

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.

[Reading Rockets: Seven Strategies to Teach Students Text Comprehension](#)

A - READING LITERATURE

Key Ideas and Details

1. Define quote and inference. Provide examples of quotes and inference. A graphic organizer with shows the characteristic of a quote and inference may be helpful.

2.Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies) to discuss the details and the characters responses to challenges.

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

[Mini-lesson: Making Connections](#) Use Additional Tier 2 and 3 sections.

3.Prior to the compare and contrast, make sure that student has a timeline with details on story events. Review the characters, settings, and events of stories or dramas to activate background knowledge. Then provide student with compare/contrast graphic organizer with headings. Provide student with a model. It may be helpful for student to partner with another student using PALS strategies.

Craft and Structure

4. Provide student with definition of figurative language, metaphors and similes. Provide students with examples of each. Either provide student with a chart that has definition and examples or for some students, writing the information in a journal may be helpful.

[Figurative Language](#)

5. Discuss the structure or part to whole nature of books, dramas and poems. Show examples for each genre. Discuss that books have chapters, dramas/plays have scenes and poems have stanzas. Explain that this is a useful way to divide the text to make it more understandable for the reader.

6. Review concepts of first and third person as well as perspective or point of view prior to the lesson. Provide student with cheat sheet with characteristics of first and third person such as first person uses the pronoun I and third person uses the pronoun she/he etc. Review points of the stories to be compared using a compare/contrast graphic organizer. Remember point of view may be difficult for students with autism.

Use PALs strategies from above for partner work.

Integration of Knowledge and Ideas

7. Provide students with compare/contrast graphic organizer. Compare the elements of a story/drama from a text and the same story using media display. Discuss how the story could be told with pictures, or oral telling of story and how the media used contributed to the meaning. Did the pictures look like what the student envisioned by reading the text alone.

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.

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.

TIPS for Reading Informational Texts

Reading Rockets: Seven Strategies to Teach Students Text Comprehension

B - Reading Informational Text

Key Ideas and Details

1. Explain the definition of inference. Provide examples from text. Then 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. A graphic organizer for the explicit details and examples (for some students it may be helpful to have this partial fill out) then do think aloud to help lead the student to the inference.
2. [Mini-lesson: Story Elements: Identifying Problem and Goal](#) See Tier 2-5 accommodations and modifications.
3. Provide student with graphic organizer that provides explicit wh- questions that identify event, ideas or concepts. Use WIDA concepts to work on linking information.

Use PALS from above.

Craft and Structure

4. Provide student with list of 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. Explain to students that the text gives the reader information about a character without naming or indirectly gives information.

Provide examples and do a lot of guided practice. This will be difficult for students who have trouble with non-literal language such as students with autism and language disorders.

Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies) for students to discuss with a partner.

Use TIPS for Reading Informational Text above

5. Provide student with compare/contrast graphic organizer, which asks questions about time, comparison, cause/effect or problem/solution in 2 texts.

Pre-teach key words that act as markers.

6. Review the concept of point of view, similarities and differences. Provide students with a graphic organizer to help organize. It may be helpful for students to write about accounts in different color pencils.

Use PALS partner strategies.

Pre-teach compare and contrast and first and secondhand. Provide learning activity that pairs students where student 1 tells student 2 about an event. Student 1 tells a small group of students about event firsthand. Then student 2 comes in and tell the event from the secondhand perspective.

Integration of Knowledge and Ideas

7. Pre-teach the concept of the chart, graph, diagrams, timelines, etc that is to be used. Use examples from texts and discuss how the information informs the reader.

Use PALS strategies for partner work.

8. [Guided Reading Lesson: Determining Importance](#) See Tier 2-5 additions, accommodations and modifications

9. Provide student with graphic organizer, which has topic headings completed. Provide student with accessible texts. Have student take notes on Post-It Notes and place note under proper heading on graphic organizer.

Use peer buddy.

- 10.

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.

SRSD www.teachingld.org/pdf/alert17writingSSRD.pdf

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

C - WRITING

Text Types and Purposes

1. A/B/D. 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.

It may be helpful to use a color-coded system like Step Up To Writing (SUTW) that will provide an organization component. A Step Up To Writing graphic organizer would be helpful. In SUTW, introductory sentences are coded green, reason, detail or facts are yellow and examples are red. In Kidspiration could also be useful to provide structure.

[Step Up to Writing](#)

Self Regulated Strategy Development from the top may be helpful as well.

C. Provide a word bank of linking words and phrases such as because, and, also, since etc. It may be helpful to categorize the linking words such as because, since, and therefore insinuate a cause and effect relationship while “and” , furthermore and also show continuation. For some students it may be helpful for them to write these words/phrases in a writing journal.

2. A/B/E. [Step Up to Writing](#)

Explicitly teach information about headings

SRSD www.teachingld.org/pdf/alert17writingSSRD.pdf

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

C. Provide a word bank of linking words and phrases such as because, and, also, since etc. It may be helpful to categorize the linking words such as because, since, and therefore insinuate a cause and effect relationship while “and” , furthermore and also show continuation. For some students it may be helpful for them to write these words/phrases in a writing journal.

D. Review any domain specific vocabulary with students. This would be a good opportunity to practice glossary skills. Providing a list of specific vocabulary may be helpful to the student.

3. It may be helpful to use a picture or other writing prompt to help students who struggle with initiation or topic choice.

A. Discuss the narrator/ character part of narrative writing. Give examples and non-examples from literature. It would be helpful to discuss text with character acting as narrator.

Provide students with a graphic organizer that lays out the sequence of events. It may be useful for students to use Post-It notes for writing key events so that the order is easily changed.

B. Explicitly teach the concept of “dialogue” and the roll it play in establishing the characters. It may be helpful to use reader’s theater to demonstrate this.

C. Provide student with a list of words that signal order or transition. For some students it may be helpful for them to write these words/phrases in a writing journal.

D. Provide students access to a thesaurus. Virtual Thesaurus through Pioneer Library at UEN.org could be helpful.

Production and Distribution of Writing

- 5/6. 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)

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

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.

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.

Provide student with chart with appropriate conventions for student to use in revising and editing.

Have students practice keyboarding outside of writing time.

Research to Build and Present Knowledge

7/8. 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.

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

Use note taking strategies list above.

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

9. A. Provide student with a graphic organizer for each character, setting or event to be compared. Then provide a second compare/contrast graphic organizer. Digital organizers may be helpful so students can cut and paste the information from one organizer into another.

B. Use the materials from above and have students use the text to identify supporting reasons/evidence.

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.

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.

SOME SAMPLE CLASSROOM INTERVENTIONS FOR LANGUAGE-BASED PROBLEMS

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 students have text in accessible format such as audio, read aloud, text to speech etc. that discussion will be based upon. Give student a graphic organizer with questions that will be part of the discussion well in advanced. It may be helpful for student to practice with a partner.

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.

- c. Students should have graphic organizer during discussion to help maintain topic.
- d. Students should have graphic organizer during discussion to help maintain topic.

PALS strategies: Discuss in smaller setting before larger setting.

[Appropriate Oral Communication](#)

2. Provide student with graphic organizer with main idea and 2-3 supporting details. Use PALS strategies to support the graphic organizer.

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

Have student write key ideas on Post It Notes as text is read aloud. Reader should stop reading after several lines to give student a chance to write note. Student can use key ideas as prompts for summarizing the content of the text. Explicitly teach the difference between paraphrasing and summarizing.

3. Provide student with graphic organizer (either paper or electronic). Have student writing key points and 1 supporting detail/reason/fact. Have pair share about the speaker information. Give the student extra time to summarize the content based on graphic organizer and pair share.

Presentation of Knowledge and Ideas

4. Have student use a graphic organizer or outline to gather information for report. May want to have student report on text or material is personally familiar with before moving to less familiar material. This is especially true for students on the autism spectrum. Student should practice reporting with a peer, then small group and then whole class.

Review speaking procedures with student prior to giving the report. Remind them about speaking slowly and clearly.

[Oral Presentations](#) Interventions for Tiers 2-5

5. Have student prepare Podcast with 1-2 other students. Use GarageBand or record in Word. Add illustrations by searching Google Images or clip art.

[Oral Presentations](#) Interventions for Tiers 2-5

Using a multimedia product may be very helpful for the student with autism who struggles with making eye contact.

6. Explicitly model formal English. Provide student with examples and non-examples of appropriate times to use formal and informal English.

Have student practice formal English with a partner.

E – FOUNDATIONAL SKILLS (Word Study)

Phonics and Word Recognition

3. a. Provide chart with meanings of most common affixes.

Teach students there is only one vowel sound in a syllable to help decode multisyllabic words. Model for student with guided practice as well as independent practice. May be helpful for student to work with a partner.

Provide student with chart with common vowel teams and the corresponding sound. Model for student with guided practice as well as independent practice. May be helpful for student to work with a partner.

Fluency

SOME SAMPLE CLASSROOM INTERVENTIONS FOR LANGUAGE-BASED PROBLEMS

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. Re-record for practice. Recording device could be iPad, Touch iPod, cell phone, and GarageBand.

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

- c. Practice oral fluency at instruction level by reading into recording device. Student evaluate for rate and expression. Re-record for practice. Recording device could be iPad, Touch iPod, cell phone, and GarageBand.

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

May be helpful through out:

F – LANGUAGE

Conventions of Standard English

1. A/E. Provide student with chart with examples of conjunctions, prepositions and interjections. Give student opportunity to identify the above-mentioned conventions in prepared sentences. It may be helpful to have student use different methods of identifying such as color coding or circle, underline, line out.

For some students it may be helpful for student to create their own chart or writing journal as above.

B/C. Explicitly teach perfect and other verb tenses providing examples. Provide the student with a chart that has examples of different verb tenses. For some students it may be helpful for student to create their own chart or writing journal.

D. Have student use above chart or journal to correct shifts in verb tense in a prepared writing sample. Tailor the number of problems to the skill level of the student.

2. A/B/C/D. Provide the student with a chart that shows comma usage to separate items in a series, to separate an introductory element, set off words yes, no and tag a question. Provide examples of underlining, quotation marks and italics to indicate titles. For some students, it is beneficial for them to create their own writing journal, however, many students will need help with the organization.

E. Provide student with access to a student friendly spelling dictionary. Scholastic has a good one. Have student create their own personal spelling dictionary by writing words frequently misspelled in journal. It may be helpful for student to do this by making a table on MicroSoft Word. This way the list may be alphabetized and reprinted for student to use when not using the computer.

If student frequently uses MicroSoft Word frequently misspelled words will be corrected. If student has specific ways that he/she misspells words teacher can go under Tools...AutoCorrect...put the student method of spelling word and then the correct spelling.

Knowledge of Language

3. A. Give student explicit examples of expanding, combining, and reducing sentences and how this effect meaning, interest and style. Give student opportunity to practice this using specific conventions using charts or writing journals created above.
B. Provide student with a compare and contrast graphic organizer to analysis varieties of English in stories, dramas and poems such as dialect. Provide student with examples as a model.

Vocabulary Acquisition and Use

4. 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 Greek and Latin affixes. Provide student with a chart with frequent affixes and the meaning. Discuss how the meaning of the word changes when the affix is added.
- c. Explicitly teach student how to use reference materials such as charts from sparksnotes.com or books with misspelled words.

5. It may be helpful to provide student with a diagram of figurative language and then explicitly teach type. Explain what figurative language is. Student on the autism spectrum may have difficulty with non-literal meaning such as idioms and other figurative language. Students with language disorders may also have difficulty.

For idioms: write the idiom on a sentence strip and its meaning on another strip. Do this for several idioms. Have student match the correct meaning to the idiom.

Teach student word cues for similes such as ____as and the word like as markers. Ehelper.com lets you print off practice worksheets