

Reading My Way

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Try reading-access options and choose one that preserves comprehension and challenge.

There is more than one way to access a text. A support may help with one task and not another. Test options with a short, interesting passage instead of guessing what every reader needs.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

My access menu

Choose options you would like to try; these are choices, not prescriptions.

Optional choices · choose any, none or your own

- ☐ Audio plus text
- ☐ Text-to-speech
- ☐ Larger spacing
- ☐ Short sections
- ☐ Reading guide
- ☐ Supported decoding

An option I want to try

What I hope it will help

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Try and compare

Read or listen to the same short passage with two supports. Explain one main idea after each try.

Support A and the idea I understood

Support B and the idea I understood

Optional deeper thinking · Grades 6–8

Evaluate two access combinations for a complex informational text, using comprehension evidence rather than speed alone.

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Vocabulary bridge

Choose a useful word from the passage. Explain it using an example, picture, gesture or phrase.

Word and meaning in my own way

A question or connection it helps me explore

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Offer a movable reading guide and uncluttered selectable text. Model tool use on nonprivate material. Do not assume one font or overlay works for everyone.

Teacher facilitation

Teach decoding explicitly when needed; do not replace it with guessing from pictures. For text-to-speech, use the device's read-aloud option, select a short passage, adjust voice/rate with the learner, then pause to discuss meaning. Confirm the text is selectable rather than an image.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.