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**MODIFYING GRADE LEVEL  
CURRICULUM TO PROMOTE ACCESS  
FOR STUDENTS WITH MODERATE TO  
SEVERE DISABILITIES IN GENERAL  
EDUCATION SETTINGS**

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*Modifying Grade Level Curriculum:  
Promoting Access in  
General Education Settings*

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& ASSOCIATES, INC.

TCASE  
JULY 2017



## *Today We Will:*

1. Check our understanding of accommodations and modifications.
2. Explore strategies that scaffold learning success.
3. Examine several means to adapt text so that every student can access content.
4. Review vocabulary strategies that will enable students to understand content across the curriculum.

Apply a lesson design framework that incorporates Multi-Level Instruction as a practice to guide decisions regarding modifying the curriculum for learners who require modifications.

## *Introducing:*

### **Jason**

A student who is in the fifth grade. He recently participated in a science lesson regarding the concept of Learned traits versus Inherited traits. Jason first created a “foldable” T-Chart that had the words “Learned” on the left side and “Inherited” on the right side. He then, with his 5<sup>th</sup> grade peers, reviewed/named and colored 12 illustrations on a sheet of paper. Next he and the others cut each illustration out and glued the illustration on the appropriate side of the T-Chart (learned/inherited). Last he checked his answers with his table group.

### **Elisabeth**

A 3<sup>rd</sup> grade student who was a “star” in the third grade language arts class performance of “Princess Pigoria and the Pea.” She was the princess. The activity was based on the third grade learning standards that addressed how students will be able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

### **Norman**

An eighth grade student in a general education English class. Recently, the teacher directed students to the class website where they would access a reading and complete a worksheet based upon the reading. The class used a set of Chrome books. Norman moved to a table at the back of the room, found the reading online and plugged in a set of ear buds. Using a text to speech application he “read” the text and completed the assignment in the same time as everyone else in the class.

## *What is the best way to support our students with moderate to severe disabilities?*

- ▶ Use instructional accommodations and curricular modifications aligned to enrolled grade level standards.
- ▶ Scaffold learning...build supports then gradually fade where possible.
- ▶ Adapt text so that students can access the grade level materials
- ▶ Apply a wide variety of vocabulary strategies
- ▶ Modify the learner outcomes through a strategic approach.
- ▶ Plan lessons that are aligned with the general curriculum standards yet adjusted for the learner.

## *Accommodations and Modifications*

An **accommodation** is a change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

**CATEGORIES OF INSTRUCTIONAL ACCOMMODATIONS**

<b>Categories of Instructional Accommodations</b>	<b>Examples</b>
<b>Presentation</b>	Repeat directions, read-aloud, text-to-speech large print, Braille
<b>Equipment and Materials</b>	Calculator, amplification equipment, manipulatives, assistive and instructional technologies
<b>Response</b>	Mark answers in book, scribe records response, use a pointer
<b>Setting</b>	Preferential seating, study carrel, student’s home, separate room
<b>Time/Scheduling</b>	Extended time, frequent breaks

A **modification** is a change made to what the student is expected to learn and or demonstrate.

**APPROACHES FOR MODIFYING THE CURRICULUM**

<b>Strategies for Addressing Modified Curricular Needs</b>	<b>Examples</b>
<b>Partial Participation</b>	All students address 3 concepts while one student addresses only 1 concept.
<b>Below Grade Level Standards</b>	<ol style="list-style-type: none"> <li>1. Grade level standards will be addressed across several grade levels in slightly different ways.</li> <li>2. Emphasize broad literacy and numeracy concepts linked to grade level TEKS.</li> </ol>
<b>Reduce Level of Complexity</b>	<ol style="list-style-type: none"> <li>1. Consider TEKS verbs at a lower level of complexity.</li> <li>2. TEA Vertical Alignment document is a great support.</li> <li>3. Chart “Applying Critical Thinking Skills” can provide examples based on Bloom’s Taxonomy.</li> </ol>
<b>Address Alternative IEP Goals/Objectives</b>	<ol style="list-style-type: none"> <li>1. Emphasize self-determination skills such as making choices, decision-making and problem solving.</li> <li>2. Emphasize active independent responses using low to high-tech supports.</li> </ol>

*Reference: Aligning IEPs to State Standards for Students with Moderate to Severe Disabilities, G. Courtade & D. Browder (2016), Attainment.*

**Applying Critical Thinking in the Classroom: A Guide for Teachers**

	<b>Knowledge/Remembering</b>	<b>Comprehension Understanding</b>	<b>Application/Applying</b>	<b>Analysis/Analyzing</b>	<b>Synthesis/Evaluation</b>	<b>Evaluation/Creating</b>
<b>VERBS/VISUAL STEMS</b>	Copy, Draw, Define, Describe, Collect, Examine, Enumerate, Find, Identify, List, Label, Locate, Match, Memorize, Name, Quote, Repeat, Recognize, Reproduce, Recite, Read, Record, Relate, Recall, Retell, Show, Select, State, Tell, Tabulate, Write	Associate, Compare, Contrast, Convert, Discuss, Distinguish, Differentiate, Describe, Demonstrate, Explain, Extend, Estimate, Find out more information about, Generalize, Interpret, Outline, Order, Put into your own words, Predict, Paraphrase, Restate, Relate, Summarise, Translate, Trace, Visualize	Act, Administer, Apply, Construct, Chart, Collect, Compute, Complete, Classify, Choose, Change, Demonstrate, Discover, Develop, Examine, Experiment, Establish, Illustrate, Interpret, Make, Manipulate, Modify, Put Together, Produce, Put Into Practice, Relate, Solve, Show, Translate, Transfer, Use	Analyse, Arrange, Advertise, Breakdown, Connect, Classify, Compare, Contrast, Correlate, Categorise, Divide, Diagram, Distinguish, Differentiate, Deduce, Discriminate, Explain, Examine, Focus, Identify, Investigate, Infer, Outline, Prioritize, Select, Order, Separate, Subdivide, Take Apart	Assess, Appraise, Argue, Choose, Criticize, Critique, Compare, Convince, Conclude, Decide, Discuss, Debate, Defend, Determine, Estimate, Evaluate, Explain, Grade, Judge, Justify, Measure, Prioritize, Persuade, Rank, Recommend, Rate, Reframe, Select, Support, Summarize, Test, Value, Verify, Weigh	Anticipate, Adapt, Add To, Create, Invent, Compose, Collaborate, Construct, Combine, Design, Devise, Formulate, Facilitate, Forecast, Generalize, Hypothesize, Imagine, Integrate, Intervene, Negotiate, Originate, Predict Plan, Propose, Reinforce, Rearrange, Substitute, Speculate, Validate
<b>EVIDENCE, EXAMPLES AND ACTIVITIES</b>	5-W Templates, True/False Assessments, Verbal Questioning Stems based on 5 W's, Graphic Organizers, Windowpane, Mnemonics, Copying, Recording, Bingo Lingo, Listing, Labelling, Response Cards, Verbal/Visual Gestures, students pointing to details, Retelling Stories, Reciting Poems, Class Products, Facts Charts, Number Lines, Timelines	Speech, Stories, Drama, Cartoons, Diagrams, Graphs, Summaries, Outlines, Analogies, Posters, Bulletin Boards, Illustrations, Pantomime, Think-Pair-Share, Comparison Chart/Graphic Organizer, T-Chart, Sequence Activities, Flow Chart	Diagrams, Sculptures, Illustrations, Diorama, Murals, Scrapbook, Models, Dramatizations, Forecasts, Problems, Puzzles, Photograph Collections, Organizations, Classifications, Rules, Systems, Routines, Interactive Notebook Foldables, Cut and Paste	Surveys, Questionnaires, Arguments, Models, Displays, Diagrams, Demonstrations, Systems, Conclusions, Reports, Graphed Information	Recommendations, Self-Discussions, Group Debates, Court Trials, Standards, Editorials, Values, Rubrics	Experiments, Games, Songs, Reports, Scripts Poems, Speculations, Creations, Art, Inventions, Drama, Rules. RAFT, Portfolio Assessments
<b>Activities</b>						
	<ul style="list-style-type: none"> <li>Make a list of the main events.</li> <li>Make a timeline of events.</li> <li>Make a facts chart.</li> <li>Write a list of any pieces of information you can remember.</li> <li>Make a chart showing.</li> <li>Recite a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate what you think the main idea was.</li> <li>Retell the story in your own words.</li> <li>Write a summary report of an event.</li> <li>Prepare a flow chart to illustrate the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a model to demonstrate how it will work.</li> <li>Create a Wordle or Animoto</li> <li>Take a collection of photographs to demonstrate a particular point.</li> <li>Make up a puzzle game showing the ideas from an area of study.</li> <li>Design a market strategy for your product.</li> <li>Paint a mural.</li> <li>Write a textbook outline.</li> </ul>	<ul style="list-style-type: none"> <li>Design a questionnaire to gather information.</li> <li>Write a commercial to sell a new product.</li> <li>Conduct an investigation to produce information to support a point of view.</li> <li>Construct a graph to illustrate selected information.</li> <li>Make a family tree showing relationships.</li> <li>Write a biography of the study person.</li> <li>Prepare a report.</li> <li>Review a piece of art including form, colour and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a list of criteria to judge.</li> <li>Conduct a debate about a special issue.</li> <li>Form a panel to discuss views.</li> <li>Write a letter to.... advising on changes needed at ...</li> <li>Write a half yearly report.</li> <li>Present your point of view.</li> <li>Make a rule booklet. Argue a point of view.</li> <li>Write critical and persuasive essays. Make verbal presentations on Changes needed or other point of views.</li> <li>Explain what the data reveals so far.</li> </ul>	<ul style="list-style-type: none"> <li>Invent a machine to do a specific task.</li> <li>Design a building to house your study.</li> <li>Create a new product, give it a name and then devise a marketing strategy.</li> <li>Sell an idea.</li> <li>Devise a way to ...</li> <li>Compose a rhythm or put new words to an old song.</li> <li>Design a TV Show</li> <li>Write a script for a play based on a story read.</li> <li>Create an App/Create a new language code.</li> <li>Create a board game.</li> <li>Show a better solution.</li> <li>State how you would feel if...</li> <li>Do you believe...?</li> </ul>

Adapted from: teachers.net/lessons/posts/355.html [www.researchskills4all.com](http://www.researchskills4all.com), Dalton J. Smith, D (1986) [www.k12teacher.com/education/PlannedCriticalThinking.htm](http://www.k12teacher.com/education/PlannedCriticalThinking.htm), Edited for Higher Education (2019) Coulter Faculty Center - Western Carolina University

# HISD | Elementary Curriculum and Development

INSPIRING TEACHING. IGNITING LITERACY & LEARNING.

Vertical Alignment Matrix 2016-2017

Science: Prekindergarten - Grade 5

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Scientific Investigation and Reasoning	<p><b>VI.A.1.</b> Child observes, investigates, describes, and discusses properties and characteristics of common objects.</p> <p><b>VI.B.1.</b> Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p><b>VI.A.2.</b> Child observes, investigates describes and discusses position and motion of objects.</p> <p><b>V.E.2. (Math)</b> Child collects data and organizes it in a graphic representation.</p> <p><b>VI.A.3.</b> Child uses simple measuring devices to learn about objects</p> <p><b>V.E.2. (Math)</b> Child collects data and organizes it in a graphic representation.</p>	<p><b>K.2</b> Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.</p> <p><b>SCI.K.2A</b> Ask questions about organisms, objects, and events observed in the natural world.</p> <p><b>SCI.K.2B</b> Plan and conduct simple descriptive investigations such as ways objects move.</p> <p><b>SCI.K.2C</b> Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.</p> <p><b>SCI.K.2D</b> Record and organize data using pictures, numbers, and words.</p> <p><b>SCI.K.2E</b> Communicate observations with others about simple descriptive investigations.</p>	<p><b>1.2</b> Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.</p> <p><b>SCI.1.2A</b> Ask questions about organisms, objects, and events observed in the natural world.</p> <p><b>SCI.1.2B</b> Plan and conduct simple descriptive investigations such as ways objects move.</p> <p><b>SCI.1.2C</b> Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.</p> <p><b>SCI.1.2D</b> Record and organize data using pictures, numbers, and words.</p>	<p><b>2.2</b> Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations.</p> <p><b>SCI.2.2A</b> Ask questions about organisms, objects, and events during observations and investigations.</p> <p><b>SCI.2.2B</b> Plan and conduct descriptive investigations such as how organisms grow.</p> <p><b>SCI.2.2C</b> Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools.</p> <p><b>SCI.2.2D</b> Record and organize data using pictures, numbers, and words.</p>	<p><b>3.2</b> Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p> <p><b>SCI.3.2A</b> Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions.</p> <p><b>SCI.3.2B</b> Collect data by observing and measuring using the metric system and recognize differences between observed and measured data.</p> <p><b>SCI.3.2C</b> Construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data.</p> <p><b>SCI.3.2D</b> Analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations.</p> <p><b>SCI.3.2E</b> Demonstrate that repeated investigations may increase the reliability of results.</p> <p><b>SCI.3.2F</b> Communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.</p>	<p><b>4.2</b> Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p> <p><b>SCI.4.2A</b> Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions.</p> <p><b>SCI.4.2B</b> Collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps.</p> <p><b>SCI.4.2C</b> Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data.</p> <p><b>SCI.4.2D</b> Analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured.</p> <p><b>SCI.4.2E</b> Perform repeated investigations to increase the reliability of results.</p> <p><b>SCI.4.2F</b> Communicate valid, oral, and written results supported by data.</p>	<p><b>5.2</b> Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations.</p> <p><b>SCI.5.2A</b> Describe, plan, and implement simple experimental investigations, testing one variable.</p> <p><b>SCI.5.2B</b> Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.</p> <p><b>SCI.5.2C</b> Collect information by detailed observations and accurate measuring.</p> <p><b>SCI.5.2G</b> Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.</p> <p><b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct observable and indirect inferred evidence.</p> <p><b>SCI.5.2E</b> Demonstrate that repeated investigations may increase the reliability of results.</p> <p><b>SCI.5.2F</b> Communicate valid conclusions in both written and verbal forms.</p>
	<p><b>VI.A.1.</b> Child observes, investigates describes, and discusses properties and characteristics of common objects.</p> <p><b>VI.B.1.</b> Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p><b>VI.A.2.</b> Child observes, investigates describes and discusses position and motion of objects.</p> <p><b>V.E.2. (Math)</b> Child collects data and organizes it in a graphic representation.</p> <p><b>VI.A.3.</b> Child uses simple measuring devices to learn about objects</p> <p><b>V.E.2. (Math)</b> Child collects data and organizes it in a graphic representation.</p>	<p><b>SCI.1.2E</b> Communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.</p> <p><b>SCI.2.2E</b> Communicate observations and justify explanations using student-generated data from simple descriptive investigations.</p> <p><b>SCI.2.2F</b> Compare results of investigations w/ what students &amp; scientists know about the world</p>	<p><b>SCI.3.2E</b> Demonstrate that repeated investigations may increase the reliability of results.</p> <p><b>SCI.3.2F</b> Communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.</p>	<p><b>SCI.4.2E</b> Perform repeated investigations to increase the reliability of results.</p> <p><b>SCI.4.2F</b> Communicate valid, oral, and written results supported by data.</p>	<p><b>SCI.5.2E</b> Demonstrate that repeated investigations may increase the reliability of results.</p> <p><b>SCI.5.2F</b> Communicate valid conclusions in both written and verbal forms.</p>		



Ⓐ - Aligned Readiness Ⓒ - Process Standards Ⓓ - STAAR Readiness Standards Ⓔ - STAAR Supporting Standards

## A Little Deeper

### Emphasize self-determination skills

Making Choices	Deciding on a Topic for a Project	Problem-Solving	Setting a Goal	Rate One's Own Performance
▶ To answer a question, pictures, words, etc.	▶ With a partner or alone	▶ How might a character solve a problem	▶ How many words to learn this week	▶ How did I do?

### Support student making active independent responses

▶ Pointing to a choice of two pictures, objects, etc.	▶ Stating an opinion using one or more words	▶ Typing one or more words on a keyboard	▶ Responding using a picture board, a low-tech or high-tech device
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## Scaffolding

1. Assistance offered by a teacher or peer to support learning.
2. Supports that can be removed as content or skills are mastered.

*Scaffolds:* Now let's add to your toolbox

WINDOWPANE

ONE SENTENCE SUMMARY

WORD BANK

SELECTIVE HIGHLIGHTING

GRAPHIC ORGANIZERS






# WINDOWPANE

## Strategy 48



“Windowpanes” provide a mnemonic for learning a series of instructions or information that can be linked together with graphics and narration or explanation. The graphics and narration serve to assist the memory in learning and recalling information. The use of windowpanes assists in long-term retention information.

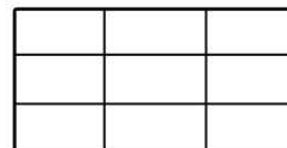
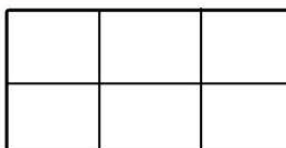


- Assists visual & kinesthetic learners to better acquire and retain information.
- Provides a mnemonic for learning a series of instructions or events.
- Teaches abstract concepts with more ease, by offering a concrete representation.
- Promotes cooperative interaction among students.
- When used with a timed component, aids with fluency and retention.
- Can be used for review, new content, or as a skill-builder for fluency.

## IMPLEMENTATION

1. The teacher prepares a completed windowpane for modeling. A windowpane should have six to nine panes.
2. Students fold paper into six or nine blank panes to be filled in as the teacher reveals his/hers one at a time.
3. The teacher reveals the windowpanes one at a time for the students to draw on their own papers. As each pane is revealed, describe what the graphic represents and its significance or relevance before the students draw their graphics. Link each drawing in some way.
4. After revealing, explaining and allowing the students to draw each of the panes, have them review with a partner to check for accuracy. Set a time limit of 1-2 minutes.
5. Quickly review using the teacher model. Ask the students to put away their papers, so they will be unable to look at their graphics. Practice the windowpane orally.
6. For added practice, a game can be made out of the windowpane. The teacher can give teams an envelope with a cut up windowpane, plus one extra piece. When the teacher says, “Go”, teams are to put the panes in order while timing themselves to see how long it takes. When all the teams are finished, reveal the master windowpane to check for accuracy.
7. Students will practice several times, but each time the goal will be to beat the previous time. Teams can take 1 minute to discuss their strategy for increasing their time. The teacher gives the signal to begin.

## EXAMPLE



# ONE-SENTENCE SUMMARY

## Strategy 28



There are different levels of summarization, from a thorough summarization of a main idea and supporting details to a one or two word summarization. One-Sentence Summary falls between the two extremes. Using this strategy, students summarize the main idea and vital details in one sentence. Students transform information to make it their own. This brief writing indicates the student’s level of understanding, involves the student in interacting with the content, and provides the teacher with feedback regarding student comprehension.

Adapted from: Comprehension Shouldn't be Silent and Creating Independence Through Student-Owned Strategies



- To encourage brevity, provide students with an index card or post-it note.
- Complete orally, use as a journal entry, or write on a note card.
- Use to summarize, describe, sequence, compare and contrast and/or show problem -solution relationships.
- Use after presentations, videos, online research or field trips.
- Can be completed alone, in pairs or small groups.
- Combine 3-4 one-sentence summaries into a paragraph

BEFORE: Activate prior knowledge, review a concept previously taught or as a pre-assessment

DURING: Check for understanding

AFTER: Closure activity at end of lesson or class period to help students synthesize and summarize concepts

## IMPLEMENTATION

1. Explicitly teach students how to utilize the One-Sentence Summary frame, modeling how to summarize using content familiar to the student. Teach one sentence type at a time, putting the sentence template on a sentence strip or chart.
2. Read the text, then model selecting one of the sentence frames and summarizing the information. For some students, you may need to tell them which sentence frame to utilize, while other students can select their own.
3. Write summaries as a whole class; provide many examples and opportunities for practice prior to having students complete the summaries independently.

## EXAMPLE

### Description

A \_\_\_\_\_ is a kind of \_\_\_\_\_ that \_\_\_\_\_.

### Sequence

\_\_\_\_\_ begins with \_\_\_\_\_, continues with \_\_\_\_\_ and ends with \_\_\_\_\_.

### Compare and Contrast

\_\_\_\_\_ and \_\_\_\_\_ are similar in that both \_\_\_\_\_, but \_\_\_\_\_ while \_\_\_\_\_.

### Cause and Effect

\_\_\_\_\_ causes \_\_\_\_\_.

### Problem and Solution

\_\_\_\_\_ wanted \_\_\_\_\_ but \_\_\_\_\_ so \_\_\_\_\_.

A fairy tale is a kind of story that is make believe; there is magic and the animals talk. Three Little Pigs begins with the pigs leaving home to seek their fortune, continues with the wolf blowing down two of the houses, and ends with the pig in the brick house living happily ever after. The Little Pigs and The True Story of the Three Little Pigs are similar in that both are about three little pigs and a wolf, but one story is from the pigs’ point of view and the other is from the wolf’s perspective.

# WORD BANK



Word Bank is a strategy to improve vocabulary and adapt tests for students who perform below appropriate reading levels for a unit or have vocabulary that is inadequate for content material. A word bank features the key words in a unit of study and provides simple ways for the student to understand the meaning of each word. They can be extremely useful when time constraints are implemented, as recalling terms can be difficult in this situation.

## IMPLEMENTATION

1. Create your test questions.
2. Sort answers alphabetically into a word bank.
3. Organize the words clearly on the page and divide into separate sections if appropriate.
4. Challenge students by choosing more words than needed to answer the questions.



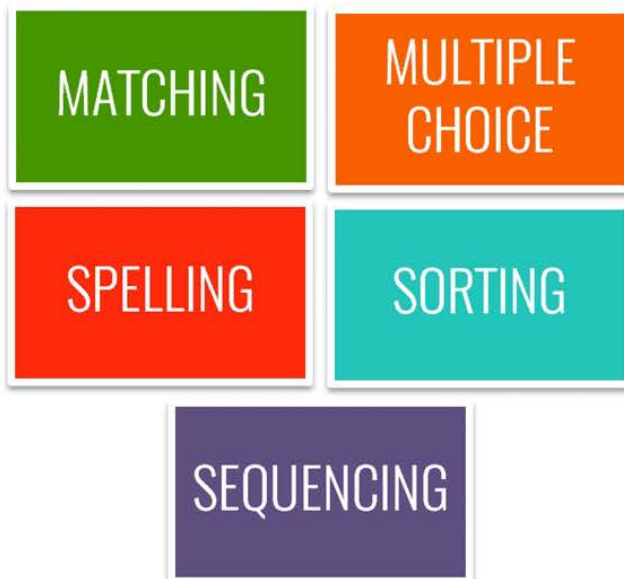
- Monitor students closely and only use word banks when they are needed.

- Word banks can include symbolic language such as symbols and pictures, in addition to words.

- Word banks can be displayed in different ways. For example, a word bank can be posted on the wall or board. It can also be kept in a student's binder or on their desk for easy access.

- Vary the amount of word choices in a word bank based on the student's needs.

## EXAMPLE



# SELECTIVE HIGHLIGHTING



## Strategy 39

Selective highlighting is used to help students organize what they have read by selecting what is important. This strategy teaches students to highlight ONLY the key words, phrases, vocabulary and ideas that are central to understanding the reading.



## IMPLEMENTATION

1. Introduce students to the selective highlighting strategy and discuss the purpose of the activity.
2. Read through the selection first.
3. Re-read and begin to highlight main ideas and supporting details.
4. Highlight only the facts that are important or the key vocabulary, not the entire sentence.
5. After highlighting, look at what you have highlighted and summarize what you read.
6. Take what was highlighted and write a summary paragraph.



- Be sure you are allowed to mark in the textbook or supplemental material before you begin.
- Use a one-page print version of the main ideas and key vocabulary as a study guide for testing.
- Monitor students to ensure they are not highlighting everything in a paragraph. This is not a help, but a hindrance.
- Set purposes for reading.

## EXAMPLE

When the war began, both sides had advantages and disadvantages. How they would use those strengths and weaknesses would determine the war's outcome. The North enjoyed the advantages of a larger population, more industry, and more abundant resources than the South. It had a better banking system, which helped to raise money for the war. The North also possessed more ships and almost all the members of the regular navy remained loyal to the Union. Finally, the North had a larger and more efficient railway network.

### KEY

- Main idea
- Details
- Examples

- STUDENTS WHO BENEFIT
- Are inattentive and have a hard time focusing.
  - Need assistance with seeing the "big idea" of the content.
  - Enjoy activity-based learning.

# GRAPHIC ORGANIZERS



## Strategy 19

Graphic organizers are visual representations (pictures, colors, words, and connectors) of content, that enable students to better process, remember, organize and demonstrate understanding.

- Assist visual and kinesthetic learners to better acquire and retain information.
- Can act as an alternative assessment tool for students who struggle with essay, short answer questions and forms of written output.
- Can act as an alternative method for note taking.
- Serves as a “memory” mnemonic for remembering information.
- Teaches abstract concepts with more ease, by offering a concrete representation.

## IMPLEMENTATION

1. Describe the concept by discussion: the importance of organizing information, the various ways people organize information, the benefits of using a visual organizer.
2. Introduce a specific graphic organizer by describing its purpose (i.e., Venn Diagram for comparing/contrasting).
3. Explain and demonstrate the use of the selected organizer with familiar information and then with new content.
4. Let students apply the organizer to familiar information, then to relatively easy new material.
5. Have students reflect on the use of the graphic organizer by sharing their examples and evaluating the effectiveness of the organizer.
6. Provide multiple opportunities for students to practice using the graphic organizer.
7. Encourage students to construct their own organizers.



- Explicitly teach students by modeling.
- Organizers can be global or very detailed.
- Organizers are typically a one-page form with blank areas or shapes for the student to fill in with related information.
- Organizers should increase in complexity as the subject matter becomes more complex.
- Encourage students to complete the organizer with pictures, words and/or simple connectors that illustrate the relationship of the various parts.

## EXAMPLE

1. Descriptive
2. Time Sequence
3. Process/Cause Effect
4. Episode
5. Generalization/Principle
6. Concept



# ADAPTING GRADE LEVEL TEXT



This practice addresses the multiple options for creating access to text that may be too complex for students who are expected to participate in the enrolled grade level state curriculum standards. Thus teachers may address a standard that includes such elements as identifying story elements, using supporting details in answering questions, or identifying theme or author’s purpose using one or more strategies to adapt the text.

Adapted from: Melissa Hudson and Diane Browder at University of North Carolina at Charlotte for the NCSC Project which is funded by Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov).

## IMPLEMENTATION

1. Using curriculum based assessment determine the performance level of the students relative to the degree to which they can read and comprehend grade level text.
2. Select the most appropriate adaptation that will enable the student to access the text with minimal differences relative to complexity using one or more of the adaptations below:



- Adapted texts can be substituted for the primary text in teaching the CCSS.
- Retain as much as possible of the original text to promote skill development.
- Be aware of the type of student need, for example simple read aloud may be sufficient for a student who reads below grade level while other students may need the text to be significantly reduced.
- Use pictures/illustrations with caution as student may focus on the pictures rather than the words.
- Pair the adaptations with one or more comprehension strategies such as graphic organizers, vocabulary strategies, and video clips.

## EXAMPLE

<b>Adaptation</b>	<b>Description &amp; Example</b>
<b>Shared Stories</b>	A partner reads the text aloud AND provides opportunities for the listener to interact with the text and demonstrate comprehension.
<b>Summarize Text Novels</b>	Novels and Chapter Books are summarized into brief passages with picture symbols and a repeated storyline.
<b>Shorten the Text</b>	Abbreviate the content by using selective segments such as key passages or paragraphs. Use the Lexile Analyzer at <a href="http://www.lexile.com">www.lexile.com</a> to determine a reading level when shortening the text and adjusting for the learner.
<b>Highlight the Text</b>	Using three different colors to highlight. Make the main idea one color, key vocabulary words a different color, and the answers or evidence the last color.
<b>Rewrite the Text as a Summary</b>	Rewrite text using a reduced Lexile that may vary in complexity. Chapter books or novels may be summarized by chapter or by sets of chapters.
<b>Augmentation of the Text</b>	Add pictures, simple illustrations or symbols over lines. Add repetition of the main idea or objects to help build comprehension.
<b>Comprehension Questions</b>	Use the attached chart, Questioning Strategies, to apply or adapt comprehension questions of various complexity levels based on Bloom’s Taxonomy.

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## Powerful Accommodations for Students with Limited Reading Skills

Text to Speech	Reduce Reading Level of Text	Vocabulary Frames
<ul style="list-style-type: none"> <li>▶ Kurzweil</li> <li>▶ Google Read Write</li> <li>▶ Office 365</li> <li>▶ Natural Reader (free)</li> <li>▶ Bookshare (free)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Text Compactor (textcompactor.com)</li> <li>▶ Rewordify (rewordify.com)</li> </ul>	<ul style="list-style-type: none"> <li>▶ K.I.M. Strategy</li> <li>▶ Verbal &amp; Visual Word Association (VVA)</li> <li>▶ Frayer Model</li> <li>▶ Vocabulary Mind Maps (bubbl.us)</li> </ul>

### K.I.M. Strategy

Key Word	Information	Memory Cue

### Verbal and Visual Word Association

Word	Visual
Definition	Word Association

## Modifying Learner Outcomes

### A STRATEGIC APPROACH

Strategic Steps Toward Modified Curriculum	Guiding Questions
1. Review the state standards being addressed	Can the student demonstrate mastery of the concept to the depth and complexity of the state standard?
2. Review the instructional activities to be used in the general education classroom to teach the standard	What accommodations might be needed to provide the student access to the learning and the opportunity to demonstrate progress?
3. Unpack the standard focusing on the verbs used to describe what students must know and be able to do to show mastery.	How might the curriculum be modified to allow the student to demonstrate learning at a level appropriate to the student?
4. What supports will be needed to allow the student to engage in the learning along with her peers?	Will advance supports through creation of modified materials/activities be needed? Are peer supports sufficient and appropriate? Will an adult be needed to provide support?

# Instructional Design Tool

<p><b>Learner Objective/Unit Objective (What am I teaching?)</b> The learners will define and describe components of Post-Civil War reconstruction including the political, economic and social changes that occurred as a result of Post-Civil War reconstruction.</p>
<p><b>Evidence of Student Success (Observable/Measureable)</b> Students will be able to describe 4 key components, and differentiate the components relative to political, economic and social changes using graphic illustrations, verbal and written explanations and oral responses to teacher questions.</p>
<p><b>Pre-Assessment Tool/Information: (What do the students know about this learning objective? Their interests? Motivations?)</b> Prior to lesson, students studied the events that lead up to the Civil war, the causes (sectionalism, states' rights, slavery), then were introduced in a pre-teach lesson to the vocabulary. Students are also proficient in the use of a variety of graphic organizers, working in cooperative groups and with partner learning.</p>

As Designed	Instructional Strategies/Activities	Grouping			Assessment/Product
		Whole Group	Individual	Partner	
1.	Teacher introduction to the topic, review of previous lesson and major vocabulary using a PPT with picture illustrations/video clip.	x			Response cards
2.	Students work in cooperative groups with each leader reading aloud one of four passages from the textbook about Carpetbaggers, Freedman's Bureau, Scalawags, and the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Constitutional Amendments			x	Student notes and highlights from the reading.
3.	Each group prepares a large graphic organizer of their choice that defines, describes the topic and the impact on the political, economic and social changes of the topic.			x	Completed Graphic organizer that notes the topic and at least three examples of the political, economic and social changes relative to the topic.
4.	Each group presents to the whole class. Each has a role in the presentation.	x		x	Rubric
5.	Students work in pairs to complete a graphic organizer that addresses topic, political, economic and social changes			x	Completed GO with all sections completed.

## Additional Instructional Decisions

If needed, determine instructional supports for individual students.

If needed, proceed to this section.

Students who Require Instructional Supports	Instructional Accommodations?	Curricular Modifications?	In-Class Support?	Differentiated Assessment?	Per IEP (✓)
1. <i>Jason</i>					
2. <i>Elisabeth</i>					
3. <i>Norman</i>					

**Accommodation:** A change made to teaching or testing procedures in order to increase the student's access to information and to create an equal opportunity to demonstrate knowledge and skills. It is "how" instruction is delivered and/or learning is assessed. **Modification:** A change in what the student is expected to learn and/or demonstrate. It is "what" the student is expected to learn. **In-Class Supports** include the use of peer assistants/tutors, paraprofessionals, support facilitators, or co-teachers.  
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## *Modifying Curriculum for Students*

<i>Tip #1</i>	Always begin with the students' enrolled grade level standard.
<i>Tip #2</i>	Work to expand your expertise in accommodations, scaffolding, and modifications. Build your "toolbox".
<i>Tip #3</i>	When any task requires reading, ensure that ALL students have access, using the variety of strategies and technology supports.
<i>Tip #4</i>	Assess the level of vocabulary for your students and support vocabulary acquisition using the multiple strategies to build vocabulary.
<i>Tip #5</i>	Collaboration between general and special educators is a necessary condition for success. Make it happen on a regular basis.
<i>Tip #6</i>	Celebrate and share the successes of the students in participating in the curriculum.

*"I am only one; but still I am one. I cannot do everything, but still I can do something; I will not refuse to do something I can do."*

*Helen Keller*