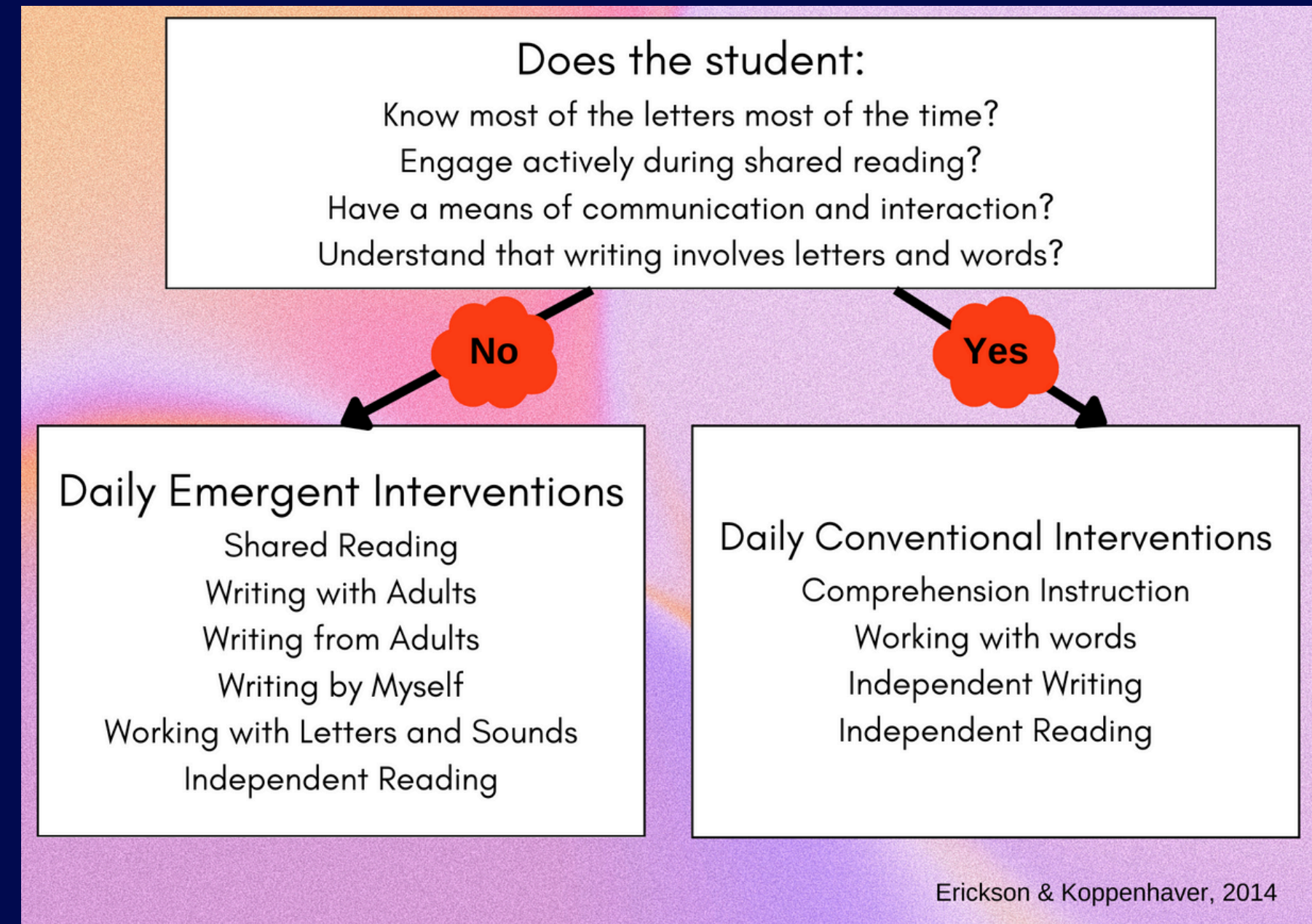


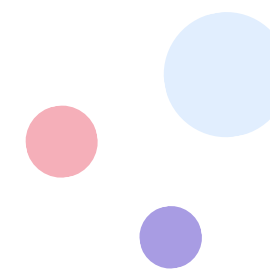
Literacy Levels

PLUS SHARED READING LEVELS

4 questions

We have four questions from Professor Karen Erickson at the Centre for Literacy and Disability Studies that can help us determine whether a student is emergent or transitional/conventional





THE

4 questions

Does the student:
Know most of the letters most of
the time?
Engage actively during shared
reading?
Have a means of communication
and interaction?
Understand that writing involves
letters and words?

Q1

**Does the student
know most of the
letters, most of the
time?**

Letter names

Assessment can be based
on letter names as we will
teach sounds,

52 letters

Upper and lower case
letters

Assessed

In natural contexts, formal
assessment not required*

*If unsure, we can provide a copy of a formal assessment to use, no speech required

Q2

**Does the student
engage actively
during shared
reading?**

**Actively
engage**

Will look at the book, stop
and have a chat with an
adult about the content

**Shared
attention**

Shows shared attention
with others to the book,
happy to share the text

**Range of
books**

Engages with a range of
books, even if they are a
similar type

Q3

**Does the student
have a means of
communication
and interaction?**

System

Owns and uses a robust communication system (AAC or speech) to initiate and respond

Speech

Uses speech for a range of communication functions, not just for requesting

and/or

AAC

Uses AAC for a range of communication functions, not just for requesting

Q4

Does the student understand that writing involves letters and words?

Text is a code for speech

Do they understand that we read the words in books?

Picture vs print

If you asked them “where do I read?” can they point to the words?

Letters

Students should be scribbling with letters or letters and spaces



No

to any question

INSTRUCTION?

If you have answered no to any of the four questions for any student then:

IMPLEMENT EMERGENT INSTRUCTION

Shared Reading
Writing with Adults
Writing from Adults
Writing by Myself
Working with Letters and Sounds
Independent Reading



Yes

to all four questions!

INSTRUCTION?

If you have answered yes to all four questions
for any student then:

IMPLEMENT CONVENTIONAL INSTRUCTION

Comprehension Instruction

Working with words

Independent Writing

Independent Reading

Plus shared reading at Level 3 or 4
is optional

For every student

Let's determine their shared reading
level

Level 1

Level 2

Level 3

Level 4



Shared Reading Levels

Linked to a student's expressive
communication skills

LEVEL 1

Receptive communicators

LEVEL 2

Early expressive communicators,
using 1 – 2 words

LEVEL 3

Expressive communicator, literal
language, using 2 – 5 words

LEVEL 4

Expressive communicator,
inferential language, can use 2 –
5+ words

LEVEL 1

Receptive communicator / early literal language

These are students who aren't yet using speech or AAC regularly

They need us to be depositing lots of language through modelling AAC + speech

They might be using single words occasionally or babbling with speech or AAC

We need to be making statements during shared reading and inviting them to respond
- and then using their body language and facial expression to attribute meaning with
"I think you're saying...."



LEVEL 2

Early expressive communicator / literal language (using 1 - 2 words regularly)

These are students who are using AAC and/or speech regularly through the day

They are using 1 - 2 words each time they communicate

They still need us to be depositing lots of language through modelling AAC + speech

We need to be making open statements during shared reading and inviting them to respond - and then celebrating when they respond with either speech or AAC. Their responses might be random, but we make them work and keep going! Our questions are based on information from the text.



LEVEL 3

**Expressive communicator /
literal language (using 2-5 words
regularly)**

These are students who are using AAC
and/or speech regularly through the day

They are using 2 - 5 words each time they
communicate

They need us to be modelling longer
utterances with AAC + speech

We are asking questions or making
statements during shared reading and
inviting them to respond. Their responses
need to be on topic. Our questions are
based on information from the text.

These students would usually be late
emergent and sometimes might be early
conventional (transitional).



LEVEL 4

Expressive communicator / inferential language (using 2-5+ words regularly)

These are students who are using AAC
and/or speech regularly through the day

They are using 2 - 5+ words each time they
communicate

They need us to be modelling longer
utterances with AAC + speech

We are asking questions or making
statements during shared reading and
inviting them to respond. Their responses
need to be on topic. Our questions are
based on world knowledge (inferential)
information and/or from the text.

These students would usually be early
conventional (transitional).





Make a list

Of your students

LITERACY LEVEL

Emergent or Conventional

**SHARED READING
LEVEL**

1, 2, 3 or 4