



## **LEARNER OBJECTIVES**

**WEBINAR – Reading Comprehension in ASD:  
The Intersection of Language, Social Competence,  
and Reading Part 1 of 2**

**Drs. Christina R Carnahan and Pamela S Williamson**

As a result of this activity, participants will be able to identify the following:

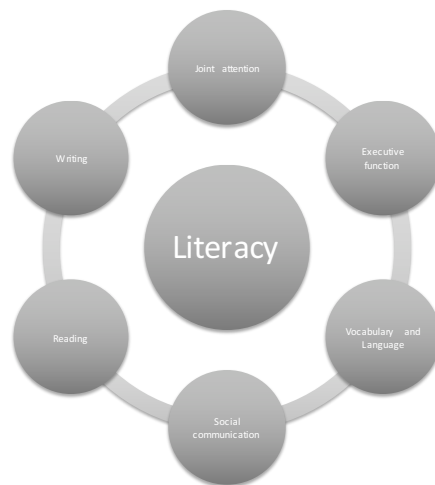
- The Literacy Lens of the presenters
- Social communication, reading, and writing
- What is reading comprehension?
- Reading profiles in ASD
- Big ideas in reading comprehension

# A Framework for Developing Quality Literacy Instruction for Learners with ASD

Pamela Williamson, Ph.D.  
Christi Carnahan, Ed.D.



## Literacy

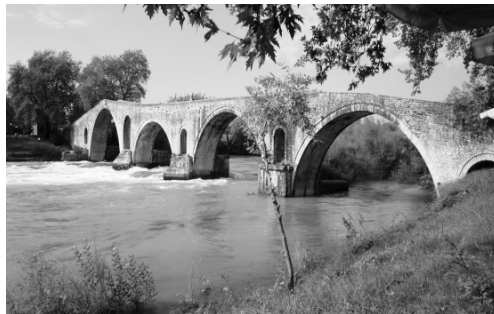


## Learning Outcomes

- Describe
  - a framework for developing quality literacy instruction for individuals with ASD.
  - the importance of using data informed instruction that includes consideration of reading profiles.
  - at least two specific strategies for implementation in their classrooms.



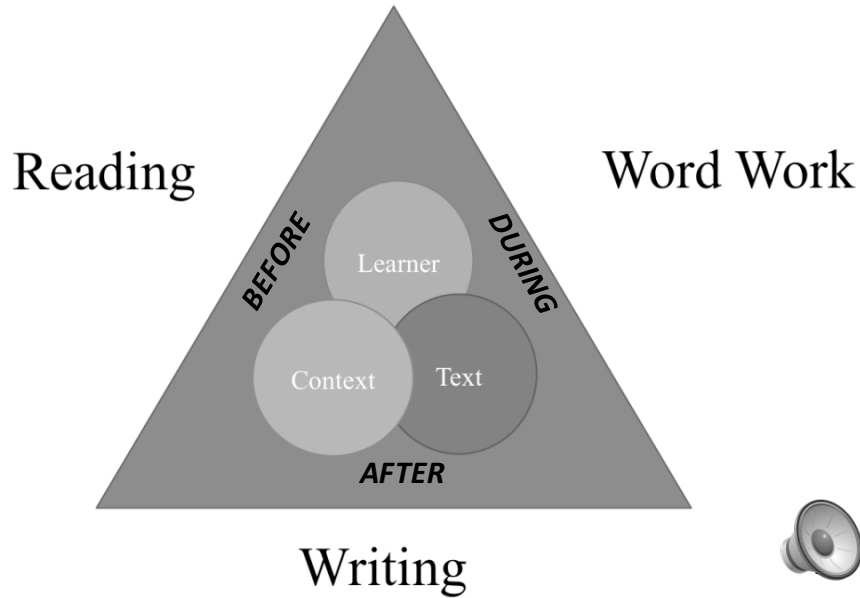
## Overarching Ideas



- Receptive and expressive **language skills**, include the ability to respond
- Literacy skills, including **reading profile**
- Background knowledge and **retrieval** of relevant background knowledge
- **Embedded EBPs** to draw students' **attention** to what's important
- **Literacy targets** should be important to students' lives

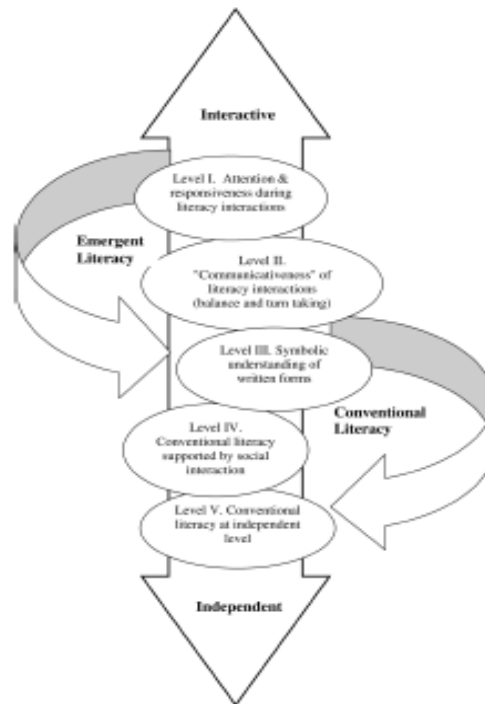


# Balanced Literacy Instruction



## Continuum of Literacy Development

(Kaderavek & Ravidoux, 2004, p. 245)



## Instructional Decision Making

- Student interests/themes of instruction:
- Standards Addressed:

Assessment Results	Literacy Targets	Goal/objectives	EBPs/Supports/Strategies
	Word level (vocabulary, phonics, etc.)		
	Comprehension (listening, reading)		
	Writing (genre)		



## Literacy Targets





## Tiers of Vocabulary

**Tier 1:** everyday words typically learned from conversation; Core Words

**Tier 2:** high-frequency words that cut across content areas and contexts; juicy words that are more frequently used in writing than everyday speech; represent flexibility challenges

**Tier 3:** highly specialized words associated with specialized content; terms



## Reading Strategies to Address Comprehension

- Dialogic reading
- Text structure instruction
- Character event maps






# Dialogic Reading


- Dialogic reading is an interactive text reading strategy focused on building language and communication
  - It's a language interaction that systematically engages teachers and students in a discussion about books



**Figure 1. Dialogic Reading Bookmarks**

Planning for Dialogic Reading, Flynn, 2011, p.10

Dialogic Reading Level 1	Dialogic Reading Level 2	Dialogic Reading Level 3
		
<ol style="list-style-type: none"> <li>1. Ask "wh" type questions. "What is this?" "What do you call that?"</li> <li>2. Follow answers with questions. "What color is it? What is it used for?"</li> <li>3. Have students repeat new words.</li> <li>4. Help students as needed.</li> <li>5. Talk about what interests your students.</li> <li>6. Praise and encourage students.</li> <li>7. Have fun!!</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask open-ended questions. "What do you see on this page?" "Tell me more."</li> <li>2. Follow answers with expansions. Add 1 or 2 words to student's answer.</li> <li>3. Have students repeat expansions.</li> <li>4. Help students as needed.</li> <li>5. Let students choose topics to talk about.</li> <li>6. Praise and encourage students.</li> <li>7. Have fun!!</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask questions related to the story plot. "What did he do next?" "Why was he sad?" "Where are they?"</li> <li>2. Start asking distancing questions that relate to the student's personal experiences and remote events. "Did you ever see one?" "Have you ever been to a _____?"</li> <li>3. Help students as needed.</li> <li>4. Praise and encourage students.</li> <li>5. Have fun!!</li> </ol>



## Text Structure Intervention

- Strategy for use with informational texts that have expository structures
- Explicitly teach the language of expository texts
- Use graphic organizers to visually represent structures



## Text Structure Organization Guide

Text Structure	Purpose	Features	Signal Terms and Questions	Graphic Organizer
Description	To explain an idea or thing	Focus on one thing and its components	is, are, consists of, this, that, in fact, for instance, most important  What topic or idea is the author describing? What are the details or how is it described? What is important to remember about the details?	
Cause and effect	To explain why something happens or exists	Reasons and results	so, so that, because of, as a result of, since, in order to  What happened? Why did it happen?	
Compare and Contrast	To show how subjects are alike and different	Two or more items with similarities and differences	differs from, similar to, unlike, like, similarly, yet, although, but, however, on the other hand, either...or, not only..., but also  What are the two ideas? How are they similar? How are they different?	
Problem and solution	Show the development of a problem and the solution	Describe a problem, action, and the solution or outcome	The main difficulty; one possible solution is; one challenge; therefore, this led to, so that; if...then; thus  What was the problem? What did the person do? What happened?	

Note: Adapted from Zwiers (2010).





# Organization Guide

One Text Structure

## **Compare and Contrast**

**Purpose:** To show how two things are alike and different

### Key Words

#### *Same* Signal Words

both  
alike  
can  
same

#### *Different* Signal Words

two kinds  
different  
cannot  
do not

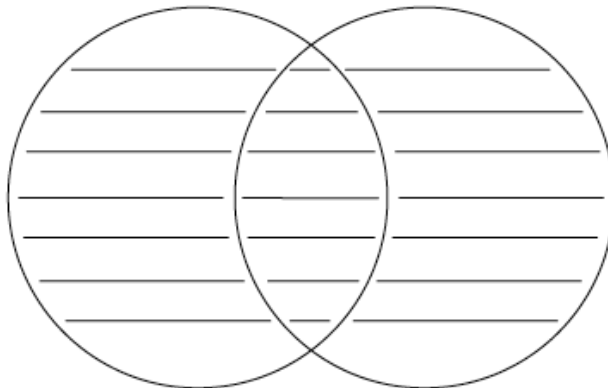


# Text Structure Analysis Sheet

## Teaching One Structure

Figure 2. Compare Contrast Diagram

Topic \_\_\_\_\_ Topic \_\_\_\_\_



## Character Event Maps for Teaching Novels

- Systematically teach students how to comprehend a novel through character interactions
- Teach literary terms through modeling



## Character Event Map

Who is Involved	What Happened	What It Means
Katniss	Katniss comes out of the tree and stops to give a "knowing smile" for the cameras.	Katniss doesn't want to look weak or foolish because she didn't expect Peeta to be working with the tributes.  She thinks some people in the Capital and districts may still believe she and Peeta are in love
Katniss	Katniss wakes to the "stampede of feet" on the ground. She sees fire coming close.	She has to get out of her safe spot and run, which puts her at risk.



## Literary Terms

Term	Definition	Example
metaphor	A comparison of two things when one thing is the other	<ul style="list-style-type: none"> <li>Tributes from the districts <b>are</b> careers</li> </ul>
foreshadowing	A hint of what is to come	<ul style="list-style-type: none"> <li>Before we knew the backstory of the Avoxes, the author wrote they served "silently"</li> </ul>
irony	A discrepancy between expectation and reality	<ul style="list-style-type: none"> <li>The Capital makes sure the tributes are safe and well taken care of before the games, when all but one person will die in the Games</li> </ul>



## Analysis Excerpt

What's the term	Who/what is it about	What it means
Metaphor: star-crossed lover dynamic.	Peeta and Katniss	Peeta's working with the Careers may change how everyone will think about his relationship with Katniss.
Foreshadowing: Then I cock my head to the side and give a knowing smile.	Katniss	This foreshadows her attitude toward the games and the Capital.
Irony: "I remember him shaking his head, telling me not to go into the fight for the supplies, when all along, all along he'd planned to throw himself into the thick of things."	Katniss is thinking about Peeta and how he shook his head to indicate she shouldn't go to the Cornucopia.	<p>Peeta originally said he didn't want to change when the games started, but he went to the Cornucopia AND is very involved with the Careers.</p> <p>He shook his head "no" toward Katniss before the Gong sounds, but went in himself.</p> <p>Katniss is still confused by what Peeta is doing. She may feel betrayed (he seemed to care before about her but doesn't now)</p>



## Writing

- Generating and expressing ideas
- Develop writing with reading
- Write what students are reading, and read what students are writing



## Tips for Writing

- Self-regulated Strategy Development
- Use visuals
- Use mnemonic devices to help with writing in general, and specific genres



# Putting It All Together

