

Case Study #1

Helen

Helen is a student with a visual impairment. She attends her regular fifth grade language arts class, but receives support in a resource room. She reads large print books at a very slow rate. Her class is beginning a unit on the book *Because of Winn Dixie* and Helen's teacher wants her to meet grade level standards. Her teacher is flexible and knows that standards can be met using a variety of modalities.

Eighth grade language arts standard:

The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

Activities:

1. Acquire, understand and use new vocabulary through explicit instruction as well as independent reading.
2. Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts.
3. Use word reference materials, such as dictionaries, thesauruses, to understand and express word meaning.
4. Analyze word structure and use context clues in order to understand new words.

5th Grade

Study Question: Which of Thompson et al.'s "themes" does this standard match?

Using ideas from the "Modes of Print Access," name three ways the teacher could help Helen to meet this standard.

1. _____

2. _____

3. _____