
Inclusive 52 Reading



**Weekly Strategies to
Improve Literacy for All Learners**

Christopher Bugaj, Karen Janowski,
Mike Marotta, and Beth Poss

iste+ascd

Arlington, Virginia USA

INTRODUCTION

Before You Begin

ADOPTING AN INCLUSIVE MINDSET

The first step in designing authentically inclusive literacy experiences is believing that every learner can become a reader. Adopting an inclusive mindset is the foundation for designing literacy opportunities that reach all learners. An inclusive mindset embraces and respects the fact that everyone is unique, with different abilities, backgrounds, and preferences. It celebrates these differences as strengths not just within each individual, but also throughout your community and society as a whole.

The first step in inclusive design requires reflection. Before new strategies or tools can transform instruction, educators must pause to ask: *Who might I be excluding with my current instructional methods? How can I design differently to include everyone?* This act of reflection opens the door to greater learner flexibility and choice, the core elements of inclusive design. Providing choice empowers learners and intrinsically motivates them to actively engage in their own learning. Individually, the educational strategies outlined in this book can help you immediately provide more options to learners. However, our greater hope is that experiencing, practicing, and implementing these strategies collectively will further your professional (and personal) goals of adopting and spreading an inclusive mindset. Using these strategies can help you, your colleagues, and your entire school or district cultivate a culture where every learner, regardless of ability, background, or demographic group, is valued, respected, and honored.

Inclusive design involves much more than the space where someone learns and who else might be in that space. A truly inclusive experience is designed so that any learner, regardless of ability, can participate in and learn from it. An experience that is authentically inclusive allows anyone, even learners the educator hasn't yet met, to participate and make progress toward achieving personal learning goals.

Throughout this book, we have included an Inclusive Strategies Implementation Journal between each content area. Use these to reflect on the inclusive strategies presented in the previous section.

Our Philosophy is Learner-Centered

Learner-centered reading instruction involves designing learning experiences that meet the needs of each individual learner, empowering them with agency over their own learning. This type of reading instruction is all about learner choice: choice of reading materials; choice over ways to engage with texts; and control, when possible, over the learning environment and the tools used within it.

Remember, *these choices belong with the learner.*

Throughout the book you will see us “inviting the learner” to participate in the learning. We know there is not a one-size-fits-all approach to teaching reading. Educators must listen to their learners.

Explicit Instruction with Technology Support

When technology is paired with explicit, high-quality instruction, learners gain the skills and confidence to apply and demonstrate their understanding. One approach should never come at the exclusion of the other. Technology extends access, reinforces learning, promotes inclusive design, and empowers autonomy. At the same time, it cannot replace the intentional modeling, guidance, and feedback that explicit reading instruction provides. Ultimately, technology should be viewed as a complement to, not a substitute for, awesome instruction.

HOW TO USE THIS BOOK

The most passionate and effective educators set personal goals and work to intentionally meet those goals. We believe that one of these goals should be centered around increasing inclusive practices.

Learning Something New Every Week

One powerful strategy to help you achieve your personal goals is to learn one new nugget of information every week that you can apply to the educational experiences you design to make inclusive education an achievable reality. With the 52 strategies in this book, you can aim to tackle one strategy a week to support the goal of prioritizing inclusive education.

Educators who have an inclusive mindset often intuitively model this for others. Share these inclusive strategies with your colleagues, invite feedback, and work together to make learning inclusive.

Strategy > Tools

If you are reading this book, chances are you already understand the inherent value of technology in education. We, the authors, do too! We get excited when a new tool becomes available, and as early adopters of many technology resources we are always eager to try something different. However, we made a deliberate decision to structure this book not around specific technology tools, but rather around inclusive strategies and the functionality that technology can provide to learners and educators. Tools change: they may not remain compatible when hardware changes, and much to our frustration, they may even become obsolete or disappear altogether. By focusing on inclusive strategies and the functionality of technology, we are better able to align our use of technology with pedagogy, which is what sound instructional practices are based on, after all.

If you love tools, don't worry—you will learn all about various technology tools as you read this book, but we want to be sure that our readers understand the *why* and not just the *how* of using an educational tool. We hope that as you browse the strategies that fill

these pages, you have many *aha!* moments, discovering more reasons to use familiar tools and discovering new tools that may help you implement strategies with which you may be familiar. Just remember, it's about the functionality of the tool and the learning that is occurring. The tool itself just helps you get there!

Strategies Are Grouped by Components of Reading

We organized this book around the five essential components of reading identified by the National Reading Panel in 2000. These components are **phonics**, **phonemic awareness**, **fluency**, **vocabulary**, and **comprehension**. We took the liberty of combining phonics and phonemic awareness as a single essential component, in part because many of the inclusive strategies in this area leaned into both components. In addition, we felt there were inclusive strategies that did not fall under any of these components, but that instead were foundational to effective reading instruction overall. We organized these under an essential component we named **fundamental**.

Many of our inclusive strategies address more than one essential component. The icons on the page represent all the components the strategy addresses, as well as different types of media that are represented in the Related Resources section of each strategy.

Reading Components



Fundamental



Phonics and Phonemic Awareness



Fluency



Vocabulary



Comprehension

Resource Types



Book



Article



Video



Website



Podcast

Inclusive Strategies Implementation Journal

We created the Inclusive Strategies Implementation Journal to promote reflection on the connections you make as you read. When we take time to pause, reflect, and make sense of what we have learned, we increase the likelihood that the ideas we read about will meaningfully influence our instructional decisions and learner outcomes. It is through reflection that we become aware of our own beliefs, assumptions, and instructional tendencies. By identifying what is working, what is not working, and why, we become more intentional and strategic in our quest for inclusive learning.

Use the Inclusive Strategies Implementation Journal spaces at the end of each section to reflect on changes you will make in your educational setting, the barriers you may encounter, and the insights you gain on your inclusive learning journey. We hope that putting these thoughts into words will help you translate your ideas into actions as you become a more inclusive educator.

Learn More at the Companion Website

We wanted to ensure that every inclusive strategy is supported with practical, ready-to-use resources, including articles, videos, podcasts, and implementation tools. We have curated all the digital resources we discuss on our companion website, Inclusive365.com. You will find direct links to every tool and reference highlighted in this book.

In keeping with our philosophy of providing a variety of options, while each section of this book ends with an Inclusive Strategies Implementation Journal space, we have also placed a link to an electronic version of that document on our companion website. Clicking the link will create a copy of the Journal file in your own Google Drive. There you will have a space for ongoing reflection and ways to document your inclusive learning successes!

To enhance your learning experience, access links to resources mentioned in the book, and to stay connected with the Inclusive 365 community, we invite you to explore Inclusive365.com/reading-52, which can also be reached through the QR codes found throughout the book.

A WORD ABOUT PRIVACY, SECURITY, AND ACCESSIBILITY

COPPA (Children's Online Privacy Protection Act), FERPA (Family Educational Rights and Privacy Act), and Title II of the ADA (Americans with Disabilities Act) are three laws in the United States meant to protect the privacy and security of students while also ensuring accessible content. In our quest to provide readers with an outstanding resource for inclusive strategies, one area beyond the scope of this book is individual tool compliance with these laws. Companies often update policies; it is not possible to ensure the most recent compliance information. We encourage you to check with your own local educational agency for their specific policies about adopting tools, including those tools listed as samples in this book. If a tool is currently not allowed in your district, remember that the function and strategy are what is paramount. You can

always look for a different tool that provides a similar function. If you can't find something already available, you can advocate for the adoption of a tool that does provide the function if that tool is determined to be compliant. Many of the resources highlighted in this book include legal statements about their privacy policies. The reader is encouraged to review those statements when considering implementation.



inclusive365.com/reading-52

Inclusive Strategies Implementation Journal

What resonated with you after reading “Adopting an Inclusive Mindset”?

How does this introductory section align with your educational philosophy and current practices?



Fundamental Strategies

We have categorized the following inclusive strategies as **Fundamental**, because we believe that the application of these strategies is essential to any explicit reading instruction. Educators can help learners believe in themselves as readers, be connected to the texts they read, and see reading as an integral part of their lives. As educators, we know that learners come to formal education with different home reading experiences, unequal access to texts, and widely varied early literacy skills. These strategies serve to increase equity and access, meet readers where they are, and portray reading as not just a fundamental academic skill but also as a skill that enhances and brings joy to their lives.



inclusive365.com/fundamental





Assessing a Learner's Reading Mindset

Understanding a learner's reading mindset offers valuable insight into how they approach, experience, and engage with reading tasks. Using a reading inventory helps educators identify how learners feel about reading and whether they view themselves as a reader. It uncovers negative self-perceptions that may affect their engagement. The information obtained by completing reading inventories should guide instruction and intervention. Additionally, educators can use the inventory to assess reading mindset changes over time.

INCLUSIVE USES

An online digital reading inventory includes text-to-speech for learners who need or prefer it. Learners respond by using emojis (feelings or thumbs up/down), minimizing the amount of independent reading needed to provide accurate results.

SAMPLE TOOLS

- **Reading Mindset Snapshot** is a survey-style inventory that assesses learner attitudes about reading and their areas of interest.
- Educators can create digital surveys of reading attitudes using **Google Forms** or **Microsoft Forms**.

EXTENSION OPPORTUNITIES

Invite learners to reflect on the reading attitudes they discovered while participating in the Reading Mindset Snapshot or completing a digital form. Creating a personal list of their beliefs about reading and their reading strengths might help reframe how they view themselves as learners and readers.

Encourage learners to complete reading inventories periodically to reflect on how their perspectives and attitudes change over time. Consider using generative AI tools to help track, visualize, and analyze these changes.

RELATED RESOURCES



How To: The Reading Mindset



Finding Their Story: Access Matters

**See and quantify reading data that matters ...
but is rarely measured**

Student Joy in Reading

* How do you feel about reading in your free time?

😊 😊 😊 😊

Student Interest in Specific Topics

* Animals & Their Habitats

👍 ? 🗑️

* Plants

👍 ? 🗑️

ReadWorks.org

Figure 1. Gauging a learner's reading mindset with emojis.

ISTE STANDARDS FOR STUDENTS

1.1a, 1.3c, 1.5b

ISTE STANDARDS FOR EDUCATORS

2.1.a, 2.5.a, 2.6.a, 2.6.b

ISTE+ASCD TRANSFORMATIONAL LEARNING PRINCIPLES

Nurture: Connect Learning to the Learner

Guide: Spark Curiosity; Elevate Reflection

Empower: Ignite Agency





Diversifying Reading Materials

Learners want and deserve to see themselves and the greater diversity in the world around them represented in books and other learning materials. Research highlights the significant underrepresentation of many marginalized communities, both in the quality and quantity of available texts (*School Library Journal*, 2019). Educators play a critical role in addressing this gap by ensuring that underrepresented voices and identities are meaningfully included in classroom materials. Inclusive literature also opens the door to meaningful conversations about accessibility, respect, and kindness, helping to create a classroom culture where every learner feels seen, valued, and supported. Resources should celebrate diverse abilities, cultures, and identities, reflecting the true richness of our communities.

INCLUSIVE USES

Ensuring that available print and digital texts showcase diversity and are written by diverse authors is important in all learning spaces. As an educator, strive to move beyond highlighting diverse materials and authors only during cultural heritage months. Instead, consistently include diverse texts that reflect a wide range of cultures, languages, abilities, genders, and sexual orientations, ensuring all learners see themselves and others represented throughout the year.

Promoting representation of learners of all abilities benefits everyone by creating a welcoming and respectful learning environment.

SAMPLE TOOLS

- **Unite for Literacy** provides digital fiction and nonfiction picture books in multiple languages that feature people from diverse cultures.
- **Epic** features thousands of books for preschool- through middle-school-aged learners. Many texts are available that feature diverse characters, including both literary and informational texts. Epic includes a collection of books about African American fictional and real characters written by African American authors.
- **Charis Books** offers a section entitled Disability and Anti-Ableism Books for Children. Many other independent bookstores and libraries have similar resources.
- **Disability Equality in Education** offers the Disability Inclusive Book List, which includes books grouped by reading level and offers lesson plans.
- **The Madison Reading Project** offers a section entitled 20 Picture Books to Read for Disability Pride Month and Beyond by Margaret Kingsbury.



EXTENSION OPPORTUNITIES

Invite learners to create book reviews about books they’ve read that showcase diversity.

Take this questionnaire from Lee & Low Books to examine how diverse the texts in your learning space are (leeandlow.com/educators/classroom-library-questionnaire).

Invite learners to use Strategy 6 to voluntarily log the books they read about learners with different abilities, recording insights they’ve gained or attitudes they’ve changed.

RELATED RESOURCES



We Need Diverse Books



The CCBC 2024 Diversity Statistics



The Open Book Blog

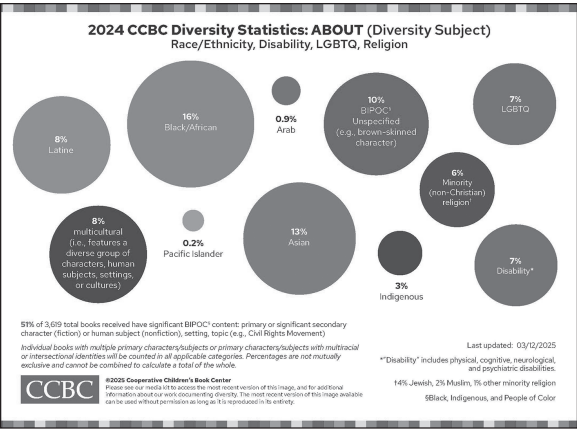


Figure 2. Infographic “Diversity in Children’s Books” (2024).

ISTE STANDARDS FOR EDUCATORS

1.4.d

ISTE STANDARDS FOR STUDENTS

2.7.a

ISTE+ASCD TRANSFORMATIONAL LEARNING PRINCIPLES

Nurture: Cultivate Belonging; Connect Learning to the Learner; Ensure Opportunity

Guide: Spark Curiosity; Develop Expertise; Elevate Reflection

Empower: Prioritize Authentic Experiences; Ignite Agency



Creating Personalized Digital Libraries

Whenever possible, readers should be invited to choose the books that interest them and meet their specific access needs. Readers are often confined to books based on their independent reading levels and dissuaded from texts that educators perceive as too challenging. However, limiting learners' texts to a certain reading level may lead to a lack of enthusiasm for reading and the loss of exposure to imaginary lands, new information, and improved vocabulary. Educators and readers can together create a personalized digital library for each reader, combining areas of interest with the supports needed—including audio, text to speech, and translation tools—to help instill excitement during independent reading. When readers are involved in book selections and find books with accessibility features that meet their specific needs, they are empowered to persist with reading, which in turn improves reading comprehension, promotes continued vocabulary development, builds reading stamina, and fosters a love of literature.

INCLUSIVE USES

Evolving readers thrive when they have ready access to a wide variety of engaging read-aloud books. This consistent exposure builds both reading stamina and vocabulary. A personalized library tailored to their interests allows them to move seamlessly from one great book to the next, fostering motivation, choice, and a love of reading.

Learners experiencing anxiety about reading may benefit from listening to audio versions of texts, which can reduce the stress of decoding while supporting emotional well-being by allowing them to focus on comprehension.

SAMPLE TOOLS

- **Google Docs, Google Sheets, or Google Keep** can be used to create customized online libraries with hyperlinks to audiobooks or accessible ebooks.
- **Padlet** can be used to collect links to audiobooks or accessible ebooks.
- **Epic** includes a feature that allows educators to create a personalized reading list for each learner.
- **KidLit TV Read Out Loud** and **Storyline Online** each provide audiobooks and video recordings of books that can be added to a customized YouTube playlist.

EXTENSION OPPORTUNITIES

Invite learners to design a rating system for the texts they are experiencing. After they've engaged with a text, they can share their reflections by leaving feedback, either through written responses or audio comments, adding their unique perspectives to the learning community.



Invite learners to share their personalized libraries with one another (similar to how they probably already share playlists) to celebrate and share their love of the content they are reading.

RELATED RESOURCES



NCTE Statement on Independent Reading



The Benefits of Independent Reading in the Classroom

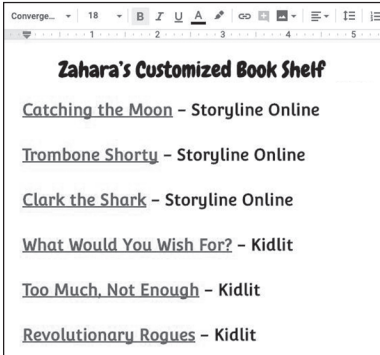


Figure 3. An audio library customized for a learner in Google Docs with embedded links.

ISTE STANDARDS FOR STUDENTS

1.1.a, 1.1.c, 1.3.a

ISTE STANDARDS FOR EDUCATORS

2.5.a, 2.5.b, 2.6.a, 2.6.b

ISTE+ASCD TRANSFORMATIONAL LEARNING PRINCIPLES

Nurture: Cultivate Belonging; Connect Learning to the Learner; Ensure Opportunity

Guide: Spark Curiosity; Develop Expertise; Elevate Reflection

Empower: Prioritize Authentic Experiences; Ignite Agency

CONCLUSION

Strategies to Stop Doing

Now that you've made it to the end of the book, beyond adopting these 52 strategies, we invite you to reflect on your past instructional methods. What are some strategies that do not promote meaningful belonging? What are some instructional practices from a bygone era that may have led some learners to feel incapable, unempowered, or excluded? What strategies persist today because of the mindset 'That's The Way We've Always Done It'? You, regardless of role, can be part of the movement to bring about change, so that every single learner develops a life-long love of reading. Consider what actions you can take to eliminate the following strategies:

- Requiring compulsory book logs (signed by a parent)
- Preventing learner choice with book selection
- Expecting all learners to participate in popcorn oral reading
- Mandating round-robin reading
- Providing only paper packets and worksheets
- Requiring x minutes of nightly reading homework
- Discouraging readers from reading ahead
- Denying access to text-to-speech or other audio supports
- Leaving live or closed captions turned off
- Repeating uninspired, rote memorization-driven phonics drills
- Assigning all learners the same book
- Banning or shaming the use of graphic novels or comics
- Using rewards, like pizza parties, to promote reading. Reading should be driven by interest and meaning, not rewards.
- Limiting learners to their independent decoding level
- Recording timed oral fluency samples by adults

Reflect on Your Inclusive Journey

Review your Inclusive Experiences. What was an exciting discovery? What went well?

What changes have you seen in yourself? (Instructional practices, mindset, etc.)

What changes have you seen in the learners you support?

How will you share these inclusive practices and strategies with your colleagues?



About the Authors

ABOUT THE INCLUSIVE 365 TEAM

The authors are a multidisciplinary team of educators who have collaborated on numerous projects, book studies, and presentations which include, but are not limited to, the following: Tips to Activate Inclusive Learning (QuickWins! Strategy Cards) (tinyurl.com/quickwincards), Inclusive Learning 365: EdTech Strategies for Every Day of the Year (bit.ly/inclusive365book), and The Inclusive Leaders Academy (inclusive365.com/inclusive-leaders-academy/). For presentation and keynote requests, or anything else, contact us at inclusive365.com/contact. We look forward to working with you!

About Chris



Christopher R. Bugaj (chrisbugaj.com), MA CCC-SLP, is a founding member of the Assistive Technology Team for Loudoun County Public Schools and is currently the district's assistive technology specialist. Chris co-hosts the Talking With Tech (talkingwithtech.org) podcast and has hosted *The A.T.TIPSCAST* (attipscast.com); a multi-award-winning podcast featuring strategies to design educational experiences. Beyond his work with the Inclusive 365 team, he is the author of *The New Assistive Tech: Make Learning Awesome For All*, first and second editions (iste.org/NewAssistiveTech2) and the co-author of *The Practical (and Fun) Guide to Assistive Technology in Public Schools* (bit.ly/chewatamazon), both of which are published by the International Society for Technology in Education. Chris co-authored two chapters for a book published by Brookes Publishing titled *Technology Tools for Students with Autism*. Chris has presented over 750 live or digital sessions (bit.ly/bugajpresentations) at local, regional, state, national, and international events, including TEDx (bit.ly/bugajtedx).

About Karen



Karen Janowski, MS Ed, OTL, is an assistive and inclusive technology consultant, a former adjunct professor at Simmons University in Boston, Massachusetts, and has worked as a school-based occupational therapist. She presents both locally and nationally about the importance of using ubiquitous technologies that remove the obstacles to learning for all learners, and is a passionate advocate for inclusive technology for learners of all ages. Karen is the president and owner of EdTech Solutions, Inc., in Reading, Massachusetts, which provides assistive technology and AAC professional development, coaching, consultations, and assessments throughout the Greater Boston area.

About Mike



Mike is a RESNA Certified Assistive Technology Professional and the ISTE Inclusive Learning Network 2017 Outstanding Educator. He has been providing direct services to individuals with all types of disabilities for 35 years. Mike is an adjunct professor at Ramapo College of New Jersey, where he teaches courses for masters-level educators in assistive technology and universal design for learning. Mike is the director of the Richard West Assistive Technology

Advocacy Center at Disability Rights New Jersey, the statewide Assistive Technology Act program. He runs his own technology consulting firm, Inclusive Technology Solutions, LLC, where he works collaboratively with teams in all environments (school, workplace, and community) to effectively match each learner's needs to inclusive technology supports.

About Beth



Beth Poss is a speech/language pathologist and has also served as a technology consultant, curriculum writer, and school administrator. She is currently the Director of Educational Programs for LessonPix and has a private educational consulting practice. Having spent over 30 years working for a large public school district, Beth is passionate about designing educational environments that support all students in accessing a rigorous curriculum

and meeting educational outcomes. In her ongoing work with school districts, universities, and national- and state-level educational organizations, she focuses on how technology is an essential component in designing equitable and inclusive learning environments for learners of all ages. Find her on Instagram @bethposs and for book recommendations @bethpreadsbooks.



inclusive365.com/about

Index

#

60second Recap, 102–103

A

ABCya, 90–91

AccelaReader, 54

Accessible Letters Tool, 28

Adobe Express, 78–79, 108

Adobe Firefly, 38, 76, 78, 100–101

animation, 76–77, 100–101

annotating and annotations, 14, 96, 106–107

Apple Books, 24, 104

Audacity, 62–63

audio and audiobooks, 6–7, 16–17, 62–63, 92–95,
112–113

See also text-to-speech

Audio Maker, 92

augmentative and alternative communication (AAC)
devices, 41, 45, 68–69, 80–81

auto-scrolling text, 56–57

Avaz Reader, 34

B

Bee-Bot Emulator, 44–45

Biblionasium, 12

Book Creator, 16, 41, 98

Bookshare, 8

Brisk Teaching, 36, 84, 86–88

C

Canva, 28, 30, 68, 72, 74, 92, 100, 108

captions, 48–49, 98, 115

Charis Books, 4

ChatEditor, 80

CK–12 Decodable Text Generator, 36

Cloud Audio Recorder, 16

Code.org, 42–43

coding, 42–45

Color Filter (iOS), 22

comics, 108–109, 115

CommonLit, 8, 84–85

complementary materials, 84–85

Connect Learning to the Learner (Transformational
Learning Principle)

comprehension and, 84–101, 104–113

fluency and, 50–51, 54–55, 58–63

phonics, phonetic awareness, and, 28–45

reading fundamentals and, 2–9, 12–17, 20–21

vocabulary and, 66–81

COPPA (Children’s Online Privacy Protection Act), x
reading fundamentals and, 12

Cultivate Belonging (Transformational Learning
Principle)

comprehension and, 92–99, 108–109

fluency and, 48–49, 54–59

phonics, phonetic awareness, and, 40–41

reading fundamentals and, 4–7, 14–17

vocabulary and, 70–71, 80–81

D

dark modes, 22–23

decodable texts, 36–37

Develop Expertise (Transformational Learning
Principle)

comprehension and, 90–99, 102–107, 112–113

fluency and, 48–51, 54–55, 58–63

phonics, phonetic awareness, and, 28–29, 34–35,
38–45

reading fundamentals and, 4–7, 10–11, 16–19

vocabulary and, 66–67, 70–71, 78–81

dictionaries, 70–71

Diffit, 84, 86, 88, 96

digital libraries, 6–7

digraphs, 30

Disability Equality in Education, 4

diversity, 4–5

Dolphin EasyRider, 50

dual coding, 108–109

Duolingo ABC, 10–11

E

eBooks, 6, 16, 24, 60, 94–95, 104

Elevate Reflection (Transformational Learning
Principle)

comprehension and, 84–85, 88–99, 102–105,
108–109, 112–113

fluency and, 50–53, 58–59, 62–63

phonics, phonetic awareness, and, 28–29, 34–35,
40–45

reading fundamentals and, 2–7, 12–17, 20–21

vocabulary and, 66–67, 70–71, 78–79

Elkonin Boxes, 30–32

emojis, 2–3

Ensure Opportunity (Transformational Learning
Principle)

comprehension and, 84–87, 92–99, 104–105,
108–109, 112–113

fluency and, 50–51, 54–59

phonics, phonetic awareness, and, 40–41

reading fundamentals and, 4–9, 18–19, 22–25

vocabulary and, 70–71, 80–81

Epic (reading platform), 4, 6, 8, 96

Extensis Fonts (Chrome extension), 20
eye strain, 22
Ezgif, 76

F

feedback, 12, 32, 60–61
FERPA (Family Educational Rights and Privacy Act), x
FigJam, 28, 30, 72
fonts, 18, 20–21
Frayar Model, 68–69

G

gamification, 10–13, 60
generative AI
 adjusting readability with, 86–89
 font recommendations and, 20
 highlighting with, 104
 image generation, 17, 37–39, 71, 100–102, 108
 music generation, 40–41
 phonics, phonetic awareness, and, 34, 36–37
 vocabulary and, 71–72
GenType (Google), 78
GIF files, 76–77
Google Chrome, 48, 98
 See also specific Chrome extensions
Google Classroom, 50, 60, 106
Google Dictionary, 70
Google Docs, 6, 14, 36, 70, 86, 98–99, 104–107
Google Drive, 18–19, 50, 62
Google Fonts, 20
Google Forms, 2
Google Gemini, 36, 40, 88
Google Keep, 6
Google Sheets, 6, 12
Google Sites, 14
Google Slides, 14, 16–17, 68, 106, 110–111
graphemes, 30–32
graphic novels, 108–109, 115
GraphoGame, 10

H

Harvard Graduate School of Education, 96
Helperbird (Chrome extension), 52, 104
highlighting, 50–53, 104–105

I

Ignite Agency (Transformational Learning Principle)
 comprehension and, 84–101, 104–109, 112–113
 fluency and, 48–59, 62–63
 phonics, phonetic awareness, and, 28–31, 34–35, 40–45
 reading fundamentals and, 2–11, 14–25
 vocabulary and, 66–67, 70–71, 78–81
Immersive Reader (Microsoft), 34, 66–67, 70
Inclusive 365, x, 125–126

Inclusive Strategies Implementation Journal, viii, x,
 xii, 26, 46, 64, 82, 114, 116
independent reading, 6–9, 115

K

Kami, 28, 30, 72, 74, 106
KidLit TV, 6
Kindle, 24, 104–105

L

Lee & Low Books, 5
LessonPix, 38–39, 74–75
Lexend, 20
LibriVox, 94
Loudly, 40
Lucidchart, 72

M

Madison Reading Project, 4
MagicSchool AI, 40, 86, 88
MakeBeliefsComix, 108
Making Words, 28–29
Markify, 106
Microsoft CoPilot, 88
Microsoft Edge, 58–59
Microsoft Forms, 2
Microsoft PowerPoint, 16–17, 24–25, 68, 98, 110
Microsoft Word, 34, 70, 78, 86, 98
Monarch Reader, 24–25
Mote (Chrome extension), 52, 61–62
multilingual learners, 30, 38, 86, 94, 98–101
music, 40–41, 56–57

N

National Reading Panel, ix
Newsela, 8–9
Northwest Augmentative Communication Society
 (NWACS), 80
NotebookLM, 84–85, 92
Notes (Apple software), 18

O

OneDrive, 50, 62
OpenArt, 38
Optical Character Recognition (OCR), 18
Overdrive, 94–95, 112

P

Padlet, 6, 14, 74, 84–85, 96–97
Page Pots, 12
parts of speech, 34, 66–67, 72, 86, 105
PASS Software, 80
phonemes, 30–32, 38, 44
Phonics and Stuff Word Mapper, 32
Photos (Apple app), 110

prefixes, 74–75

Prioritize Authentic Experience (Transformational Learning Principle)

comprehension and, 84–85, 90–101, 108–111

fluency and, 48–51, 62–63

phonics, phonetic awareness, and, 30–33, 36–37, 40–45

reading fundamentals and, 4–9, 12–19, 22–23

vocabulary and, 68–71, 74–75, 78–81

privacy, x–xi

Project Gutenberg, 94

Project Read AI, 32

Q

QR codes, 14–15, 62

R

Rapid Serial Visual Presentation (RSVP), 54–55

Read Along (Google), 60

Read&Write (Chrome extension), 50, 52, 70–71, 87, 92, 98, 104

Reading Coach (Microsoft), 60–61

reading inventories, 2–3

reading levels, 4–9, 71, 86–87

reading logs, 12–13, 115

Reading Mask (Chrome extension), 58

reading mindsets, 2–3

Reading Time (app), 12

Rewordify, 86–87

robots and robotics, 44–45

root words, 74–75

S

SAM Labs, 44

School AI, 88

Scratch, 42–43

screen masking, 58–59

See, Think, Wonder, 96–97

self-selecting, 8–9, 20–21

semantic mapping, 72–73

sequencing, 110–111

Shmoop, 102

songwriting, 40–41

Spark Curiosity (Transformational Learning Principle)

comprehension and, 84–85, 88–111

fluency and, 50–53, 60–61

phonics, phonetic awareness, and, 36–45

reading fundamentals and, 2–11, 14–17, 22–25

vocabulary and, 68–81

Speakflow, 56

Spritz (app), 54–55

Storyboard That, 108–109

Storyline Online, 6

subtitles, 48–49

suffixes, 74–75

summaries and summarizing, 88–89

Suno, 40–41

switch accessibility, 24–25

syllables, 34–35

T

Teleprompter Online, 56

Text Compactor, 88

text-to-speech, 2, 8, 18, 24, 28, 50–53, 86, 92–93, 112–113, 115

See also audio and audiobooks

TinyURL, 14

Toy Theater, 30

transcription and transcripts, 16–17, 61, 98

translating and translations, 6, 18, 98–99

TTSMP3.com, 92–93

U

Unite for Literacy, 4

University of Florida Literacy Institute, 28–29, 31, 38–39

V

Visor (Chrome extension), 22

visual communication boards, 80–81

Visuwords, 72–73

Vocaroo, 62

VoiceThread, 96

W

word chains, 28–29

word clouds, 90–91

word mapping, 32–33

word sums, 74–75

Word Wizard, 28

WordArt, 90

WordCloud AI, 90

WordClouds.com, 90

Y

YouTube, 6, 48–49