

A - READING LITERATURE

Key Ideas and Details

1. Wh questions who, what when are most concrete why becomes more abstract. Be very explicit.
2. Have student retell story, which he/she is very familiar. Provide prompts (visual & oral) about what happened at the beginning middle and end.

Have student practice retelling with parent or volunteer.

3. Use wh questions for who=character when= time, where=setting. Ask for 1-3 events depending on the story and/or student.

Craft and Structure

4. Unknown words: Students with autism and other with language disorders may have many unknown words and will have difficulty with non-literal words. They will need explicit instruction.
5. Have students categorize text by storybook, poem, etc. by giving students key concepts/definitions.
6. Provide student with simple definite of author and illustrator. Have student identify the author and illustrator of several texts. Show students picture book to show how an illustrator tells the story. Show student informational text but cover pictures so student can only hear teacher reading the words.

Integration of Knowledge and Ideas

7. Show student how illustrations help to answer wh questions.

B - Reading Informational Text

Key Ideas and Details

8. Wh questions who, what when are most concrete why becomes more abstract. Be very explicit.
9. Have student retell story, which he/she is very familiar. Provide prompts (visual & oral) about what happened at the beginning middle and end.

Have student practice retelling with parent or volunteer.

10. Provide students with examples of the sameness of the events or ideas from texts. May be helpful to provide visual display of the similarities. Discuss how symbols show meaning.

Craft and Structure

11. Unknown words: Students with autism and other language disorders may have many unknown words and will have difficulty with non-literal words. Provide explicit instruction.
12. Using a real book, label each part front cover, back cover, and title page. May need to reinforce concept such as front and back when standing a line. Name student at front; name student at back.
13. Provide student with simple definite of author and illustrator. Have student identify the author and illustrator of several texts. Show students picture book to show how an illustrator tells the story. Show student storybook but cover pictures so student can only hear teacher reading the words.
14. Show student how illustrations help to answer wh questions.
15. Help student to identify what main idea of informational text. Show students how authors identify the reason of support.
16. Use chart paper to write similarities (same) between two texts. Simplify the language. Provide students with checklist such as illustrations, symbols, descriptions. Repeat only with differences. Be as concrete as possible.

Range of Reading and Level of Text Complexity

17. Have a student that is struggling with reading listen to reading/texts or have student read the repetitive line.

May be helpful through out this section:

PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

Or use text to speech software. TextEdit and Word have text to speech feature.

If student is on an IEP for reading disability, bookshare.org may be appropriate. It's free for K-12 students with a print disability. Download of book with text to speech feature.

C - WRITING

Text Types and Purposes

1. Student could cut pictures from magazine to demonstrate knowledge of main idea. Student could indicate preference with smiley/frownie or straight face.

Substitute clip art pictures for above activity.

Use a scribe.
2. Student could cut pictures from magazine to demonstrate naming topic and supply information on topic. Student could indicate preference with smiley/frownie or straight face.

Substitute clip art pictures for above activity.

Use a scribe.
3. Use clip art pictures to sequence events.

Use a scribe

Production and Distribution of Writing

4. Begins in 3rd grade
5. Have student dictate text. Add details from peers. Give student chart/graphic organizer to strengthen description. Such color, number, size, shape, etc...

Students with autism may have difficulty with taking suggestions from peers. They may also have difficulty with perspective taking. Talk with student in advance about the purpose of the activity emphasizing how it helps writers improve. Be positive.

6. Use PALS strategies for peer collaboration.

Research to Build and Present Knowledge

7. Have student dictate writing.

If student has difficulty choosing an author, ask parents for list of favorites. Give student 2-3 choices.

8. When asking students to recall experiences or information, provide student with some time of reactivation of background knowledge. Give student plenty of time to respond between 10-30 seconds. Give student advance warning of the information being asked.

May be helpful through out this section:

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Or use text to speech software. TextEdit and Word have text to speech feature.

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D – SPEAKING AND LISTENING

Comprehension and Collaboration

1. Use PALS strategies.

Go over agreed upon rules prior to discussions. Student may need a visual reminder on desk of rules.

Students with autism or related disabilities may have difficulty with turn taking as well as discussing a topic that isn't their choice.

2. Do frequent checks for understanding by using choral responding or thumbs up for yes, thumbs down for no, etc.

Pre-teach vocabulary in text.

Visual supports may be helpful.

3. Pre-teach vocabulary.
Some students may benefit from having a picture of a question mark to indicate they need help. May want to use the WIDA suggestions.
4. Provide student with picture or visual support of person, place, thing, or event. Give student a graphic organizer with categories of descriptive words such as color, size, shape, feelings, etc.

Word wall or desk chart with descriptive words.

5. Clip art, magazine pictures, photos to add detail.
6. Have student dictate text to be spoken providing picture support for words student may verbally use but not be able to read. There are software program such as Picture This by Slater Software and Boardmaker by Mayer Johnson. The UAAACT team (located at ASB) may be able to loan on short term basis.

Based on Flow Chart for Literature/and Submission Paper Unit 1

G - POETRY

Read students examples of poems and storybooks. Discuss things that are the same about poems and storybooks, both have words, can tell a story, etc. Talk about rhyme, length, part of a storybook vs. part of a poem.

Define poets and authors.

Have student rhyme words.

Look at the endings of words and how they sound the same. Man, pan, fan etc. Have students give examples.

Give students examples of rhyme from nursery rhymes. Have students pick out rhyming words.