Using Technology to Teach Reading Comprehension

What is the evidence base?

- This is a promising practice for students with disabilities based on one methodologically sound single-subject study across three students with disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement using technology to teach reading comprehension is through the following research to practice lesson plan starters:

- Using SMART Board Technology to Teach Grocery Store Aisle Sight Words

With who was it implemented?

Students with:
- Intellectual Disability (1 study, n=3)

Age Range (19-21)
- Female (n= 2), Male (n= 1)
- Ethnicity not specified (n=3)

What is the practice?

Using Technology is defined as “the use of universally designed instructional technology to provide teachers with the means to expand ways to present lessons to students with disabilities” (Lee et al., 2011, pg. 105). Using technology to teach reading always includes the presentation of instructional material in a medium other than traditional text. This can include the use of cognitively accessible multimedia palmtop or desktop computer applications, electronic books, and documents by listening to recorded or computer-generated speech.

- This practice was implemented using SMART Board technology in which students were presented grocery store aisle words on a 58-77-inch-wide screen. They were taught specific words during instructional trials using constant time delay and students were expected to verbally state the word shown (Mechling, Gast, & Thompson, 2008).

Where has it been implemented?

- Small group instruction in a technology lab (1 study)
How does this practice relate to Common Core Standards?

<table>
<thead>
<tr>
<th>Common Core Standard</th>
<th>Proficient Expectation</th>
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<tbody>
<tr>
<td>CCSS.ELA-LITERACY.RI.11-12.4-Determine the meaning of words and phrases as they are</td>
<td>The student who is proficient can read and identify words within a variety of contexts</td>
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<td>used in a text, including figurative, connotative, and technical meanings; analyze</td>
<td>and places in both the classroom and community.</td>
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<td>how an author uses and refines the meaning of a key term or terms over the course</td>
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<td>of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
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<tr>
<td>CCSS.ELA-LITERACY.RI.11-12.7- Integrate and evaluate multiple sources of information</td>
<td>The student who is proficient can read the words then use that information to get what</td>
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<td>presented in different media or formats (e.g., visually, quantitatively) as well as</td>
<td>they want and make requests.</td>
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<td>in words in order to address a question or solve a problem.</td>
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Standards adapted using: National Center and State Collaborative
http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief1.pdf

References used to establish this evidence base:


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