Table E.  Student Characteristic: Reading

Symbol represents accommodations that can be considered as use of Assistive Technology

<table>
<thead>
<tr>
<th>Accommodation Category</th>
<th>Consider the following accommodations for use in instruction with students who have difficulty with reading*</th>
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</thead>
</table>
| Presentation           | • Read aloud/ oral presentation  
                          | • Pair-Share reading/choral reading   
                          | • Whisper reading   
                          | • Repeated readings   
                          | • Use adapted books for grade-level text   
                          | • Picture supported text   
                          | ☒ Recorded books, Mp3 players, other electronic reading devices   
                          | ☒ Screen reader programs; reading systems   
                          | • Vocabulary games   
                          | • Visual cues such as color coding phonemes, or word parts   
                          | ☒ Video tapes/DVD   
                          | • Read out loud to self/ auditory feedback tube   
                          | ☒ Text reader programs (Text-to-Speech)   
                          | ☒ Masking or tracking tools, Reading Guides   
                          | Concept mapping   
                          | • Multi-sensory instruction   
                          | • Cooperative learning techniques   
                          | • Group Response methods   
                          | • Peer assistance methods/teaching   
                          | • Relationships between questions and answers; explicit/implicit   
                          | • Summarization strategies;   
                          | • Grammar/Syntax instruction   
                          | • Mnemonic devices   
                          | • Coding the text   
                          | • Sentence stems   
                          | • Goal Setting   
<pre><code>                      | • Self instruction (Self talk and self questioning), &amp; self evaluation |
</code></pre>
<table>
<thead>
<tr>
<th>Response</th>
<th>*For additional information see CDE Specific Learning Disabilities website: <a href="http://www.cde.state.co.us/cdesped/SD-SLD.asp">http://www.cde.state.co.us/cdesped/SD-SLD.asp</a></th>
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<tr>
<th>Word prediction programs</th>
<th>Spell checkers</th>
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<tbody>
<tr>
<td>- Universal Design for Learning (UDL)</td>
<td>- Demonstrate comprehension through role play, illustration, graphic organizers, cloze notes procedures, etc.</td>
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<tr>
<td>- Teacher provided summary and vocabulary prior to reading</td>
<td>- Focus on decoding, vocabulary, and fluency to improve comprehension</td>
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<tr>
<td>- Read questions prior to reading</td>
<td>- Concept mapping</td>
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<tr>
<td>- Extended time</td>
<td>- Speech recognition/ Speech-to-Text</td>
</tr>
<tr>
<td>- Reading Assist programs (Font; speed; text size)</td>
<td>- Organizational managers/note-taking strategies</td>
</tr>
<tr>
<td>- Reduce number of items per page/line</td>
<td>- UDL</td>
</tr>
</tbody>
</table>

- Extended time
- Verbal responses
- Dictate answers to a scribe only until fluent with speech-to-text software

- **Consult with Special Education and Assistive Technology professionals for the identification of appropriate assistive tools, technology and applications.**