

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

A - READING LITERATURE

Key Ideas and Details

1. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Provide student with copy of graphic organizer with who, what where, when, why, and how.
2. Read text aloud while student follows along, asking explicit questions found in the text every to 2-3 lines. May increase the amount read as student improves. Repeat strategy above, except with choral reading.

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Read text aloud or choral read, while student follows along. Provide student with graphic organizer with either the main idea filled in and have student put in key details that support main idea. Or give key details and have student determine the main idea.

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Uses short passage and combine with the above suggestions.

3. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Provide examples of relationships between events or ideas.

[Mini-lesson: Story Elements: Identifying Problem and Goal](#)

Craft and Structure

4. Provide students with examples of texts that use rhythm, alliteration, or repeated lines. Discuss how this adds to meaning of the text.
5. Tell or read students a story explaining that the story has a beginning, middle and end. Show how the beginning introduces what the story is about and the end shows the conclusion of the action. Build a story board. Provide students with a graphic organizer or timeline with beginning and how the story is introduce and then the ending.
6. Pre-teach the vocabulary of point of view and voice. Use a short skit/role play or readers theatre to demonstrate. Have students take turns being different characters. Point of View may be difficult for students with autism.

Integration of Knowledge and Ideas

7. [Shared Reading Lesson: Understanding Story Structure: Character and Setting](#)
8. N/A
9. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Provide a compare/contrast graphic organizer that is

already completed for a previously read story. Do guided practice to complete a graphic organizer as a class. Have students complete part of graphic organizer.

B - Reading Informational Text

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Key Ideas and Details

1. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Provide student with copy of graphic organizer with who, what where, when, why, and how.
2. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Discuss the content of the text. Use PALS partner strategies from above to help with the overall topic and then each paragraph. Provide graphic organizer for overall and then for each paragraph.
3. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Provide student with timeline/sequencer either paper or software. Depending on the needs of the student, the teacher may partially complete the timeline or sequencer. Have student complete timeline/sequencer.

Utilize PALS techniques with strategies from above.

Craft and Structure

4. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Pre-teach vocabulary related to domain specific or academic area. Provide examples of related to how the student might see in real-life.
5. Model the use of the text features such as bold print, captions, subheadings, etc. Have student identify text features in texts. Pre-teach vocabulary such as key words, captions, glossaries,
6. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Using PALS have student discuss what the author is explaining after teacher has modeled. A graphic organizer may be helpful.

Integration of Knowledge and Ideas

7. Model with think aloud by describing how a picture helps to clarify and aides in understanding. Using PALS to have students practice.
8. Provide graphic organizer with main topic provided as well as one supporting reason. Have student fill in other reasons.

9. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, etc. Provide compare/contrast graphic organizer with at least one set of compare and contrast.

10. If student has difficulty with reading, student should have access to auditory version of text such as read aloud, audiobook, bookshare etc.

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Unit 3 asks the students to take on perspective of a character in the story. Note that this may be difficulty for student with autism.

C - WRITING

Text Types and Purposes

1. Define "opinion" and explain that an opinion must be supported by reasons. Give examples and non-examples of how to support an opinion. Using the Effective Instruction Cycle, struggling students will need explicit instruction/feedback and will need lots of "we do it" practice.

Provide students with an opinion piece that has blanks where linking words should be so that student gets targeted practice deciding how words link the opinion to the reason. Given lots of "we do it, before expecting independent "you do it".

Explain that stories have a beginning and an ending. Give examples from familiar stories. Discuss when they write they need to have a beginning and an end.

2. Define informative and explanatory and explain that it must be supported by reasons. Give examples and non-examples of how to support an informative writing with facts and definitions. Using the Effective Instruction Cycle, struggling students will need explicit instruction/feedback and will need lots of "we do it" practice.

Provide students with an opinion piece that has blanks where linking words should be so that student gets targeted practice deciding how words link the opinion to the reason. Given lots of "we do it, before expecting independent "you do it".

Explain that writing has a beginning and an ending. Give examples from familiar stories. Discuss when they write they need to have a beginning and an end.

3. Provide student with a timeline graphic organizer to sequence events. Provide student or generate as a class a list of temporal words that signal order and conclusion. This may also be helpful for to develop action, thoughts or feelings.

Have students mark temporal words in paragraphs.

Have students practice ordering activities sequentially by drawing pictures, writing short phrase in graphic organizer.

Have students orally practice telling story from drawings or graphic organizer to a partner or recorder.

Production and Distribution of Writing

4. N/A until 3rd grade

- 5/6. SRSD www.teachingld.org/pdf/alert17writingSSRD.pdf

www.txautism.net/docs/Guide/Interventions/SelfRegulated.pdf

A. Partner student with adult or peer for revising and editing. If using a peer, use a student who is in the middle of the class, not a high performing student. Remember teachers chose partners, not students. (PALs) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

B. Use SRSD www.txautism.net/docs/Guide/Interventions/SelfRegulated.pdf
www.teachingld.org/pdf/alert17writingSSRD.pdf

C. To help student in the planning phase, help students use brainstorming techniques, followed by note taking. It may be helpful to use a digital note taking outlining software if possible, such as DraftBuilder. Writing on post-it notes may be helpful if using pencil and paper.

D. Using the Sticky Note application on Mac may also be helpful for organization and planning. Use the color of the note to help with organization.

7/8. A. Some students have difficulty selecting a topic. It may be helpful to give the student a choice between 2-3 topics or the teacher may need to assign student a topic. It may be helpful to consult parents about topics of interest.

B. Help student select research materials at the appropriate reading level. Or use text to speech software. TextEdit and Word have text to speech feature.

C. Use note taking strategies list above.

D. Provide categories using graphic organizer. Using Sticky Notes/Post-It Notes would be helpful for this.

D – SPEAKING AND LISTENING

Comprehension and Collaboration

1. The PALS strategies may be helpful for struggling student. Students should also have access to any text that the discussion may be based on.
 - a. Review procedures/rules for discussion with student. May want to provide desk copy of procedure for student. If blurting out is a problem, may want to provide positive reinforcement when student raises hand or follows rules.

- b. Make sure that student have text in accessible format such as audio, read aloud, text to speech etc. Give student a graphic organizer with questions that will be part of the discussion well in advanced.

Employing PALS strategies with student prior to discuss may be helpful.

Tell student or ask student which question he/she will give answer or discussion point in advanced.

2. Have student listen to the story one time. Before second read through give student a graphic organizer with beginning, middle and end and space for student to write key ideas that happen at the beginning, middle and end.
3. Brainstorm a list of appropriate comprehensions questions and leave posted for student to use as a reference.

Use PALS partner strategies for student to practice asking appropriate questions.

Presentation of Knowledge and Ideas

4. Provide student with graphic organizer with beginning, middle and ending. Have student write key details in appropriate location. Students may need help with adding descriptive words. A previously generate list of descriptive words could be helpful as could temporal words to give order. Have student practice retelling story to a partner before telling to larger group.

Graphic organizer in a electronic format may helpful students with handwriting issues

5. Have student audio record a familiar story or poem using GarageBand, iTouch, Old version of MicroSoft Word. Have the student use the graphic organizer with notes as a memory aid for telling the story.
6. Practice speaking in complete sentences on specific activities. This should be reviewed and modeled prior to activity.

It may be helpful for student to take information from graphic organizer and write it in complete sentences or rehearse with a peer.

E – FOUNDATIONAL SKILLS (Phonemic Awareness, Phonics, Word Study)

Print Concepts & Phonological Awareness

While there aren't any new skills for second grade, struggling students may not have mastered the skills from K or 1st grade. It may be helpful to look at the Struggling Student Resources for Foundational Skills in those grade levels.

Phonics and Word Recognition

3. Provide chart with meanings of most common prefixes and derivational and Latin suffixes.

Teach students there is only one vowel sound in a syllable to help decode multisyllabic words.

Provide student with chart with common vowel teams and the corresponding sound.

Provide student with chart with examples of long and short vowels.

Have student count number of sounds heard. Create hand signals for consonant and vowel sounds.

Timings/rote practice of irregularly spelled words.

Fluency

4. Timings/rote practice of reading passage to improve fluency.

a. Listen to on-level text being read to student. Using questioning strategies to clarify purpose and understanding.

b. Practice oral fluency at instruction level by reading into recording device. Student evaluate for rate and expression. Recording Devices include GarageBand, iTouch, digital recorder, older versions of MicroSoft Word.

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F – LANGUAGE

Conventions of Standard English

1. Provide student with chart of definition/examples/non examples of noun

Give examples of regular and irregular plural nouns. Have student identify which are regular and which are irregular.

Provide an example of irregular plural and how they are formed.

Review pronouns and provide examples. Provide student with examples of reflexive pronouns. Have student find reflexive pronouns in sentence.

Review verbs and provide visual support. Review Present, Past and Future tense. Provide examples or regularly formed past tense verbs. Then provide student examples of irregularly formed past tense. Have students practice orally.

Define adjective and adverbs. Explain what modified means describes. Make connection between adverb and verb.

Model how to combine sentences.

2. Define the word conventions. Give example of capitalization and punctuation. May want to have rote phrases such as “a sentence starts with a capital and ends with a period.” A question starts with a capital and ends with a question mark.”

Have student circle words they may not be sure how to spell or think are misspelled. Student can look up words later. Suggest using The Scholastic Dictionary of Spelling.

Provide student with example of proper nouns such as holiday, locations, Names. In chart provide student with example of nouns and proper nouns.

Example the use of a comma and show examples in letters. Review term of greetings and closings. Provide practice identifying greetings and closing and the use of commas.

Define apostrophe and how it shows ownership and can replaces letters. Teach each concept independently. Give examples of contractions and show possession. Provide student with plenty of opportunities to identify.

Knowledge of Language

3. Compare and Contract graphic organizer.

Vocabulary Acquisition and Use

4. Model the use of context to provide meaning.

Provide student with a visual/chart showing prefixes such as un and re and the definitions and examples. Have student give examples. Have student circle/underline prefixes in words. Explain that this a way student can find the meaning of a word.

Define/review concept of root word. Have student circle root in words with known prefixes or suffixes.

Show students words such as bird and house and light. Give the student a chart with the word house. Put bird in front and show new word and then light.

Use digital reference with text to speech.

5. Discuss that there are words that have similar meaning. Provide models such as thin, slender, skinny. Show student thesaurus.