Instructor’s Guide for Reading Acquisition

Topic Area: Instruction

Module: Reading Acquisition

Case Study: Let’s Work Together: Supporting an Early Instructional Reader

Summary: At the beginning of the school year, Jasmine, a child with autism, joins Robert’s third grade classroom. Tina, the special education teacher, assures Robert that she and Cindy, the paraeducator, will assist him in providing reading instruction for Jasmine. Over the first nine weeks of school, Tina guides Robert and Cindy in their roles. As they become an effective team, Jasmine makes strong progress in reading.

Characters and Roles:
- Jasmine, third grade student with autism
- Robert, third grade teacher
- Tina, special education teacher
- Cindy, Jasmine’s paraeducator

Tools:
- Vocabulary
- Fluency
- Comprehension
- Readers’ Theatre in Fluency Tool
- Repeated Readings in Fluency Tool
- Paired Reading in Fluency Tool

Artifacts:
- DRA Website – http://pearsonlearning.com/dra
- DIBELS Website – http://dibels.uoregon.edu/

Glossary Terms:
- Autism
- Paraeducator
- Sight Word
- Read Alouds
- Listening Comprehension
- Guided Reading
- Vocabulary
- Fluency
- Comprehension
- Readers’ Theatre
- Phrase Cards
• Repeated Readings
• Paired Reading
• Listening Centers
• Wordless Picture Books
• Oral Language
• Instructional Frameworks
• Think Aloud
• *Mosaic of Thought* by Zimmerman and Keene
• *Strategies That Work* by Harvey and Goudvis
• *The Fluent Reader* by Rasinski
• Bringing Words to Life
• Decoding
• Metacognitive
• Picture Walk
• Text to World Connections

Web Sites:

- [www.nationalreadingpanel.org/](http://www.nationalreadingpanel.org/)
- [http://www.ksha.org](http://www.ksha.org)
- [www.reading.org](http://www.reading.org)
- [www.ipl.org](http://www.ipl.org)
- [www.readingonline.org](http://www.readingonline.org)
- [www.ncte.org](http://www.ncte.org)
- [www.ncte.org/wlu](http://www.ncte.org/wlu)
- [www.eduplace.com](http://www.eduplace.com)
- [http://dibels.uoregon.edu/](http://dibels.uoregon.edu/)
- [http://www.autism-society.org](http://www.autism-society.org)

Discussion Points:

- How much do you know about working with students who are autistic, and where would you go to learn more?
- How can reading objectives be addressed during a read aloud?
- How should teachers choose the books they read aloud to students?
- How can administrators plan time for teachers to collaborate in order to participate in a peer tutoring program?
- What are some ways parents can be informed about how they can help their children at home with reading instruction?

Activities:

- Invite an individual with experience working with students who are autistic to meet with the staff.
• Present a panel discussion on autism with a classroom teacher, special education teacher with experience working with students who are autistic, paraeducator, parent of a child with autism, and an administrator.
• Organize a book study with other staff members using Mosaic of Thought or Strategies That Work.
• Organize a peer coaching program at your school.
• Brainstorm ways administrators and teachers can organize schedules to implement a peer coaching program.
• Collaborate with a librarian to find books that could effectively be used for readers’ theatre.
• Model for parents how to do a picture walk at an open house. Prepare a video for parents who can not attend. Show the video while parents are waiting for conferences.
• Organize and implement a “Family Reading Night.

Reflective Question: Scene 3; Question 3 – Why do you think Tina suggested Robert observe her while she incorporated new vocabulary instruction techniques?
Modeling can be a very effective means of learning a new instructional technique. Since Tina had experience using the strategy and was confident in its value, she was anxious for Robert to “see it in action.” She was able to demonstrate the instructional techniques so Robert could see for himself the potential they had for improving student learning. It would be even more beneficial if Tina and Robert would continue to work together in a peer coaching situation to further improve their instructional techniques.

Connections:
• Topic Area: Instruction; Module: Reading Comprehension