



STAR Autism Support: Launching Every Learner to Reading Success!

Charting the Cs Conference 2025



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Notes:

Curriculum Area

Functional Academics-Reading

Goal: The student will read instructions by reading 2 or 3 words per page from a previously learned 5 or 6 page instructional booklet and will demonstrate comprehension by correctly responding to the cue, "Tell me about the book" for every page and at the end of the booklet for 3/3 correct trials across 2 consecutive days for 5 booklets during random presentation.

Prerequisite Lessons	Materials Provided By:	
	Teacher	Links™ Curriculum
<ul style="list-style-type: none"> Reading a Simple Set of Instructions (L.71) Matching Words to Pictures (Expanded; L.112) 	<ul style="list-style-type: none"> Simple Instructional Booklets with Words (e.g. teacher-developed social stories, instructional booklets about activities) Token Board Reinforcer 	<ul style="list-style-type: none"> Links™ Instructional Data Form Sequential Learning Steps without Distractor

Instructional Procedures

Instructional Set-up and Teacher Cue

- Provide the student with a 5/6 page instructional booklet that includes 2 or 3 words per page and words and pictures of familiar objects/people/actions.
- Open the first page of the booklet, point to the first sentence, and say, "Read the directions to me."
- After the student reads the words, cover the words and say, "Tell me about the directions."
- Repeat the previous steps for each page of the booklet.
- At the end of the entire booklet, say "Tell me about the directions" or ask the student a specific question about the directions.

Expected Student Response

- The student points to the words on each page and reads 2 words aloud.
- The student responds to the teacher's request to describe the directions and re-states the words (at a minimum).
- At the end of the booklet, the student states a 2-word phrase including a noun or verb that is relevant to the instructional manual.

Reinforcement Procedure

- Reinforce each correct response with a tangible or token reward and social praise.
- Simultaneously teach the student to use the appropriate token board reinforcement system.

Evaluation Criteria

- The student reads 2 or 3 words per page of a 5/6 page instructional booklet and provides 1 correct answer for a comprehension question for 3/3 correct trials across 2 consecutive days for 5 books during random presentation

Example

1. The teacher provides the student with a simple instructional book about sharpening a pencil.
2. The teacher points to the words "sharpen pencil" and says "Read the directions to me."
3. The student reads the words "sharpen pencil."
4. The teacher covers the phrase "sharpen pencil" and says "Tell me about the directions."
5. The student says, "Sharpen pencil."
6. The teacher repeats the previous steps for each page of the booklet.
7. After the student finishes reading the 6-page booklet about sharpening a pencil, the teacher says "Tell me about the directions."
8. The student says "Sharpening pencils."
9. The teacher reinforces the appropriate response with a token and social praise.

Introducing New Skills

- Introduce new booklets using the Sequential Learning Steps **without** Distractor until the student can complete all of the steps in the Instructional Procedures with at least 5 different books.
- After the student has learned to read 2 booklets, randomly rotate between the two booklets. Continue introducing new booklets until the student can read and demonstrate comprehension for 5 booklets presented during random rotation.
- One the student has met criteria for 2 words per page and a 2-word answer to a comprehension question at the end of the booklet, have the student read 3 words per page and provide a 3-word answer to a comprehension question at the end of the booklet. Continue to expect longer answers until the student can respond with enough information to be able to follow the directions.

Recommended Skills

1st-5th Booklets: Read 2 words per page, answer questions using 2 words per page and 2 words at the end of the booklet.

Expanded Comprehension: Read 3 words per page, answer questions using 3 words per page and 3 words at the end of the booklet.

Modifications

- Follow the Data Collection Coding System on the Links™ Instructional Data Form and document the student's performance for each skill as well as any modifications made to the instructional procedures.

Correction Procedure	<ol style="list-style-type: none"> 1.If the student does not perform the skill accurately and corrections are needed: 2.Repeat the Instructional Cue. 3.Prompt with as little assistance as possible. 4.Reinforce with social praise only. 5.Repeat the Instructional Cue (with tangible reinforcement available to student). <p>2.If the student has difficulty or needs the Correction Procedure 2-3 consecutive times advance to the Errorless Learning Procedure below.</p>
Errorless Learning Procedure	<ol style="list-style-type: none"> 1. Follow the Errorless Learning Procedure if the student has difficulty or needs the Correction Procedure 2-3 consecutive times: <ul style="list-style-type: none"> • Add a prompt (visual, gesture, verbal or physical) to the instructional cue. • After the student performs 3/3 correct responses, fade the prompt level to lesser prompt (e.g. continuous physical to intermittent physical). • Some students may need more opportunities than 3/3 correct at each prompt level or may need more than 3 prompt levels (e.g .100% physical prompt, 90% physical prompt, 80% physical prompt, etc) to successfully learn the task. Adjust the prompt levels according to the student's needs. • Continue fading the prompt until the student can correctly perform the skill without prompting. 2. Continue teaching the student new skills following the Sequential Learning Steps
Recommendations	<ol style="list-style-type: none"> 1. If the student has difficulty reading words, obtain pictures of objects/ animals/people in the booklet and teach the student to match written words to the pictures (Matching Words to Pictures, Lesson 58). 2. Fade out the teacher cue so the student is able to independently turn the page and begin reading , if possible. 3. Encourage generalization of this skill by using instructional manuals needed during the student's daily routines. 4. If the student is unable to respond verbally, use an augmentative communication system. 5. Use instructional booklets based on topics that are relevant to functional routines (e.g. recipes, classroom jobs, school wide activities, community routines). 6. Also work on Social Skills with this lesson.

Goal: The student will read and comprehend words by selecting the correct word (upper and lowercase type) and match it to a corresponding picture when given the cue, "match the word to the picture" for 3/3 correct trials across 2 consecutive days for 30 words during random presentation.

Prerequisite lessons:	Materials provided by:	
<ul style="list-style-type: none"> Lesson 58: Matching Words to Pictures 	Teacher	Links Curriculum
	<ul style="list-style-type: none"> Token board Reinforcer 	<ul style="list-style-type: none"> Links Instructional Data Form Sequential Learning Steps (with distractor) Flashcards of sight words and pictures

Instructional Procedures

Instructional setup and teacher cues

- Identify and select words and pictures of preferred items.
- Place a flashcard of one printed word in front of the student and one corresponding picture of the same word 6-10 inches from the student.
- Provide a verbal cue "match the word to the picture."

Expected student response

- The student reads the word and matches the word to a picture of the item.

Reinforcement procedure

- Reinforce each correct response with a tangible reinforcer or token reward and social praise.
- Simultaneously teach the student to use the appropriate token board reinforcement system.

Evaluation criteria

- The student correctly matches words to pictures for 3/3 correct trials across 2 consecutive days during random presentation.

Example

- The teacher places the written word "apple" in front of the student and a picture of an apple farther away on the table and says, "Match the correct word to the picture."
- The student matches the word "apple" to the picture of the apple.
- The teacher reinforces the appropriate response with a token reward and social praise.

Introducing New Concepts

- Introduce new words using the Sequential Learning Steps (with distractor) until a new set of words can be placed in front of the student (3-5 words at a time) and the student can match any of the words to the correct picture.

Recommended Concepts
5 functional words
10 functional words
15 functional words
20 functional words
25 functional words
30 functional words

Upcoming Themes First! Units

2025–2026 School Year

Release Month	Theme Unit
August	Back to School
September	My Five Senses
October	Fall Festivals
November	Making Music Together
December	Planes Trains and Automobiles
January	Winter Animals
February	Forecast Fun
March	Reading Superpowers
April	Spring Animals
May	Beautiful Bugs
June	Summer Fun
July	Fun in Our Community

Upcoming Academic Teaching Units

2025–2026 School Year

Release Month	Academic Teaching Unit
August	Back to School
September	All About Me
October	Nutrition
November	Music
December	Community Signs
January	Money
February	Weather
March	Literature
April	Gardening
May	Sports
June	Celebrations
July	Our Community

Planet Earth

ELA: Lesson – Who Has the Sight Word?

ELA Area:

Word Recognition

Leveled Academic Goals:

- ① Discriminating sight words
- ② Matching sight words
- ③ Identifying sight words
- ④ Naming sight words

Activity Goal:

Students receptively and/or expressively identify sight words.

Embedded Skill Targets:

Curricular Area	Learning Spectrum		
	Essential	Intermediate	Advanced
Engaging in Diverse Activities	Using a task sequence strip	Responding to teachers' questions regarding class activities	Demonstrating appropriate social behaviors
Responding to Language and Communicating With Others	Following one-step directions Verbal imitation of functional words	Following two-step directions	Following multiple-step directions Building vocabulary

Materials:

Provided:

- Sequence strip or large sequence panels
- Sight word cards
- Teacher calling cards

Needed:

- Scissors
- Tape (optional)

Preparation:

1. Review the leveled academic goals for this lesson, and identify which academic goal is most appropriate for each of your students.
Note: As students demonstrate an understanding at the selected level, consider advancing students to the subsequent level(s) when repeating this lesson.
2. Divide the class into small groups based on the selected goals (e.g., place students who are working on discriminating sight words together in one group and students working on receptively identifying sight words together in another group).
3. Print, laminate, and cut out:
 - a. Sequence strip or large sequence panels
 - b. Teacher calling cards (3 sets)
 - c. Sight word cards (3 sets)
4. If using the large sequence panels, arrange the images in order and tape them together.
5. Prepare a simple alternate activity (e.g., independent work) for students to complete while waiting for their group's turn.
Note: Choose an activity that allows for student groups to rotate approximately every 10–15 minutes.

Helpful Learning Tools

- Use the corresponding digital REEL as an alternative or complement to the printable materials.
- Review the Learning Differentiation Guide to individualize this lesson for each student's learning level.

Instructions:

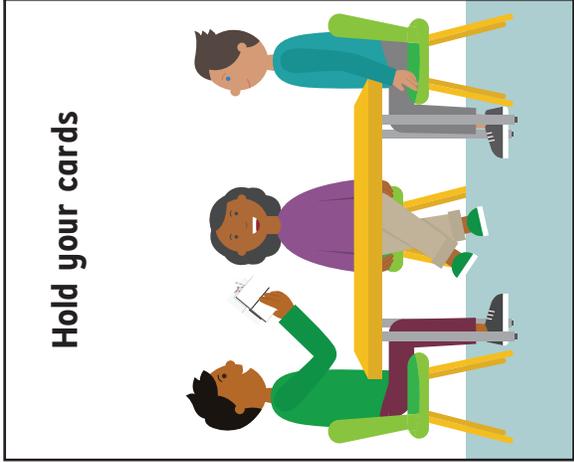
1. Transition the first group of students to the small group area.
2. Gather the corresponding sight word cards and teacher calling cards:
 - ① Gather the cards labeled "on," "eat," and "like." Place all other cards off to the side.
 - ② ③ ④ Gather all of the cards.
3. Preview the corresponding sight words with students using the sight word cards:
 - a. Hold up the card for students to see.
 - b. Read the sight word.
 - c. Have students point to or repeat the sight word using their mode of communication.
4. Shuffle the sight word cards, and deal the cards to students:
 - ① Hand each student one card.
 - ② ③ ④ Deal the cards equally to each student.
5. Shuffle the teacher calling cards, and place them in a pile near you.
6. Review the activity sequence strip.

7. Play the game:
 - a. Draw one teacher calling card.
 - b. Provide the following cue(s):
 - ❶ ❷ Show the students the card, and say, "I have X [sight word]. Match X [sight word]."
 - ❸ Without showing the students the card, say, "I have X [sight word]. Who has X [sight word]?"
 - ❹ Show the students the card, and say, "What word is this?" Select a student to read the word on the card.
 - c. Prompt students to look at their card(s) and identify if they have a matching word.
 - d. Place the teacher calling card face up on the table.
 - e. Encourage the student with the matching word to say, "I have X [sight word]" using their mode of communication before placing the card on top of the teacher calling card on the table.

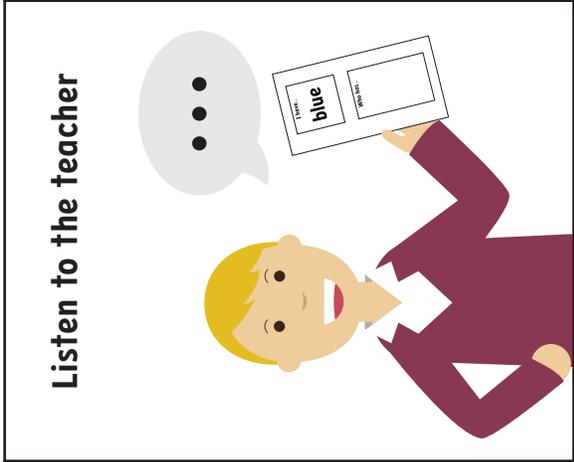
Note: If more than one student has the matching card, have the student who responds the fastest put the card on the table.
 - f. Continue playing until all sight word cards are on the table. Complete as many additional rounds of the game as time allows.
 8. Rotate a new group of students to the small group area, and transition the finished group to the alternate activity area.
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Activity Variation:

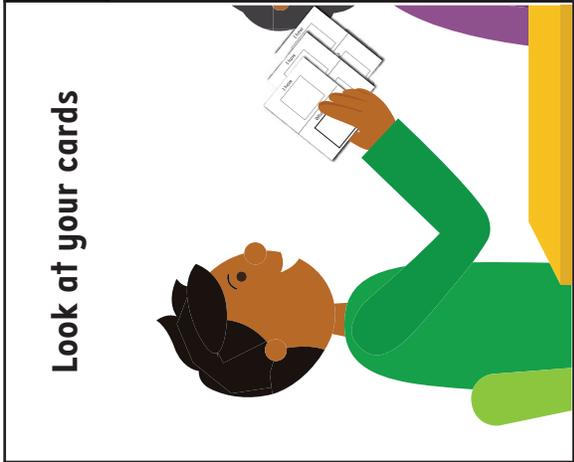
- To maintain interest as students are building skills, consider using the prepared materials in the following ways:
 - Have students place their cards out in front of them. If they have the matching word, have them gently tap their card. If more than one student has the matching card, the student who touches their matching card first will be the one to put their sight word card on top of the teacher calling card.
 - Present the teacher calling cards in a flashcard manner for students to try to identify all the sight words in a set amount of time.
 - Use the sight word cards (2 sets) to play a game of "Memory." Place the cards facing down in rows forming a square or rectangle on a table or the floor. Place students working on the same learning goals in groups, and have them take turns flipping cards over to find pairs of matching sight words.



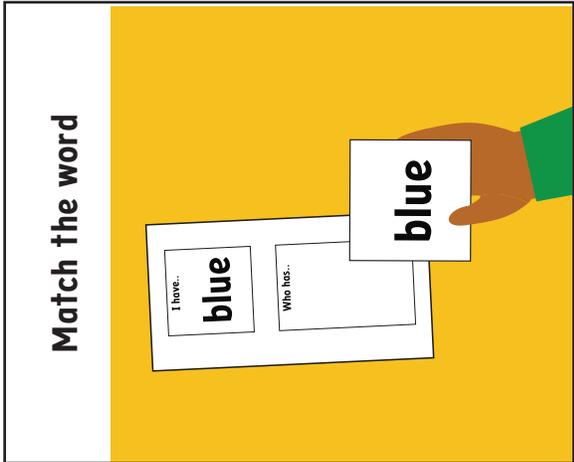
Hold your cards



Listen to the teacher



Look at your cards



Match the word

Planet Earth – ELA: Lesson – Who Has the Sight Word?

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Hold your cards



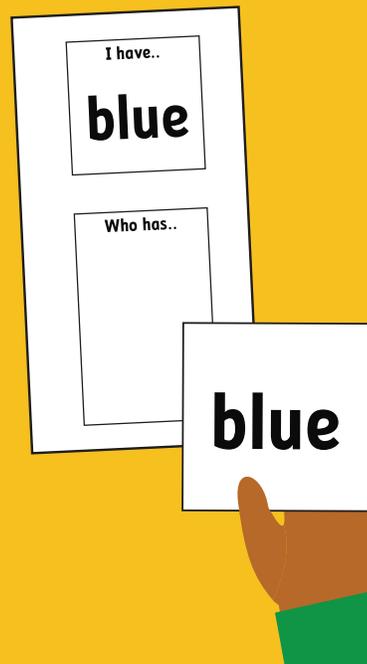
Listen to the teacher



Look at your cards



Match the word





on

eat

like

into



four

put

must

say



ride



I have

on

I have

eat

Who has

A large empty rectangular box with a solid black border, intended for writing a sentence using the word 'on'.

Who has

A large empty rectangular box with a solid black border, intended for writing a sentence using the word 'eat'.



I have

like

I have

into

Who has

A large empty rectangular box with a solid black border, intended for a student to write the name of the person who has the word 'like'.

Who has

A large empty rectangular box with a solid black border, intended for a student to write the name of the person who has the word 'into'.



I have

four

I have

put

Who has

Who has



I have

must

I have

say

Who has

A large empty rectangular box with a solid black border, intended for writing the name of the person who has the word 'must'.

Who has

A large empty rectangular box with a solid black border, intended for writing the name of the person who has the word 'say'.



I have

ride

Who has

A large empty rectangular box with a solid black border, intended for students to write the names of people who have a ride.

Start Time	End Time	Activity Name and Description
8:00	8:15	<p>Arrival</p> <p>Create an arrival visual strip or checklist. Use labels to help students identify where to store belongings. Click here to access Routine Essentials, Arrival and Departure on the STAR Media Center for printable supports and ideas.</p>
8:15	8:30	<p>Circle</p> <p>Create a visual sequence of circle activities for individuals or groups. Click here to access Routine Essentials, Circle on the STAR Media Center for printable supports and ideas. Click here to access Themes First! for printable and digital thematic circle activities.</p>
8:30	9:30	<p>Teaching Rotations</p> <p>Use this time to teach students skills using Discrete Trial (DT), Pivotal Response Training (PRT), small group, and independent work. Students can use visual schedules to transition to different stations every 15 minutes. Click here to access Routine Essentials, Transition on the STAR Media Center for printable supports and ideas. Click here to access Routine Essentials, Independent Work on the STAR Media Center for printable supports and independent work activities. Click here to access Themes First! for printable and digital thematic small group and independent work activities.</p>
9:30	9:40	<p>Bathroom/Self-Care</p> <p>Create bathroom and self-care visual strips and visual supports to increase independence. Click here to access Routine Essentials, Bathroom/Self-Care on the STAR Media Center for printable supports and ideas.</p>
9:40	10:00	<p>Snack</p> <p>Consider dividing students into two small groups to provide several opportunities for communication. Prepare snack bins/tubs for each group (including snacks, place mats, wipes, and visual supports). Click here to access Routine Essentials, Snack-Mealtime on the STAR Media Center for printable supports and ideas.</p>
10:00	10:30	<p>Recess</p> <p>Create a mini-schedule to provide information about the expectations at recess or use a choice wheel to allow the student to choose preferred activities. Click here to access Routine Essentials, Recess on the STAR Media Center for printable supports and ideas.</p>
10:30	11:30	<p>Rotations</p> <p>Use this time to teach students skills using Discrete Trial (DT), Pivotal Response Training (PRT), small group, and independent work. Students can use visual schedules to transition to different stations every 15 minutes. Click here to access Routine Essentials, Transition on the STAR Media Center for printable supports and ideas. Click here to access Routine Essentials, Independent Work on the STAR Media Center for printable supports and independent work activities. Click here to access Themes First! for printable and digital thematic small group and independent work activities.</p>
11:30	11:40	<p>Bathroom/Self-Care</p> <p>Create bathroom and self-care visual strips and visual supports to increase independence. Click here to access Routine Essentials, Bathroom/Self-Care on the STAR Media Center for printable supports and ideas.</p>

Start Time	End Time	Activity Name and Description
11:40	12:10	<p>Lunch</p> <p>Create a visual strip and visual support to increase independence. Click here to access Routine Essentials, Snack-Mealtime, on the STAR Media Center for printable supports and ideas.</p>
12:10	12:30	<p>Bathroom/Self-Care</p> <p>Create bathroom and self-care visual strips and visual supports to increase independence. Click here to access Routine Essentials, Bathroom/Self-Care on the STAR Media Center for printable supports and ideas.</p>
12:30	1:20	<p>Rotations</p> <p>Use this time to teach students skills using Discrete Trial (DT), Pivotal Response Training (PRT), small group, and independent work. Students can use visual schedules to transition to different stations every 15 minutes. Click here to access Routine Essentials, Transition on the STAR Media Center for printable supports and ideas. Click here to access Routine Essentials, Independent Work on the STAR Media Center for printable supports and independent work activities. Click here to access Themes First! for printable and digital thematic small group and independent work activities.</p>
1:20	2:10	<p>Specials</p> <p>Use a visual strip and visual supports during specials activities to increase independence. Click here to access Routine Essentials, Specials on the STAR Media Center for printable supports and ideas.</p>
2:10	2:20	<p>Bathroom/Self-Care</p> <p>Create bathroom and self-care visual strips and visual supports to increase independence. Click here to access Routine Essentials, Bathroom/Self-Care on the STAR Media Center for printable supports and ideas.</p>
2:20	2:40	<p>Rotations</p> <p>Use this time to teach students skills using Discrete Trial (DT), Pivotal Response Training (PRT), small group, and independent work. Students can use visual schedules to transition to different stations every 15 minutes. Click here to access Routine Essentials, Transition on the STAR Media Center for printable supports and ideas. Click here to access Routine Essentials, Independent Work on the STAR Media Center for printable supports and independent work activities. Click here to access Themes First! for printable and digital thematic small group and independent work activities.</p>
2:40	2:50	<p>Closing Circle</p> <p>For closing circle, create a visual sequence of circle activities for individuals or groups. Click here to access Routine Essentials, Circle on the STAR Media Center for printable supports and ideas. Click here to access Themes First! for printable and digital thematic circle activities.</p>
2:50	3:00	<p>Departure</p> <p>Create a departure visual strip or checklist to help students learn the expectations of the routine. Click here to access Routine Essentials, Arrival and Departure on the STAR Media Center for printable supports and ideas.</p>



IEP Alignment

Teacher's Name:

Student's Name:

Level: 1 2 3

IEP Goal	STAR DT, PRT, or FR Lessons or Prerequisite Lessons	Themes First Activity/ Small Group Lesson	Independent Work Task
	<ol style="list-style-type: none">1.2.3.4.5.		

IEP Alignment



Teacher's Name:

Student's Name:

IEP Goal	Links Lessons/Prerequisite Lessons or Links Routine	Routine Teaching Unit Activity/ Small Group Lesson	At-Home Activity or Independent Work Task