



## Keystones to Opportunity

Pennsylvania's Vision for Sustainable  
Growth in Reading Achievement

Natalie

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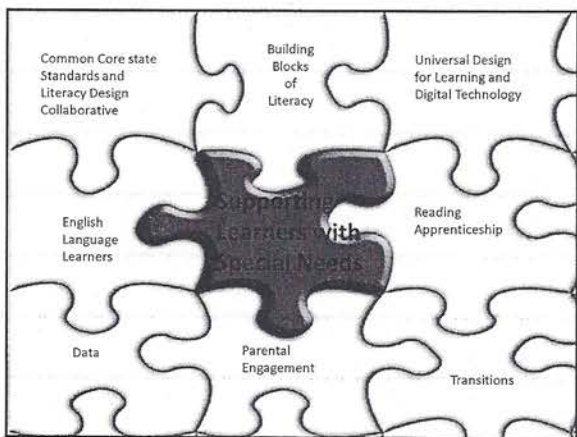
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### PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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Participants will know and be able to:	Evidence
Identify how the structures of Response to Instruction and Intervention (RTII), Universal Design for Learning (UDL), and Least Restrictive Environment (LRE) support all students.	Connect key components of RTII, UDL and LRE and supports for struggling students
Develop an understanding of general assistive technology, supports and accommodations for consideration in reading instruction to support student needs	List general assistive technology, accommodations, scaffolds, and supports for variety of students' needs
Develop an understanding of how children learn to read and areas where some children have difficulty.	Explain key components of learning to read and areas where students may have difficulty.
Determine literacy needs and next steps.	Reflect on new learning and complete next steps in an action plan to increase achievement in literacy for students with special needs.



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Get ready for our day:

- Logistics
- Elbow buddy
- Table number
- Count off!
- Materials and resources
- Laptop/ internet
- Parking Lot
- Agenda: 6 hours = 2 breaks, lunch



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**PA Comprehensive Literacy Plan** 

*There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.*



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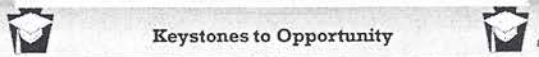
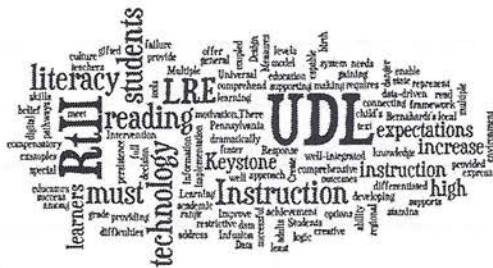
### Keystones: KtO Grant and PaCLP

- "Keystone 1: Improve literacy learning outcomes and dramatically increase reading achievement among students in danger of academic failure birth through grade 12 in Pennsylvania.
- "Keystone 2: Create a culture of data-driven decision making by supporting implementation of Bernhardt's Multiple Measures Data logic model at the state, regional, and local levels.
- "Keystone 3: Infusion of digital technology and Universal Design for Learning (UDL) providing teachers with examples of how technology tools can provide multiple pathways to express and represent information as well as creative options for developing literacy persistence, stamina, and motivation."



pg. 8-9 of  
yellow packet

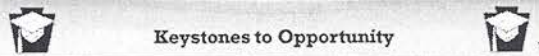
### Making Sense?



We believe that :


Students with reading difficulties can increase their ability to read and comprehend text.

The framework of Response to Intervention (RTI) and Universal Design for Learning (UDL), coupled with instruction from educators with high expectations for all students and knowledge of reading instruction and data, in the least restrictive environment with supplemental aids and services offer a comprehensive approach to foster students' success.



Simply 10

ALL kids → Literate



Literacy provides connections to each other and our world

Keystones to Opportunity 10

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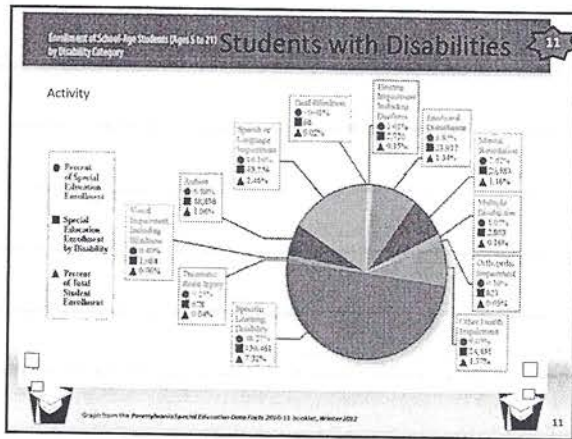
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pg. 11 in yellow packet

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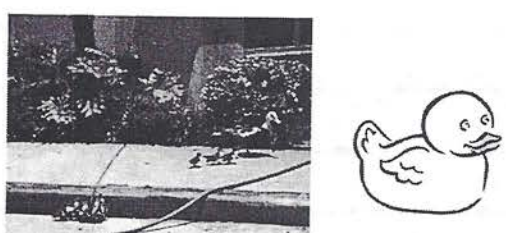
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Keystones to Opportunity 12

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What does this mean?  
"Disability is defined in the interaction between the vulnerabilities of an individual and the limitations of their environment"

Jon Murdoff



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The Average Foot analogy



Todd Rose, CAST



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UDL - curr. should meet/address all learners' needs

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8.5



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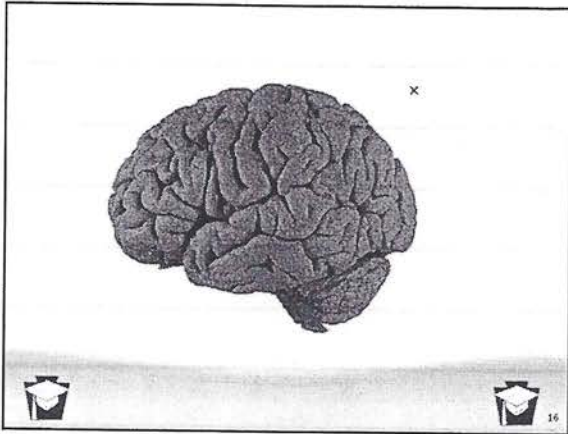
everyone gets 8.5 shoes...

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So- What is needed to get here? 

**ALL kids** → **Literate**



Literacy broadens your choices

**Keystones to Opportunity**

 FAYTAN  17

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Access for all

Scaffolds and Supports

Appropriate and Effective Instruction in Literacy

**Keystones to Opportunity**

 FAYTAN  18

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What/So What?? 

What?	So What?	Now What?
Access for All: Overcoming Barriers		
Scaffolds and Supports		
Effective Reading Instruction		

 Keystones to Opportunity 19 

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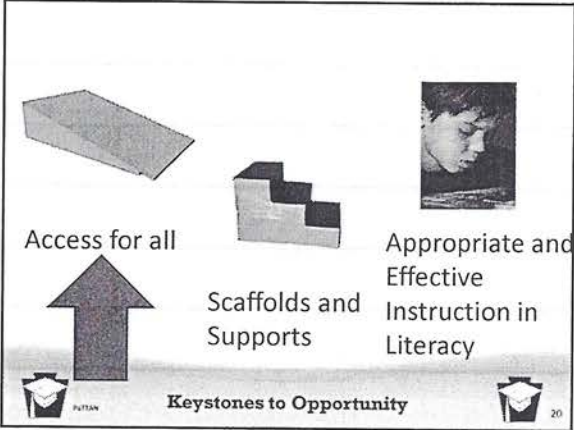
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pg. 2




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- What does it mean to have "access?"
  - Access to what?
  - How might access look different?
  - **What about access to core curriculum?**
-  Keystones to Opportunity 21 

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**12**

### Access to the learning environment

Physical/Classroom Environment	Instructional Materials	Presentation Modes	Response Modes
(Barriers to students navigating and gaining information and experience from the physical environment)	(Barriers to gaining information/experience from the instructional materials we use)	(Barriers to the presentation of content including language of instruction)	(Barriers to the requirements for responding)
Desk height	Font size	Lecture	Lack of opportunity to respond

 **Keystones to Opportunity**  **22**

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### Barriers in Communication? ELLs in Special Education

- There are 6,270 ELLs in Special Education (2009)
- 1 of 8 ELLs has an IEP and receives Special Education services

 **Keystones to Opportunity**  **23**

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**OCR**

**13**

*Office for Civil Rights' Booklet: The Provision of an Equal Education Opportunity to Limited English Proficient Students (1992)*--recommends steps for preventing misplacement of LEP students in special education due to limited English skills rather than an exceptionality; these include assessing in student's primary or home language and ensuring that accurate information regarding the student's language skills in English and the student's primary language is taken into account in evaluating assessment results.

 **Keystones to Opportunity**  **24**

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High Expectations for Achievement  
For ALL Students

**Our task:**  
Removing barriers to achievement for our students.



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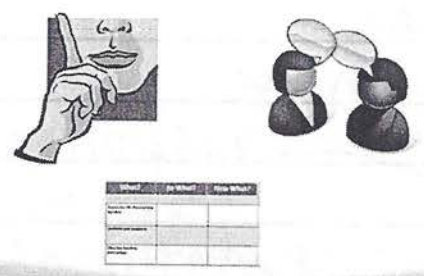
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Take 5: Review and Reflect, 



What?	So What?	Now What?

Keystones to Opportunity

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Access for all

Scaffolds and Supports

Appropriate and Effective Instruction in Literacy

Keystones to Opportunity

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**Differentiated Instruction means...**

"...teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible."

(Tomlinson, 2003)

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pg. 14

**Where does Differentiated Instruction occur?**

- In a differentiated classroom, teachers begin where their students are, not where he/she feels they should be or as the curriculum dictates.
- Instruction methodologies vary and are adapted to meet the needs of individual and diverse learners.
- Teachers can differentiate through: Content, process, Product, Affect, Learning Environment

Keystones to Opportunity

what  
 how  
 response/  
 creation  
 emotional...  
 phys. classroom

**Key Principles for ALL**

Differentiated Instruction	Accommodations	Modifications
<ul style="list-style-type: none"> <li>&gt; Respectful and meaningful task</li> <li>&gt; Flexible grouping</li> <li>&gt; Teacher/students collaborate</li> <li>&gt; Teachers value student difference</li> <li>&gt; Content critical</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Changes the "how"</li> <li>&gt; Does not change what a student is expected to learn. Curriculum remains the same</li> <li>&gt; Students are taught to the grade level academic standards</li> <li>&gt; Students are assessed by the PSSA with accommodations</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Changes the "what"</li> <li>&gt; Changes what a student is expected to learn</li> <li>&gt; Students may be taught grade level academic standards or the alternate standards</li> <li>&gt; Students may be assessed by PASA</li> </ul>

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① \* Accommodation  
 Add something/  
 Changes "how"

② \* Modifications  
 Changes "what"

*Excessive help  
debilitates*




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*learned  
helplessness*

**Practice**

- The instruction is targeting long and short vowel identification. Claude will be participating with the class but his target is mastery of consonant sounds.
- The class will demonstrate their learning of speech organization by presenting a short narrative about themselves. Jenny, who has anxiety of standing in front of the class to present, will video her presentation following the established criteria for organization, to show to the class.
- The fifth grade class is completing a set of multiplication problems. Sam is using manipulatives to complete the same problems.
- In the same class, Hannah is completing a set of addition problems.



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**What is scaffolding?**

Dr. Anita Archer

Grade 6 Social studies: Think Pair Share


<http://streaming.iu17.org/blast/bestpractices/bigvideo.php?cat=229&page=http://streaming.iu17.org/BlaST/bestpractices/archer/swss19.swf>

- Grade 7 Health: Cloze (Chartiers Valley MS)


<http://streaming.iu17.org/blast/bestpractices/bigvideo.php?cat=230&page=http://streaming.iu17.org/BlaST/bestpractices/archer/cvhealth20.swf>

- Grade 7 Health: Partner Reading (Swatara MS)

<http://streaming.iu17.org/blast/bestpractices/videos.php?page=228>



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### Take 5: Review and Reflect



What?	So What?	Now What?

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*The most damaging phrase in the language is, "It's always been done that way."*



[http://www.donjohnston.com/media/flash/case\\_against\\_technology/index.html](http://www.donjohnston.com/media/flash/case_against_technology/index.html)

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### Technology, UDL, and AT

- Technology is NOT required
- Digital is *flexible* and offers possibilities that provide access and recruit interest.
- UDL will not eliminate the need for AT.



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### Assistive Technology

AT should be considered for every student with an IEP

DEFINED:

- **AT Device:** any item, piece of equipment or product system that is used to *increase, maintain, or improve* the **functional** capabilities of children with disabilities
- **AT Service:** any service that directly assists a child with a disability in the selection, acquisition, or use of an AT device



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### Tools for Reading

- Do you have/know students who are reading well below grade level?
- How do they handle textbooks?
- What about trade books or worksheets?
- The internet?



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### AT Tools Provide Access to Standards Aligned Instruction

- Access to Print
- Writing Tools
- Tools for Memory and Organization
- Tools for Communicating



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**BIG IDEAS: AT for Access to Print: What we know**

- It is impossible to learn information that is imperceptible to the learner, and difficult when it is presented in formats that require extraordinary effort or assistance.
- Students vary in their facility with different forms of representation - both linguistic and nonlinguistic.
- Proper design and presentation of information can provide "cognitive ramps" to construction of usable knowledge.

*Ask: What is the critical task?*



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**Access to Print :  
Text to Speech as a Reading Tool:**

- Text-to-Speech is not voice recognition (talking to your computer.) It's hearing text while reading.
- Text-to-Speech does not replace reading instruction.

It is a way to get students into text that may be too hard for them to read. Because they need access to the information.



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**Research for Text to Speech**

- Improved phonological awareness and decoding skills
- Improved word identification
- Increased comprehension (MS)
- Increased speed and comprehension (HS)
- Students report ease and preference for tools that increase independence

Protocol for Accommodations in Reading  
<http://www.donjohnston.com/products/par/index.html>



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**Text to Speech with excerpt from Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching**

- "... The NRC noted that for students to learn to read well they must a) understand how sounds are represented by print and be able to apply this understanding to read and spell words, b) practice reading enough to become fluent readers, c) learn new vocabulary words, and d) learn to self-monitor when reading to make sure what they read makes sense and to correct their own errors."

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- **Text to Speech Video**
  - Mac 
  - PC 

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**Digital Text**

- **Natural Reader**
  - Mac 
  - PC 

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**Accessible Instructional Materials (AIM)**

- Provisions within IDEA 2004 (300.172) require that textbooks and related core instructional materials be provided to students with print disabilities in specialized formats in a timely manner.
- National Center on Accessible Instructional Materials: <http://aim.cast.org/>



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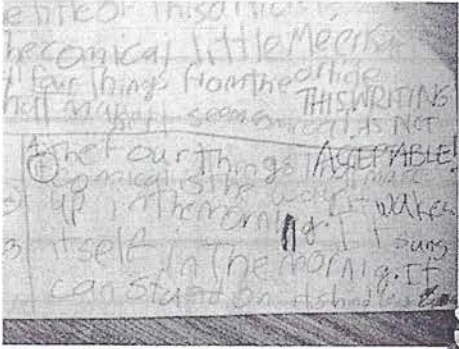

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**What about this student?**


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**Tools for Writing**

- Do you have students who have illegible or very slow writing?
- Do you have students whose writing is illegible due to poor spelling?
- Do your students need alternatives to pen/paper writing?

**Ask: What is the critical task?**



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**Why you need to know about Pen-Pencil Alternatives**

- If you can't read you probably can't spell. This makes for poor written work.
- If you can't read you probably have trouble constructing sentences, because you haven't been exposed to print sentence structure.
- Spoken language is generally sentence fragments; these don't translate well to the page- so speech-to-text is usually not the solution we think it could be.
- Written language needs to sound good and look good. This could be impossible if you are disorganized or have motor issues at any level.

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**Examples of AT Tools for Writing**

- Word processing (with spell check)
- Word processing (with text-to-speech)
- Word processing with word prediction
- Graphic organizers
- Graphic symbol writing programs.
- Motivational tools

*Resource: Writing Tools* 

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**Tools for Remembering, Organizing**

- Do you have students for whom organizing ideas is a barrier?
- Do you have students who need supports to scaffold the steps of doing a task?
- What about remembering to complete or turn in assignments?

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### Examples of AT for Organization


- Graphic organizers (like Inspiration, Draft:Builder, Mindmeister)



Mobile devices with calendars, to-do lists, and shared documents.



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### AT for Communication

AAC: Augmentative/  
Alternative Communication



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### Literacy and AAC

- Literacy skills are *critical* for individuals who require AAC.
- Unfortunately, many individuals who require AAC experience significant difficulties in acquiring literacy skills.



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### Instructional vs. Assistive Technology

- All technology utilized in special education is not AT
- All AT is not specialized technology
- Everyday technology is AT when it is required for access to a free appropriate public education (FAPE)
- AT decisions are made by the student's IEP team



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<http://udltechtoolkit.wikispaces.com/>

 **PaTTAN** 

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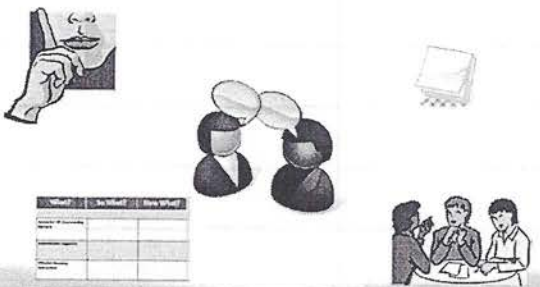
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### Take 5: Review and Reflect



What?	So What?	Now What?

 **Keystones to Opportunity** 

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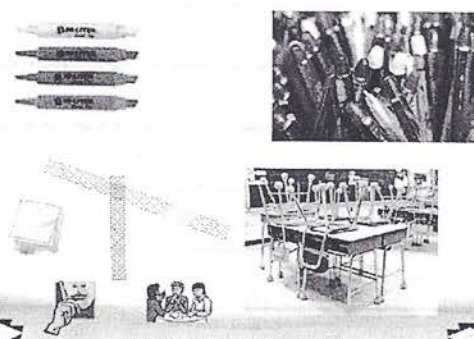
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### Low tech



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### Reading tools

- Erasable highlighters (crayola)
- Spell check
- Page up
- Porta-book stand
- Magnifiers
- Tabs, post-its



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Watch/listen for: what tools did Ryann use to help her learn? 

- <http://dyslexiahelp.umich.edu/latest/one-students-life-dyslexia>
- <http://www.youtube.com/watch?v=zWRQCewUMLw>



Add ways to overcome barriers on sticky notes and place on chart

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## Supplementary Aids and Services

**Supplementary aids and services** means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate ...

Video overview  
[http://www.pattan.net/Videos/Browse/Single/?code\\_name=sasc\\_toolkit](http://www.pattan.net/Videos/Browse/Single/?code_name=sasc_toolkit)

**Keystones to Opportunity**

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**Supplementary Aids and Services (SAS) Consideration Tool**

Student:	Date:
Identify classroom(s) used as a reference point for Step 1:	Completed By:

<p><b>Step 1: Develop Profile of General Educational Classroom(s)</b>                  Check a profile of the classroom environment(s) by circling the number that best describes the frequency of use of identified materials and instructional practices.</p>	<p><b>Step 2: Identify Potential Barriers to Curricular Access and Instruction</b>                  Identify all the ways you can anticipate for this student of avoiding obstacles. Based on his/her current skills, needs, and learning style.</p>	<p><b>Step 3: Identify Strategies and Services to Eliminate Barriers</b>                  Identify supplementary aids and services to address potential barriers. Consider all possibilities, including inclusive practices and support personnel.</p>
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1.1. Instructional Materials		1.2. Instructional Methods/ Materials	
Placed Materials	Frequency of Use		
• Textbook	1 2 3		
• Workbook	1 2 3		
• Trade book	1 2 3		
• Worksheets	1 2 3		
• Newspapers/magazines	1 2 3		
• Other _____	1 2 3		
• Other _____	1 2 3		
• Other _____	1 2 3		

©3

[www.pattan.net](http://www.pattan.net) select "inclusive practices" and "publications"

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Slides 64-69

## Planning for Diversity Activities:

- Windows Accessibility Features
  - Speech to Text:
- Visual Display
- Simulated hearing loss
- Organization
- ipad demo

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### Windows Accessibility Features: Set up Speech Recognition



#### • Using Speech to Text

- Go to the **Start Menu, Control Panel, Ease of Access, Speech Recognition**
- Use a headphone set with microphone.
- Start Speech Recognition
- Complete the **Take Speech Tutorial**
- Use speech to text to dictate an email to yourself. (Go to Outlook, new email)



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#### • Visual Display



- Go to the **Start Menu, Control Panel, Ease of Access, Make the computer easier to see**
- Experiment with each of the settings. Be sure to click the apply button. Leave the site and go to your email, internet site, documents, etc. to see the effect of the setting.
- Try Turn on Narrator and Turn on Magnifier



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### Visual Display options for MAC OSX

Click on APPLE in upper left, then SYSTEM Preferences  
Then Universal Access, you will see this.

CLICK ON WHITE ON BLACK one slide to change contrast




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### Simulated Hearing Loss



- Fred Flintstone cartoon with varying degrees of hearing loss
- Unfair hearing test: dictated spelling list with varying degrees of hearing loss. TAKE SPELLING TEST  
<http://successforkidswithhearingloss.com/wp-content/uploads/2012/01/4-An-Unfair-Hearing-Test.wav>
- Classroom acoustics (resources for professionals)  
<http://successforkidswithhearingloss.com>




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### Organization



Graphic organizers: Use this site and the article, *Differentiated Instruction and Implications for UDL Implementation: Effective Classroom Practice Report* (Pages 7-29 in Participant Resources) to select a graphic organizer and use it with the content of the article. (Tables 1-3)  
<http://www.eduplace.com/graphicorganizer/>

Graphic organizers:  
<http://www.thinkport.org/technology/template.tp>  
Additional graphic organizers:  
<http://udltechtoolkit.wikispaces.com/>




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### ipad video demo



IF you have an ipad:

- Using the iPad, go to the app store and read the descriptions about the following apps: Clarospeak, v-Bookz, and iBooks,, paperport notes
- Create a chart listing pros/cons to share back with your team
- OR- listen to this video demo [Mac](#) [PC](#)




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Review and reflect

*It is not necessarily about using technology in the classroom- it is about transforming learning with the assistance of technology.*



 Keystones to Opportunity  70

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Take 5: Review and Reflect



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Access for all

Scaffolds and Supports

Appropriate and Effective Instruction in Literacy

 Keystones to Opportunity  72

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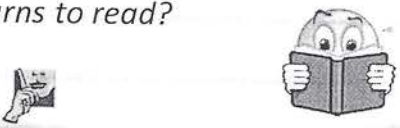
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How do we learn to:

- read, write, speak, listen

*What impacts how easily a child learns to read?*



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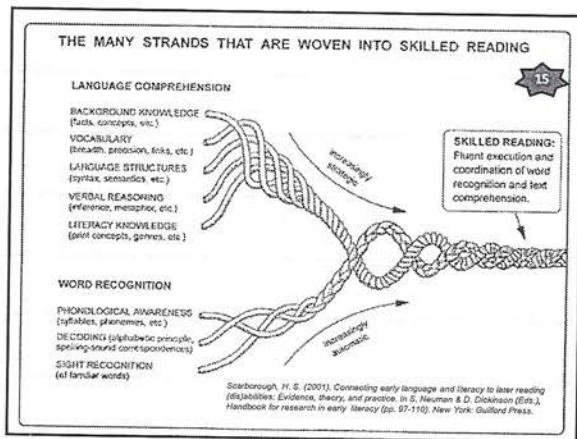
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### Educationally Disadvantaged

(vii) *Services for the improvement of the educationally disadvantaged*— Those services necessary to assist a student to perform at the grade level appropriate for his age and potential.

*22 PA Code 112.1 Definitions*

**Educationally Disadvantaged**  
Individuals or groups whose schooling is judged to be qualitatively or quantitatively inferior as compared with what is considered necessary for achievement in a particular society.

Keystones to Opportunity

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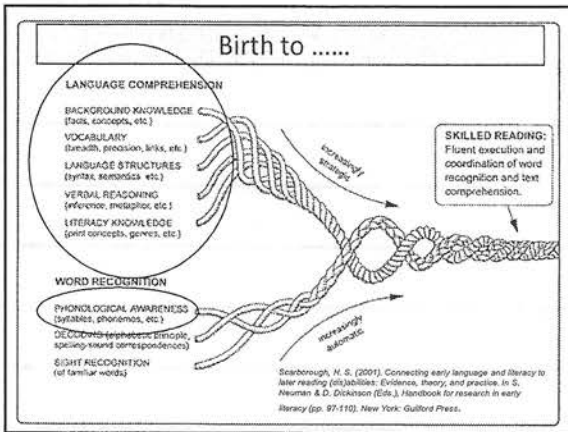
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**Baby's first reading skills**

- [Http://bcove.me/nv254q6h](http://bcove.me/nv254q6h)

Reading Rockets

- EMMA, 2 months

**Keystones to Opportunity**

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**\*\*\* Reading and the Brain \*\*\***

- Rewiring the Brain with Dr. Papanicolau  
<http://bcove.me/7u0smllb>

**GOOD Teaching can  
rewire a child's brain!**

Reading rockets

**Keystones to Opportunity**

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**What do you think?** 

TAKE SIDES:  
**Is a diagnosis (i.e. dyslexia) important?**  
**Yes or No? Why?**

*Activity: Read the "Effective Instruction is Key" of the Executive Summary from the International Dyslexia Associations' Knowledge and Practice Standards for Teachers of Reading, 2010* 

 **Keystones to Opportunity**  79

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**Effective Instruction is Key!**

- Explicit
- Systematic
- Cumulative
- Multisensory
- Integrates listening, speaking and writing
- Emphasizes the phonology, orthography, syntax, morphology, semantics and organization of spoken and written discourse

IDA Knowledge and Practice standards for Teachers of Reading, 2010  
**Keystones to Opportunity**  80

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**Key Components**

- Provide instruction with modeling
- Check that students are doing the activity correctly
- Have students demonstrate what they are doing
- Have students repeat instructions
- Provide corrective feedback to individual students
- Provide multiple examples

IRIS tier 2 intervention

 **Keystones to Opportunity**  81

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What does explicit instruction look like?



Social Studies, Grade 8  
Drexel Hill Middle School, Upper Darby  
School District, 2010

*After reading, students have the opportunity to discuss, either orally or in writing, their responses to the text with the teacher and/or their peers - Organizing critical information*

<http://streaming.iu17.org/blast/bestpractices/videos.php?page=234>



Dr. Anita Archer

Keystones to Opportunity

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**JUST THE FACTS...** Information provided  
by The International DYSLEX IA Association®  
**INFORMATION AND RESOURCES FOR  
ADOLESCENTS AND ADULTS WITH  
DYSLEXIA**

**—IT'S NEVER TOO LATE**

IDA Feb 2012 fact sheet

Keystones to Opportunity

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Reading Intervention may be needed:

- Comprehension Skills
- Background and Information/ knowledge
- Comprehension of sentences and connected text
- Morphology
- Oral Language and vocabulary
- Automaticity with a component skill of reading:  
letter names, sounds, words, phrases, sentences,  
and connected text at the appropriate speed and  
accuracy
- Decoding (and encoding)
- Phonological deficits
- Working Memory

Keystones to Opportunity

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Take 5: Review and Reflect



Keystones to Opportunity 85

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What/So What??

What?	So What?	Now What?
Access for all: overcoming barriers		
Scaffolds and Supports		
Effective Reading Instruction		

Keystones to Opportunity 86

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How do we figure out where instruction needs to occur?

Keystones to Opportunity 87

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### Bernhardt's Multiple Measures

**DEMOGRAPHICS**  
 Enrollment, Absenteeism, Drop Out Rate, Ethnicity, Gender, Grade Level

**STUDENT LEARNING**  
 Standardized Tests, Teacher Content and Instruction, Student Achievement, Instructional Effectiveness

**SCHOOL RELATIONS**  
 School Climate, School Safety, School Improvement, School Leadership

**TEACHERS**  
 Teacher Effectiveness, Teacher Quality, Teacher Retention, Teacher Satisfaction

*A picture may be worth a thousand words, but in education, information speaks volumes. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.*

Keystones to Opportunity

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For students who are struggling, consider:

- Where is the student having difficulty?
- Often what is on the surface will not guide instruction.
- How do I dig deeper?
- What data resources do I have?
- Where do I go for help?
- What are next steps?

Keystones to Opportunity

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### Preschool

<b>ITERS-R</b>	<b>ECERS-R</b>
I – Infant	E – Early
T – Toddler	C – Childhood
E – Environment	E – Environment
R – Rating	R – Rating
S – Scale	S – Scale

- Grantees who target birth to age 3 must administer the ITERS-R
- ITERS-R must be administered a *minimum* of 2 times a year
- Grantees who target preschool students must administer the ECERS-R
- ECERS-R must be administered a *minimum* of 2 times a year

Keystones to Opportunity

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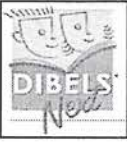
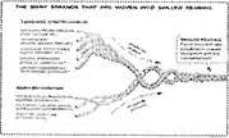
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Kindergarten to grade 3



**HEAT:**  
Higher order thinking,  
Engaged learning,  
Authentic connections,  
Technology use

Note: Adapted from *The DIBELS Next Edition* (pp. 104-112), by S.L. Hill, 2012, Longmont, Colorado: Cambium Learning Group. Adapted with permission.

Keystones to Opportunity

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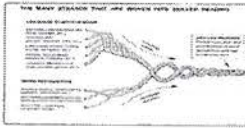
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Pre-K to Secondary

**GRADE**



**HEAT:**  
Higher order thinking,  
Engaged learning,  
Authentic connections,  
Technology use

Keystones to Opportunity

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What frameworks and structures are in place or available in Pennsylvania?



Keystones to Opportunity

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### UDL: Universal Design for Learning

- Building in flexibility, rather than retrofitting to adapt
- Removing barriers by anticipating the needs of all students
- Not “one size fits all”



Keystones to Opportunity




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### UDL

- Presenting information and content in different ways (the *'what'* of learning)
- Differentiating the ways that students can express what they know (the *'how'* of learning)
- Stimulating interest and motivation for learning (the *'why'* of learning)



Keystones to Opportunity




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### What does UDL look like?

**Teachers provide:**

- Flexible ways of presenting lesson content
- Flexible methods of expression, and assessment
- Flexible options for student engagement

**Students have:**

- Options for how they receive content
- Options for how they demonstrate their learning
- Choices which will engage interest and sustain effort



Keystones to Opportunity




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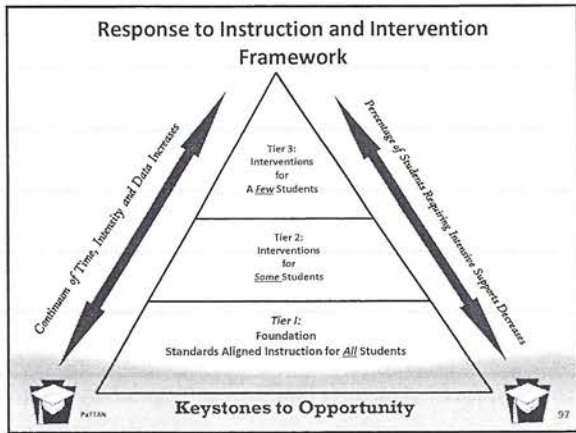
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PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Keystones to Opportunity

98

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It is not just a good idea...it is **the law** <sup>17</sup>

"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are **educated with children who are not disabled** and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of **supplementary aids and services** cannot be achieved satisfactorily."

IDEA sec. 612 (5)(A)

Keystones to Opportunity

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### RtII and UDL Share the objective of improving educational outcomes

Both RtII and UDL:

- recognize that poor achievement does not necessarily reflect disability, but rather may also reflect poor instruction.
- Incorporate research-based practices
- reflect the understanding that a curriculum that is effective for one student may not be effective for another student.
- RtII and UDL treat assessment as something that should inform instruction and intervention and consider once-a-year test scores insufficient to determine student ability.



Keystones to Opportunity



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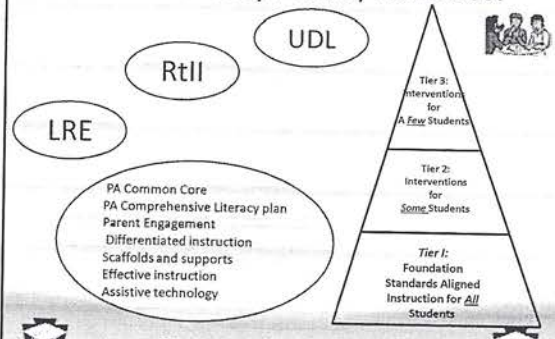
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### How do they relate/ connect?



Keystones to Opportunity



101

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### Learning to Read



• <http://www.everyone-can-read.com/dyslexia-category/video-clips-learning-to-read/>

• Mac PC



Keystones to Opportunity



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Where are we now?  
What are next steps?

Access for all      Scaffolds and Supports      Appropriate and Effective Instruction in Literacy

Keystones to Opportunity 101

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What/So What??

What?	So What?	Now What?
Access for all: overcoming barriers		Reflect upon each area... Now what? What do I need to do to advance literacy efforts in my area of influence?
Scaffolds and Supports		
Effective Reading Instruction		

Keystones to Opportunity 104

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Thank you!

Keystones to Opportunity 105

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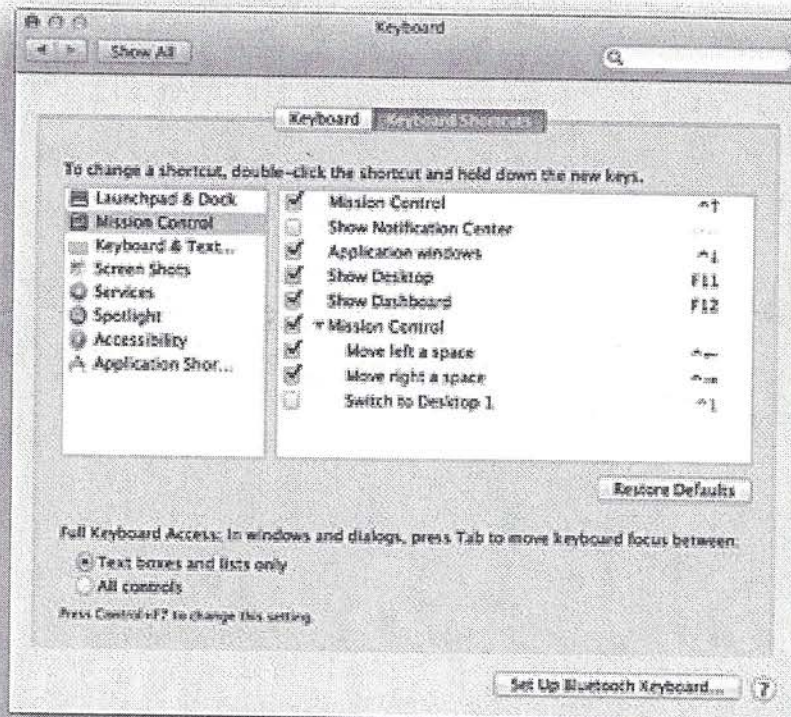
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## Converting Text to Speech

If you don't use a screen reader, but can benefit from hearing text on your computer screen spoken to you, you can use Text to Speech. To enable Text to Speech, open the Speech pane in System Preferences. By default, pressing Option-Escape will start and stop speaking selected text, but you can also choose a different key combination.



Using the Services menu, you can save speech output as a spoken track in iTunes. Then you can play the spoken text again later, add it to a playlist, and even sync it to an iPod so you can listen to it on the go. Just select the text and choose "Add to iTunes as a Spoken Track" from the application's Services menu. To add this command to the Services menu, choose Services Preferences in an application's Services menu, click the Keyboard Shortcuts tab, then select Services. There you'll find many commands you can add to the Services menu, including "Add to iTunes as a Spoken Track."