practice PD Resources List

**Access to the General Education Curriculum Website:** [**Literacyaccessforall.org**](http://literacyaccessforall.org/)

*Note: you must be logged in to access the direct links*

### Planning/Co-Planning:

Chapter 2: [Design Rich Tier 1 Core Instruction and Assessment](https://literacyaccessforall.org/m/434): First 8 videos in this chapter. May want to begin with Sorting and Clustering Standards and Using a Unit Building Template

Chapter 3: [Designing Learning Environments: Immersion in Tier 1 Content and Vocabulary](https://literacyaccessforall.org/m/435/1885)

Chapter 8: [Tiered Planning: Merging Learning Targets with Learner Needs](https://literacyaccessforall.org/m/452/1931)

Chapter 8: [Designing Standards Aligned Assessments](https://literacyaccessforall.org/m/452/1933)

**Also see the OCALI website for more information on the layers of planning:**

[OCALI Teaching Diverse Learner Center](https://www.ocali.org/center/tdl) and

[Planning to Meet the Needs of Diverse Learners](https://www.ocali.org/project/TDL_planning)

### Communication Access Information

Chapter 1: [Presuming Competence: Putting LDA into Practice](https://literacyaccessforall.org/m/433/1870)

Chapter 3: [Designing Learning Environments for Language and Communication Access](https://literacyaccessforall.org/m/435/1885)

Chapter 4: All pages: [Language and Communication Access: ALL In!](https://literacyaccessforall.org/m/436)

*Note:* [Step 5](https://literacyaccessforall.org/m/436/1893) *specifically has videos showing Core Boards and* [Step 3](https://literacyaccessforall.org/m/436/1891) *walks through the Communication Matrix*

### Modeling videos from Chapter 4

Chapter 4: [Step 5](https://literacyaccessforall.org/m/436/1893) See video: Introduction to Core Boards

Chapter 4: Step 5 See video: Communication tips and strategies Communication boards

Chapter 4: Step 5 See video: Aided Language Stimulation Explained

Chapter 4: Step 5 See video: Using an Aided Language Support...

Chapter 4: Step 5 See video: One Kids Place Aided Language

Chapter 4: Step 5 See video: Core Language Instruction: Open (whole group modeling)

Chapter 4: [Step 3](https://literacyaccessforall.org/m/436/1891) See video: Dad and Jayden Talking Using PODD (1:1 modeling)

Chapter 6: [Language and Communication](https://literacyaccessforall.org/m/450/1914)

Chapter 10: [For Accessibility](https://literacyaccessforall.org/m/437/1898) (screening curricular tools). Screening tools include language and literacy access

### Disposition Building Videos

Chapter 1: All pages: [Ensuring Inclusive Dispositions and Presuming Competence](https://literacyaccessforall.org/m/433)

Chapter 8: [Integrating Language and Literacy in the Daily Schedule](https://literacyaccessforall.org/m/452/1934) See video: Education for people with intellectual...

Chapter 6: [Language and Communication](https://literacyaccessforall.org/m/450/1914) See video: Georgia girl…

### Modeling Videos from Chapter 6

Chapter 6: [Let's Explore Sound Walls and Word Walls](https://literacyaccessforall.org/m/450/1922) See videos: Communicating my writing with others... and Big Paper writing…

### Learner Profile videos

Chapter 2: [Gathering Knowledge About Learner Profiles: Data Collection Tools](https://literacyaccessforall.org/m/434/1880)

Chapter 2: [Using Learner Profile Information to Design Instruction](https://literacyaccessforall.org/m/434/1881)

Chapter 2: [Communicating with Families About Learners Progress and Needs](https://literacyaccessforall.org/m/434/1882)

Chapter 4: [Step 3: Strengths and Challenges aka Learner Profile](https://literacyaccessforall.org/m/436/1891)

Chapter 9: [Diagnostic Data Leads to Targeted Intervention](https://literacyaccessforall.org/m/453/1937)

### Assessments, Progress Monitoring, Grade Cards & Learning Progressions videos

Chapter 9: [Diagnostic Data Leads to Targeted Intervention](https://literacyaccessforall.org/m/453/1937)

Chapter 8: [Designing Standards Aligned Assessments](https://literacyaccessforall.org/m/452/1933)

Optional—Chapter 8: [Spectrum of Diverse Learners: Tip to Tip](https://literacyaccessforall.org/m/452/1929)

Chapter 8: [Using Learning Progressions as Assessment and Data Collection Tools](https://literacyaccessforall.org/m/452/1930)

Chapter 6: [Word Recognition Assessment: Screeners and Diagnostics](https://literacyaccessforall.org/m/450/1921)

Chapter 2: [Communicating with Families About Learners Progress and Needs](https://literacyaccessforall.org/m/434/1882)
*(downloads of sample and template grade cards are at the bottom of the page)*

### Vocabulary

Chapter 2: [Identifying Unit Vocabulary](https://literacyaccessforall.org/m/434/1877)

Chapter 2: [Unit Literature: Gathering Text Sets](https://literacyaccessforall.org/m/434/1878)

Chapter 3: [All include unit vocabulary in the learning environment](https://literacyaccessforall.org/m/435)

Chapter 6: [Sound Walls and Word Walls to Support Writing](https://literacyaccessforall.org/m/450/1922)

Chapter 7: [Language Comprehension with Stretch: Access for ALL Learners](https://literacyaccessforall.org/m/451). Almost all pages (Read-Alouds, Background Knowledge, Vocabulary in Reading and Writing, Vocabulary Tiers I, II, III, all Vocabulary Implementation videos)

### Foundational Literacy Skills (phonological awareness, basic and advanced phonics, orthography)

Chapter 5: All pages: [Reading Research in Language and Literacy: From Research to Practice](https://literacyaccessforall.org/m/449)

Chapter 6: All pages: [Word Recognition with Stretch: Access for ALL Learners](https://literacyaccessforall.org/m/450)

### Literacy Access Resources Presentation Resource Links

* [EdConnections: Featuring Literacy Access for ALL](https://education.ohio.gov/Media/Ed-Connection/November-2023/Supporting-literacy-access-for-all-learners-video)
* [Literacy Access For ALL website](https://literacyaccessforall.org): Reference Chapter 6: Word Recognition (login is required)
* [Dyslexia Screening](https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Dyslexia/Dyslexia-Screening) (DEW) NEW Guidance Document [Administering Literacy Assessments for Students with Low Incidence Disabilities and Complex Communication Needs](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Dyslexia/Guidance-for-assessing-students-with-disabilities-January-2024-Newest-Version-1.pdf.aspx?lang=en-US#:~:text=3%2520%7C%2520Administering%2520Literacy%2520Assessments%2520for%2520Students%2520with)
* [TGRG Resources Including RIMP Template & RIMP Code Videos](https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Teacher-Resources)
* [Ohio IEP form (Word doc)](https://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Ohio-Required-and-Optional-Forms-Updated/PR-07-IEP-Form-1.docx.aspx?lang=en-US)
* [Allowable Supports for the KRA](https://education.ohio.gov/getattachment/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment/Kindergarten-Readiness-Assessment-for-Teachers/Guidelines-on-Allowable-Supports-for-the-KRA-OH-updated052019.pdf.aspx?lang=en-US)
* [Ohio’s Accessibility Manual for State Tests](https://education.ohio.gov/getattachment/Topics/Testing/Accommodations-on-State-Assessments/Ohio-Accessibility-Manual.pdf.aspx?lang=en-US)
* [OCALI’s AT&AEM Center](https://ataem.org/search)—Search Keyword “**funding**” for Assistive Technologies

### Questions:

* **Ohio's Dyslexia Support Laws:** Dyslexia@education.ohio.gov
* **Third Grade Reading Guarantee:** ThirdGradeGuarantee@education.ohio.gov
* **Reading Achievement Plans:** ReadingPlans@education.ohio.gov
* **Reading Improvement Plans:** ReadingPlans@education.ohio.gov
* **General Literacy, HQIM, ELA:** ReadOhio@education.ohio.gov
* **Alternate Assessment:** AAParticipation@education.ohio.gov