

OCALI Teaching Diverse Learners Center Topical Problem of Practice PD Resources List

Access to the General Education Curriculum Website: 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](#): 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](#)
- Chapter 8: [Tiered Planning: Merging Learning Targets with Learner Needs](#)
- Chapter 8: [Designing Standards Aligned Assessments](#)

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

[OCALI Teaching Diverse Learner Center](#) and
[Planning to Meet the Needs of Diverse Learners](#)

Communication Access Information

- Chapter 1: [Presuming Competence: Putting LDA into Practice](#)
- Chapter 3: [Designing Learning Environments for Language and Communication Access](#)
- Chapter 4: All pages: [Language and Communication Access: ALL In!](#)

Note: [Step 5](#) specifically has videos showing Core Boards and [Step 3](#) walks through the Communication Matrix

Modeling videos from Chapter 4

- Chapter 4: [Step 5](#) 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](#) See video: Dad and Jayden Talking Using PODD (1:1 modeling)
- Chapter 6: [Language and Communication](#)
- Chapter 10: [For Accessibility](#) (screening curricular tools). Screening tools include language and literacy access

Disposition Building Videos

- Chapter 1: All pages: [Ensuring Inclusive Dispositions and Presuming Competence](#)
- Chapter 8: [Integrating Language and Literacy in the Daily Schedule](#) See video: Education for people with intellectual...
- Chapter 6: [Language and Communication](#) See video: Georgia girl...

Modeling Videos from Chapter 6

- Chapter 6: [Let's Explore Sound Walls and Word Walls](#) See videos: Communicating my writing with others... and Big Paper writing...

Learner Profile videos

- Chapter 2: [Gathering Knowledge About Learner Profiles: Data Collection Tools](#)
- Chapter 2: [Using Learner Profile Information to Design Instruction](#)
- Chapter 2: [Communicating with Families About Learners Progress and Needs](#)
- Chapter 4: [Step 3: Strengths and Challenges aka Learner Profile](#)
- Chapter 9: [Diagnostic Data Leads to Targeted Intervention](#)

Assessments, Progress Monitoring, Grade Cards & Learning Progressions videos

- Chapter 9: [Diagnostic Data Leads to Targeted Intervention](#)
Chapter 8: [Designing Standards Aligned Assessments](#)
Optional—Chapter 8: [Spectrum of Diverse Learners: Tip to Tip](#)
Chapter 8: [Using Learning Progressions as Assessment and Data Collection Tools](#)
Chapter 6: [Word Recognition Assessment: Screeners and Diagnostics](#)
Chapter 2: [Communicating with Families About Learners Progress and Needs](#)
(downloads of sample and template grade cards are at the bottom of the page)

Vocabulary

- Chapter 2: [Identifying Unit Vocabulary](#)
Chapter 2: [Unit Literature: Gathering Text Sets](#)
Chapter 3: [All include unit vocabulary in the learning environment](#)
Chapter 6: [Sound Walls and Word Walls to Support Writing](#)
Chapter 7: [Language Comprehension with Stretch: Access for ALL Learners](#). 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](#)
Chapter 6: All pages: [Word Recognition with Stretch: Access for ALL Learners](#)

Literacy Access Resources Presentation Resource Links

- [EdConnections: Featuring Literacy Access for ALL](#)
- [Literacy Access For ALL website](#): Reference Chapter 6: Word Recognition (login is required)
- [Dyslexia Screening \(DEW\) NEW Guidance Document Administering Literacy Assessments for Students with Low Incidence Disabilities and Complex Communication Needs](#)
- [TGRG Resources Including RIMP Template & RIMP Code Videos](#)
- [Ohio IEP form \(Word doc\)](#)
- [Allowable Supports for the KRA](#)
- [Ohio's Accessibility Manual for State Tests](#)
- [OCALI's AT&AEM Center](#)—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