

Case Study #3

Jimmy

Jimmy is a student with Down's Syndrome. He is included in a fifth grade classroom with support from a paraprofessional. His decoding skills are weak, but he often participates in discussions around his class' "Read Aloud" book. The class is starting a social studies unit on Black History and the teacher wishes to include a Language Arts component with trade books. His teacher knows that all students should have access to grade level standards but is confused as to how to teach the following standard.

Minnesota 5th Grade Language Arts Standard:

The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

Student Activities:

1. Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis.
2. Read aloud narrative and expository text with fluency, accuracy and appropriate pacing, intonation and expression.

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 Jimmy to meet this standard.

1. _____

2. _____

3. _____