

A - READING LITERATURE

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.

Key Ideas and Details

1. 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.
2. Repeat strategy above, except with choral reading.

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

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.

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

Uses short passage and combine with the above suggestions.

3. Provide student with chart with time words, sequencing and cause/effect. Provide examples of relationships between events or ideas. Have student develop a timeline of events, then determine relationships. Use PALS strategies above.

Craft and Structure

4. Provide student with list of general academic and domain-specific words/phrases, have student identify where the words are in the text. Have student read text or read text to student to determine meaning. May want to consider doing this as a background activation activity.

Provide student with list of terms and definitions. May be able to place blanks in key spots so student can fill in the blank with the appropriate word. Word should be explicit in text or reference.

5. Review this areas content from 2nd grade (bold print, captions, subheadings,etc) Pre teach vocabulary of key words, sidebars, and Hyperlinks relating to previously learned material for 2nd grade.

Given student explicit search tools such as http://www.squirrelnet.com/search/Google_SafeSearch.asp

Have student choose appropriate topic of personal interest.

B - Reading Informational Text

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.

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

Have student use TextEdit (Mac application) to write story. Click on Edit, click on speech, click on start speaking. Student can listen to story as a means of hearing errors. Set defaults to mark spelling and grammar errors. (c4)

Key Ideas and Details

1. Provide students with possible questions before reading of text. A graphic organizer would be useful for this. Write answer in graphic organizer (either paper or electronic).

Provide student with list of questions, have student use colored highlighting tape to cover answer.

2. Review/model the definition of main idea and supporting details. Provide student with graphic organizer/outline with headings of main idea and 2-3 supporting details.
3. Provide student with timeline. Have student plot beginning middle and ending or if more detail is needed. Give students some of the points on the timeline and have students find beginning or ending.

Pre-teach any vocabulary related to sequence, time, or cause/effect. Model for student then have practice with familiar events or tasks.

Give students a categorical list of words for sequencing by time, steps, and cause/effect.

Provide examples of relationships between events or ideas.

Have student develop a timeline of events, then determine relationships.

Use PALS strategies above.

Craft and Structure

4. Pre-teach vocabulary related to domain specific or academic area. Provide examples of related to how the student might see in real-life.
5. Provide student with list of terms and definitions. May be able to place blanks in key spots so student can fill in the blank with the appropriate word. Word should be explicit in text or reference.

Review the concept of bold print, subheadings and indexes. Pre-teach vocabulary such as key words, captions, glossaries,

6. Review definition of point of view. Demonstration of looking at a picture from different angles and different people.

Integration of Knowledge and Ideas

7. Provide student with chart/graphic organizer with concept of where, when, why and how. Start as concrete as possible such as have student tell where a key event occurred by looking at a map. Teacher shows students where in the text the answers are located for why and how noting the heading and varies clues.
8. Have student chronologically sequence a group of sentences from a paragraph/text. Use a cause/effect graphic organizer to look at key concepts in paragraph. Teacher may need to isolate key concepts or connections.
9. Use a compare/contrast graphic organizer to categorize a set (teacher selected) of key details from each story/text. Review concepts of compare and contrast. Use PALS strategies.

Range of Reading and Level of Text Complexity

10. Have student listen to text using text-to-speech, audiobook, or partner reading of informational text. Give student graphic organizer to look for key comprehension concepts to answer who, what, when, where and how questions. Answers should be explicitly found in text.

Partner read/use PALS strategies

Provide student with informational text about a desired topic at the student's instructional reading level. Give student graphic organizer to look for key comprehension concepts to answer who, what, when, where and how questions. Understand that some student will have a high reading level but a lower comprehension level. Answers should be explicitly found in text

C - WRITING

1. Provide list of topics (Writing c 1)
2. Sequence graphic organizer (c2)
3. Have student use TextEdit (Mac application) to write story. (c3)
4. Have student use TextEdit (Mac application) to write story. Click on Edit, click on speech, click on start speaking. Student can listen to story as a means of hearing errors. Set defaults to mark spelling and grammar errors. (c4)

Resources for Text Types and Purposes

1. A. 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.
B. Provide a word bank of linking words such as because, and, also, since etc.
C. 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".
D. Have students provide 2-3 pro and 2-3 cons for their opinion.
E. Before writing an opinion piece about a book, check for understanding before asking for the opinion. Many students have difficulty with comprehension due to language-based disabilities even if the book has been read to them.
F. 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.
G. Provide students with well written opinion pieces on topics or books that students are familiar with. Have student underline the name of book or topic, the opinion, reasons and conclusion in different colored markers/highlighters or crayons.

- H. It may be helpful to scaffold the writing process by giving the student a template that has blanks for students to write in name of book or topic, what their opinion was and 2-3 reasons of support followed by a conclusion statement where student is able to restate their opinion.
- I. Provide student with graphic organizer/outline with critical pieces. Have student writing opinion piece from graphic organizer.
2.
 - A. Use the ideas from above but explain the difference between opinion and fact. Remind students that when writing expository text, we use facts, not opinion.
 - B. Provide students with sources written at their reading level to gather facts.
 - C. Provide instruction on how definitions can be used as a fact.
 3.
 - A. Provide students with word bank of temporal words. Provide “we do it” and “you do it” practice so students connect that these words signal the order of events. Depending on the needs of the student, a teacher may want to stick to word groups like: first, second and third; First, then, finally, or some other combination.
 - B. Have students mark temporal words in paragraphs.
 - C. Have students practice ordering activities sequentially by drawing pictures, writing short phrase in graphic organizer.
 - D. Have students orally practice telling story from drawings or graphic organizer to a partner or recorder.
 - E. SRSD www.teachingld.org/pdf/alert17writingSSRD.pdf
www.txautism.net/docs/Guide/Interventions/SelfRegulated.pdf

Production and Distribution of Writing

- 5/6.
 - 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.
 - E. Provide student with chart with appropriate conventions for student to use in revising and editing.

Research to Build and Present Knowledge

- 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.

E – FOUNDATIONAL SKILLS (Phonemic Awareness, Phonics, Word Study) The People, The Preamble, and The Presidents

1. Chart with definition and examples for student to have at desk. (E1)
2. Have student use different color highlighters to identify nouns, pronouns and verbs (E2)

Skills from Flow Chart

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.
 - a. Provide student with chart with common vowel teams and the corresponding sound.
Have student count number of sounds heard. Create hand signals for consonant and vowel sounds.
 - d. 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
Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)
 - c. Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

F – LANGUAGE

May be helpful through out:

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

Conventions of Standard English

1. a. Provide student with chart of definition/examples/non examples of noun, pronouns, verbs, adjectives and adverbs.
Have student underline the subject of the sentence and circle the verb. Use sentence with out pronouns as subjects and use action verbs.
 - b. 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.
 - c. Review definition of a noun. Give examples of abstract nouns and discuss. Have students identify nouns and abstract nouns in a sentence.

- d. Review definition of verb asking student to give examples. Give student example of regular and irregular verbs. Have student categorize a list of reg. and irregular verbs. Student can then use as a guide.
 - e. Give student examples of simple verb tenses such as I walk, I walked; I will walk. Show student the pattern of walk, walked and will walk. Model with other verbs as a group. Have student practice orally and in writing.
 - f. Show students example and non-examples of subject-verb and pronoun-antecedent agreement. In a group of sentences have students determine if subject and verb agree. Then in pronoun-antecedent agree. Use as simple of sentences as possible.
 - i. Review frequently used conjunctions such as and, but, or, etc. Show student examples of simple and compound sentences; later introduce complex sentences. From a group of pre-written sentences have student identify simple and complex sentences. Have student write simple sentence. Have student combine sentences using conjunctions.
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.”

When writing, have student use a word processing program with spelling tools available.

If a word processor is not available, 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.

Have student create a personal list of words which are difficult to spell or are frequently misspelled to keep at their desk.

- a. Show student titles of books with the appropriate words capitalized. Have student write example of appropriate capitalization in titles as a reference.

When provided with titles, have student determine if appropriate circling correct words and putting a line through incorrect words.

- b. Show student examples of correctly addressed envelopes. Discuss the use of commas in the address after defining a comma. Have student practice writing their own address using commas appropriately. Note: Teacher may need to provide model of student’s address and may want to provide correct model and fade as student grasps concept.
- c. Review use of comma and quotation marks. Show student real world examples such as dialogue from in book. Provide student with a model of use of commas and quotation marks to have at their seat. Give student 1-2 lines of dialogue without the commas and quotations and have student insert.
- d. Explain what a possessive is, discuss ownership and root of word possess. Provide student with model of possessives. Have students make a list of 5 things they have in their desk or backpack which belong to them, have student write in possessive. Example backpack Julie’s

backpack. Then have student write a list of things that belong to the students' (class) write possessive.

e. If a word processor is not available, 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.

Have student create a personal list of words which are difficult to spell or are frequently misspelled to keep at their desk.

Explain/review suffixes and how they are added to words. Give examples such as adding -ing, -ed, -es, -s, -ness. Give student a list of simple words to add suffixes to. Discuss if they are all words or if some are not real words such as sittness, but that sits is a word. Start with words that don't require additional skills such as doubling the last consonant or changing y to i, etc.

f. Start with word families especially those with high frequency such as -ack, -an, -and, before moving to more complex like -ight.

g. Suggest using The Scholastic Dictionary of Spelling.

Knowledge of Language

3. Provide student with many examples of how the use of language impacts the content. Discuss word choice. Read to student and discuss how word choice makes the audience feel. Generate bank of adjectives and adverbs, which lend to effect.

Vocabulary Acquisition and Use

3. Provide example of multiple meaning words. Discuss what the word means in each situation.
 - a. Provide student with a sentence that uses a vocabulary word underlined, read sentence to student. Help student to determine how the context of provides a clue to the word. It may be helpful for student to figure out as a matter of review if the word is a noun, verb, etc. This may need to be modeled a number of times.

Provide student with sentences with vocabulary word underlined have student circle the words in the text which provides clues.

- b. Go over the meaning of affixes such as pre, dis, less, un. Provide student with a chart with frequent affixes and the meaning. Discuss how the meaning of the word changes when the affix is added. Use common and more simple words first such as heat/preheat, agree/disagree, care/careless.
 - c. Review what a root word is and how it can provide clues. Give student examples of words with affixes, have student underline the root word and circle the affix.

Use words from b above and have students determining meaning of new word such as preheat, disagree, etc. build to more abstract words.

- d. Combine this with c from above. Have student give brief definition from reference materials to clarify meaning.
 5. Discuss what literal and non literal meanings are. Discuss the real world connection of literal and non-literal. Give lots of examples. This is especially important for students on the autism spectrum.