RWR663  READING/Writing Workshop 6
A Course Outline for Reading and Writing
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STATEMENT OF PURPOSE

Middle school is a bridge, which provides an effective transition between the elementary and high school experience. Middle school pupils differ dramatically from students at other age levels because they show a wider range of variation in their development and are undergoing profound physiological, intellectual, and emotional changes. The workshop approach provides an accommodating environment to meet the varied needs of middle school students. Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 6 through 8 are administered once per quarter.

The philosophy of our middle school is to provide a wide range of educational experiences. This philosophy is reflected in the Reading/Writing Workshop.

Personal Development
In order to provide instruction and structure that assists students through the physical and emotional changes that occur during these years, the Reading/Writing Workshop provides opportunities for students to engage in group learning experiences, individual learning opportunities and social interaction for the learner.

Skill Development
Rich in opportunities for skill development, the Reading/Writing Workshop program concentrates on developing strong proficiency in written expression, reading analysis, collaboration with peers, listening and oral communication skills.

Content and Development
Because we believe reading and writing instruction is most effectively learned in an integrated fashion, instruction in the sixth grade Reading/Writing Workshop strives as much as possible to teach writing through reading and reading through writing.
INTRODUCTION

The growth of students’ writing proficiencies and reading capabilities is enhanced when these skills are integrated in the workshop environment through a well-balanced program. In view of the complexity of the reading/writing process, and individual differences in students, it is essential that the reading/writing curriculum be broad and varied. While incorporating different writing experiences, the program also provides an exposure to a variety of literary genres. The broad-based curriculum allows for both self-selected independent work and whole classroom instruction, while meeting the specific needs of students.

Computer technology plays an important role in the reading writing workshop. It enhances the quality of written work and allows greater opportunity for students to learn specific revision skills. The computers also provide opportunities for individual and whole-class “publishing,” an ultimate goal for student writers in their effort to reach a wider audience.

The workshop approach is based upon the research and experience of several prominent language arts educators, including that of Nancie Atwell as presented in In The Middle. Atwell’s approach to reading and writing development is student-centered. Students develop skills in a workshop environment which values and nurtures the students’ ability to self-select reading titles and writing topics under the guidance of the teacher. Students are encouraged to work with their own ideas and revise their work rigorously as they respond to constructive criticism from teachers and peers.

There are many components in a successful workshop classroom. “Status of the Class” allows the teacher to keep accurate records of individual progress. The “Mini –Lesson” gives the teacher the opportunity to either introduce an idea or reinforce a skill. A variety of conference strategies allows the author to receive feedback from the teacher as well as from peers. “Group Share” encourages student authors to expose their writing to broader audience. Class sessions are carefully designed to give students opportunities to experience all of these workshop elements.

This revision incorporates the New Jersey Student Learning Standards (NJSLS) for Language Arts Literacy and the New Jersey Student Learning Standards (NJSLS) for Technology.
THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.
GRADING PROCEDURES

MAJOR ASSIGNMENTS 50%
(Tests/Projects/Presentations/Writing)
Writing Process Pieces  Creative Writing Pieces
Process  Revised Writing
Reading Projects  Research Paper
Oral Presentations  PARCC Writing
Technology Presentations  Metacognitive Reflections

MINOR ASSIGNMENTS 35%
Reader Response  Reading Logs
Journals  PARCC Preparation
Article Annotations  Quizzes
Reading Projects  Vocabulary

CLASSWORK/HOMEWORK 15%
Online Activities  Class Discussions
Group Work  Reading Comprehension Checks
Vocabulary  Literary Letters
Discussion Questions

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<tr>
<th>Class type</th>
<th>Assessment</th>
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<tr>
<td>5 day/week</td>
<td>Quarterly</td>
<td>Quarterly assessments will take place at the end of each marking period, and</td>
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<td>required courses</td>
<td>assessment</td>
<td>will be counted as a major assessment for the marking period, similar to a</td>
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<td>unit assessment. No more than 2 assessments will be administered per day</td>
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<td>during quarterlies and semesterlies.</td>
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Course: **RWR663**

Title: **READING/WRITNG WORKSHOP 6**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

I. **READING (Literature and Informational Text)**
   1. apply appropriate workshop procedures, behavior, and vocabulary.
   2. use various techniques to self-select appropriate writing topics and reading selections.
   3. read and write for a variety of purposes, while employing diversified formats and styles.
   4. understand the importance of “focus” throughout the writing process and reading of selected text.
   5. enhance individual vocabulary through reading of self-selected novels.

II. **WRITING**
   6. practice skills necessary for effective revision.
   7. apply appropriate editing skills to individual work.
   8. practice effective conferencing techniques.
  10. practice effective introductory and concluding paragraphing techniques.
  11. consciously engage in the writing process.
  12. demonstrate the application of diverse writing styles.
  13. define and evaluate the elements of a writing prompt; specifically subject, purpose, audience and mode.
  14. combine ideas into sequential and varied sentence construction while including appropriate transitions.
  15. develop skills necessary to respond critically and analytically to selected readings and demonstrate these learned skills through writing.
  16. utilize journals to include a variety of active reading strategies before, during, and after reading.
  17. develop summarizing and paraphrasing techniques using self-selected readings.
III. SPEAKING AND LISTENING
   18. practice oral reading skills and develop the ability to adjust for various purposes and audiences.
   19. speak for a variety of authentic purposes.
   20. use information, technology, visual experiences, and other tools to assist in oral and written communications.

IV. LANGUAGE
   21. use critical thinking, decision making, and problem solving skills.
I. **READING (Literature and Informational Text)**

**Essential Question(s):**
- a) How do students apply workshop procedures, behavior, and vocabulary in Reading/Writing Workshop?
- b) How do students apply reading strategies to respond critically and analytically?
- c) How do the author’s purpose and audience determine word choice, structure, and style?
- d) How do text features help the readers understand the text?
- e) How do the techniques of summarizing and paraphrasing make the students’ better readers?

**Enduring Understanding(s):**
- a) Workshop procedures, behavior, and vocabulary are vital to the Reading/Writing workshop.
- b) Readers use strategies to construct meaning in text.
- c) Authors write for various purposes.
- d) Readers use text features to develop greater understanding of the text.
- e) Techniques of summarizing and paraphrasing aid students in understanding the text.

---

<p>| <strong>READING (Literature and Informational Text)</strong> |
| --- | --- | --- | --- | --- |
| <strong>PROFICIENCY / OBJECTIVE</strong> | <strong>Standards</strong> | <strong>SUGGESTED ACTIVITY</strong> | <strong>EVALUATION/ASSESSMENT</strong> | <strong>TEACHER NOTES</strong> |
| The student will be able to: | | | | |
| 1. apply appropriate workshop procedures, behavior, and vocabulary. | SL.6.1a SL.6.1b SL.6.1c SL.6.1d | • actively practice workshop routines following teacher’s presentation of mini-lessons on workshop structure. | Teacher evaluation and observation | |
| 2. use various techniques to self-select appropriate writing topics and reading selections. | W.6.5 | • create a “Heart Map” in journal to generate ideas for writing. Topics may include Special Memories, People I Know, Special Events, etc. | Writing journal entry | Atwell, <em>Lessons That Change Writers</em> (LTCW), Lessons 2 and 3 |
| 3. read and write for a variety of purposes, while employing diversified formats and styles. | W.6.2a W.6.2b W.6.2c W.6.2d W.6.2e | • write an expository or “How To” piece such as instructions for playing a game that includes specific details. This activity involves | Samples of students’ writing PARCC Narrative Rubric | |</p>
<table>
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<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
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<td>(3. continued)</td>
<td>W.6.2f W.6.4 W.6.10 RL.6.10 8.1.8.A.1 RL.6.1 RL.6.2 RL.6.3 RL.6.6 RL.6.10 W.6.1 W.6.2 W.6.4 W.6.7 W.6.8 W.6.9 W.6.10</td>
<td>drafting, revising, editing and publishing using Google Docs. • read non-fiction articles in <em>Scholastic Scope Magazine</em> or <em>Newsela</em>. This activity will include annotating text for better understanding. • after reading an article from <em>Scholastic Scope Magazine</em> or <em>Newsela</em>, students will write a narrative to explain the remaining process of a scientific experiment or a historical event.</td>
<td>Teacher evaluation of annotations</td>
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<td>4. understand the importance of “focus” throughout the writing process and reading of selected text.</td>
<td>RI.6.2 RI.6.3</td>
<td>• read the <em>Scholastic Scope Magazine</em> article (May 2015 issue), “Lost in Death Valley” to determine struggles between opposing forces. • peer revise to improve writing sample. • score samples of writing for effective use of focus.</td>
<td>Teacher observation and feedback</td>
<td>Atwell, LTCW, Lesson 8</td>
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| 5. enhance individual vocabulary through reading of self-selected novels.              | RL.6.4 L.6.4a L.6.4b L.6.4c L.6.4d L.6.5b L.6.5c L.6.6 L.6.4 | • identify challenging vocabulary from self-selected reading novels and incorporate vocabulary words in journal writing. | Teacher evaluation of reading journal entries  
Teacher monitoring and evaluation of word choice | Atwell, LTCW, Lesson 19                                                             |
II. WRITING

Essential Question(s):  
- a) How does utilizing the writing process make the students better writers?  
- b) How do students become better writers through the process of revision?  
- c) How do writers use and analyze author’s craft to produce engaging text?  
- d) Why is gathering supporting evidence through research essential when building an argument?  
- e) How do life experience and prior knowledge shape students’ writing?

Enduring Understanding(s):  
- a) Writers use the writing process to create a well-developed writing piece.  
- b) Writers use the revision process to enhance their writing piece.  
- c) Students improve author’s craft by application of various writing styles.  
- d) Additional research and supporting evidence will aid in developing a new idea or an opposing argument.  
- e) Life experiences and prior knowledge are useful when composing a writing piece.

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<td>6. practice skills necessary for effective revision.</td>
<td>W.6.5 L.6.1a L.6.1b L.6.1c L.6.1d L.6.1e L.6.2a L.6.2b 9.2</td>
<td>• practice necessary revisions following teacher’s mini-lessons demonstrating wordy and unfocused writing samples.</td>
<td>Compare the revised piece with the original. Students will prepare revision statement explaining rationale for change. Teacher review of revised text.</td>
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<td>7. apply appropriate editing skills to individual work.</td>
<td>L.6.1a L.6.1b L.6.1c L.6.1d L.6.1e L.6.2a L.6.2b</td>
<td>• edit peer and prepared rough drafts using Google Docs for developmentally appropriate syntax, spelling, grammar, usage, and punctuation.</td>
<td>Group share Teacher review of edited text.</td>
<td>Atwell, LTCW, Lesson 62</td>
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| 8. practice effective conferencing techniques. | W.6.5 SL.6.1.a SL.6.1b SL.6.1c SL.6.1d | • ask specific content questions as the teacher models one specific type of conference using student volunteers.  
• role-play a peer revision session.  
• view a videotape of an exemplary conference and identify in a descriptive essay qualities that make it effective.  
• use Google Docs to aid in student and teacher conferences. | Model conferences  
Role-playing  
Students’ writing | Peer and teacher evaluation |
| 9. develop self-assessment and portfolio assessment techniques. | W.6.10 | • create a reflective writing piece after reviewing a self-selected writing activity focusing on individual strengths and weaknesses. | Group share  
Teacher observation and evaluation | |
• revise ineffective openings and closings using Google Docs following teacher’s presentation of mini-lessons on effective introductory and concluding techniques. | Students’ revised introductions and conclusions  
Teacher-generated rubric | | |
## WRITING

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<th>The student will be able to:</th>
<th>Students will:</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
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| 11. consciously engage in the writing process. | • use various prewriting techniques, such as webbing, listing, and heart mapping to brainstorm ideas for writing topics.  
• use *Inspiration* to draft ideas for writing.  
• generate questions as preparation for teacher/student content conferences.  
• role-play or view videotape of peer revision conferences.  
• use a read-around-group process to revise samples of peers’ writing. | Teacher-generated rubric  
Graphic organizers  
Peer conferences, student/teacher conferences  
Students’ responses  
Peer conference log sheet  
Read-Around-Group responses | Atwell, LTCW, Lesson 11 |
| 12. demonstrate the application of diverse writing styles. | • use self-selected novels to imitate the author’s writing style in independent writing pieces. | Samples of students’ writing |  |
| 13. define and evaluate the elements of a writing prompt, specifically subject, purpose, audience, and mode. | • use PARCC writing prompts to identify subject, purpose, audience and mode. | Ongoing record of these elements (subject, purpose, audience, and mode) by students on all writing pieces |  |
### WRITING

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<td>W.6.10</td>
<td>• identify these components: object, purpose, audience, and mode in their own writing piece.</td>
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<td>Highlighting in Googledocs</td>
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<td>14. combine ideas into sequential and varied sentence construction including appropriate transitions.</td>
<td>L.6.3a L.6.3b</td>
<td>• read orally from passage and observe sentence patterns/sequence. • use student writing samples to suggest revisions and add variety and effectiveness to the structure of the sentences.</td>
<td>Application of skills to ongoing writing pieces Samples of students’ revised writing</td>
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<td>15. develop skills necessary to respond critically and analytically to selected readings and demonstrate these learned skills through writing.</td>
<td>W.6.9a W.6.9b RL.6.5 RL.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6</td>
<td>• apply reading strategies with written responses to self-selected reading titles. • use three relevant sources to write an essay to analyze an informational topic.</td>
<td>Independent practice continued in student reading journal based on self-selected readings Research Simulation Task (PARCC Rubric)</td>
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| 16. utilize journals to include a variety of reading strategies before, during, and after reading. | W.6.9a  
W.6.9b  
W.6.10 | • identify and record in their journals, various metacognitive skills including predicting, visualizing, summarizing, questioning, connecting, and inferring. | Students’ journals | |
| 17. develop summarizing and paraphrasing techniques using self-selected readings. | W.6.9a  
W.6.9b  
T.8.1.8.A.2 | • after completing a self-selected novel, summarize the plot from a character’s point of view. Students will complete the summary on a computer using Google Docs for their Book-in-the Bag project. | Samples of students’ Book-in-the-Bag reading project | |
III. SPEAKING AND LISTENING

Essential Question(s):

a) Why are public speaking skills important as part of the publishing process?
b) What skills are crucial in public speaking?
c) What skills are important to have as an attentive audience?
d) In what ways are ideas communicated orally?

Enduring Understanding(s):

a) People need to communicate their ideas through public speaking skills.
b) Various skills are necessary when speaking publicly.
c) Listening skills are crucial for learning and communicating.
d) Public speaking is enhanced through visual presentations.

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<td>18. practice oral reading skills and develop the ability to adjust for various purposes and audiences.</td>
<td>SL.6.4 SL.6.6</td>
<td>• share their writing by reading aloud from the “Author’s Chair.” These readings will be judged on the reader’s use of intonation, word choice, phrasing, and gestures to communicate meaning.</td>
<td>Teacher observation and feedback Peer critique</td>
<td></td>
</tr>
<tr>
<td>19. speak for a variety of authentic purposes.</td>
<td>SL6.1a SL6.1b SL6.1c SL6.1d SL6.2 SL6.3 SL6.4 SL6.5 SL6.6</td>
<td>• “interview” a character from their self-selected reading. • deliver a tribute for one of the characters from their self-selected reading demonstrating the significance of the character.</td>
<td>Oral presentations</td>
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### SPEAKING AND LISTENING

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<td>• deliver an argumentative speech to the local library board of directors illustrating why their self-selected reading title should be added to the collection.</td>
<td>Teacher-generated rubric</td>
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<td>• participate in group share of individual writing pieces.</td>
<td>Teacher observation</td>
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<td><strong>20. use information, technology, visual experiences, and other tools to assist in oral and written communications.</strong></td>
<td>W.6.6  W.6.7  W.6.8  SL.6.5  T.8.1.8.A.2</td>
<td>• use a PowerPoint or Google Slides presentation to participate in Book Shares and illustrate plot, setting, and characters from self-selected reading title.  • explore authors’ websites to gather information for Book Shares in which they will describe author’s purpose for writing.</td>
<td>Teacher-created rubric based on assignment guidelines</td>
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<td>Student presentation</td>
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**IV. LANGUAGE**

**Essential Question(s):**
- How do students broaden their vocabulary?
- What is the purpose of applying grammatical techniques in students’ writing?
- How do students identify their own mechanical and grammatical errors?

**Enduring Understanding(s):**
- Students can communicate through enhanced vocabulary.
- Well-written communications using proper grammar mechanics will improve the fluency of communication.
- Writing will be enhanced through the editing process.

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<td>The student will be able to:</td>
<td>Students will:</td>
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</table>
| 21. use critical thinking, decision making, and problem solving skills. | W.6.10 RL. 6.7 RL.6.8 | • use their literature logs or journals to critically analyze self-selected reading title.  
• develop an alternative ending for their independent reading novel prior to reading the ending. | Teacher evaluation and feedback  
Peer evaluation and feedback  
Teacher-generated rubric | |
BIBLIOGRAPHY

TEACHER RESOURCES

SUPPLEMENTAL READING
AUTHENTIC ASSESSMENT ACTIVITY

BOOK IN A BAG NOVEL PROJECT

GOAL: To understand the elements of fiction by applying metacognitive, writing, technological and oral skills.

TASK: The Director of the local library has asked your class to brainstorm methods for showcasing various reading titles of young adult literature. The purpose of the display is to provide a forum for students to explore new reading materials and make selections. Your class has decided to create “Book in a Bag” projects for the display.
After completing your self-selected novel, you will design a bag that represents the elements of fiction.

1. Read your self-selected novel.

2. Outside the bag:
   a. include a visual presentation of your novel from a computer-assisted resource
   b. use established website, such as author’s website, to prepare a summary of your novel

3. Inside the bag include five (5) objects that represent:
   a. characters
   b. setting
   c. plot – conflict, complications, climax, resolution
   d. your choice of any other symbolic object

4. Orally present an argument for encouraging other students to choose your self-selected reading title.
# BOOK IN A BAG NOVEL PRESENTATION RUBRIC

**NAME OF STUDENT:**

<table>
<thead>
<tr>
<th>UNDERSTANDING OF NOVEL AND ELEMENTS OF FICTION</th>
<th>ACCOMPLISHED</th>
<th>DEVELOPING</th>
<th>BEGINNING</th>
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<tr>
<td>Demonstrates a clear understanding of the novel including the elements of fiction.</td>
<td>Demonstrates an understanding of the novel and includes some of the elements of fiction.</td>
<td>Demonstrates a rudimentary understanding of the novel and includes few of the elements of fiction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USE OF TECHNOLOGY</th>
<th>ACCOMPLISHED</th>
<th>DEVELOPING</th>
<th>BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student utilizes Google Images to select visuals that correlate with the theme and cover of the book. Student utilizes Google Docs to type plot summaries.</td>
<td>Student utilizes some Google Images to select visuals that correlate with the theme and cover of the book. Student utilizes Google Docs to type plot summaries.</td>
<td>Student uses minimal visuals from Google Images that correlate with the theme and cover of the book. Student does not utilize Google Docs to type plot summaries.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORAL PRESENTATION</th>
<th>ACCOMPLISHED</th>
<th>DEVELOPING</th>
<th>BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively conveys enthusiasm and excitement for book choice. Voice is clear, word choices are vivid, gestures are natural and eye contact with audience is maintained.</td>
<td>Conveys support for book choice. Voice is clear, word choices are appropriate, however, gestures are staged and eye contact is not maintained.</td>
<td>Does not convey support or enthusiasm for book choice. Voice is not clear, word choices are limited, gestures are not used and eye contact is not maintained.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B  RUBRICS
# CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

(Revised July 29, 2014)*

## Research Simulation Task and Literary Analysis Task

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Comprehension of Key Ideas and Details</strong></td>
<td>The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.</td>
<td>The student response demonstrates comprehension of ideas stated explicitly and inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence.</td>
<td>The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.</td>
<td>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.</td>
<td>The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.</td>
</tr>
<tr>
<td><strong>Writing Written Expression</strong></td>
<td>The student response addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence;</td>
<td>The student response addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant textual evidence;</td>
<td>The student response addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence;</td>
<td>The student response addresses the prompt and develops the claim or topic and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or</td>
<td>The student response is undeveloped and/or inappropriate to the task;</td>
</tr>
<tr>
<td></td>
<td>x demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas;</td>
<td>x demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer’s progression of ideas;</td>
<td>x demonstrates some coherence, clarity, and/or cohesion, making the writer’s progression of ideas usually discernible but not obvious;</td>
<td>x has a style that has limited effectiveness, with limited awareness of the norms of the discipline.</td>
<td>x lacks coherence, clarity, and cohesion.</td>
</tr>
<tr>
<td></td>
<td>x establishes and maintains an effective style, attending to the norms and conventions of the discipline.</td>
<td>x establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.</td>
<td>x has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.</td>
<td>x has an inappropriate style, with little to no awareness of the norms of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Knowledge of Language and Conventions</strong></td>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</td>
<td></td>
</tr>
</tbody>
</table>
## CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

*(Revised July 29, 2014)*

### Narrative Task (NT)

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Written Expression</td>
<td>The student response x is effectively developed with narrative elements and is consistently appropriate to the task; x demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; x establishes and maintains an effective style, attending to the norms and conventions of the discipline.</td>
<td>The student response x is mostly effectively developed with narrative elements and is mostly appropriate to the task; x demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; x establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.</td>
<td>The student response x is developed with some narrative elements and is somewhat appropriate to the task; x demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; x has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.</td>
<td>The student response x is minimally developed with few narrative elements and is limited in its appropriateness to the task; x demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; x has a style that has limited effectiveness, with limited awareness of the norms of the discipline.</td>
<td>The student response x is undeveloped and/or inappropriate to the task; x lacks coherence, clarity, and cohesion; x has an inappropriate style, with little to no awareness of the norms of the discipline.</td>
</tr>
<tr>
<td>Writing Knowledge of Language and Conventions</td>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C  SHOWCASE PORTFOLIO
# MIDDLE SCHOOL SHOWCASE PORTFOLIO CONTENTS
## LANGUAGE ARTS AND READING/Writing

### TYPES OF ENTRIES

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Skills Reflected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Growth in Writing Entry</td>
<td>Paragraph structure</td>
</tr>
<tr>
<td>2. Writing Process Entry</td>
<td>Process skills in revision</td>
</tr>
<tr>
<td>3. Reading Process Entry</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>4. Technology Entry</td>
<td>Choose appropriate graphic organizer to create, construct, or design a document</td>
</tr>
<tr>
<td>5. Oral Presentation Entry - OPTIONAL</td>
<td>Organization</td>
</tr>
<tr>
<td>6. Student Self-Assessment</td>
<td>Follow-up self-assessment writing assignment in grade 7</td>
</tr>
</tbody>
</table>

**Note:** Teams have selected area of responsibility (R/W or L/A)

### Grade 7

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Skills Reflected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Growth in Writing Entry (R/W)</td>
<td>Transition strategies to connect ideas</td>
</tr>
<tr>
<td>2. Writing Process Entry (L/A)</td>
<td>Paraphrase, persuasive</td>
</tr>
<tr>
<td>3. Reading Process Entry (R/W)</td>
<td>Reading passage reflecting metacognitive responses</td>
</tr>
<tr>
<td>4. Technology Entry (L/A)</td>
<td>Merge information from one document to another</td>
</tr>
<tr>
<td>5. Oral Presentation Entry – OPTIONAL</td>
<td>Proper diction</td>
</tr>
<tr>
<td>6. Student Self-Assessment</td>
<td>Follow-up self-assessment writing assignment in grade 8</td>
</tr>
</tbody>
</table>

### Grade 8

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Skills Reflected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Growth in Writing Entry (L/A)</td>
<td>Organization of five-paragraph persuasive essay</td>
</tr>
<tr>
<td>2. Writing Process Entry (R/W)</td>
<td>Mastery of all stages of the writing process</td>
</tr>
<tr>
<td>3. Reading Process Entry (R/W)</td>
<td>Mastery of metacognitive reading strategies through “think-aloud” assessment</td>
</tr>
<tr>
<td>4. Technology Entry/Literary Analysis (L/A)</td>
<td>Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit and print</td>
</tr>
<tr>
<td>5. Oral Presentation Entry - OPTIONAL</td>
<td>Organization (introduction, body, conclusion) in three-minute presentation</td>
</tr>
</tbody>
</table>
APPENDIX D  OUTLINE OF WRITING SKILLS
<table>
<thead>
<tr>
<th>PROCESS, ORGANIZATION &amp; STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 6</strong></td>
</tr>
<tr>
<td>Introduction to paragraph structure</td>
</tr>
<tr>
<td>a. Topic sentences</td>
</tr>
<tr>
<td>b. Detail sentences/irrelevant details</td>
</tr>
<tr>
<td>c. Closing/concluding sentences</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Construct paragraphs using characteristics of narrative, descriptive, expository and persuasive modes of writing.</td>
</tr>
<tr>
<td>Develop and construct topic sentences for various modes of writing.</td>
</tr>
<tr>
<td>Elaboration and support of topic sentence using sequential details and deleting irrelevant details.</td>
</tr>
<tr>
<td>Development of prewriting strategies – brainstorming graphic organizers, free writing, listing, webbing, use of journals – (picture prompts, newspaper articles)</td>
</tr>
<tr>
<td>Development of revision skills – introductory and concluding techniques, dialogue, transitions, vocabulary, fluency, sequencing of ideas, supporting details</td>
</tr>
<tr>
<td>Development of conferencing skills – appropriate feedback, focus on specific skills, attention to process and procedures for conferencing, preparation for peer conferences</td>
</tr>
<tr>
<td>Development of editing skills – capitalization run-on/fragments, sentence structure, verb tense, use of commas, word usage, spelling, punctuation</td>
</tr>
<tr>
<td>Introduce difference between revision and editing</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Introduction to delimiting a topic – use of sentence stems, graphic organizers</td>
</tr>
<tr>
<td>Self-assessment skills – identify strengths and areas of improvement</td>
</tr>
</tbody>
</table>

### MECHANICS – USAGE & STYLE

#### Introduction to various techniques related to style
- **Sentence structure**
- **Introductory paragraphs**
- **Concluding paragraphs**
- **Use of figurative language**

#### Use of transitions
- **Structural device between paragraphs for coherence**
- **Stylistic device within paragraphs for the smooth integration of ideas**

#### Review forms of verbs, subject-verb agreement and modifiers

#### Review simple, compound, complex sentences, parts of speech, use of commas, colons, semi-colons, and apostrophes, run-ons/fragments, capitalization

#### Vocabulary development – Review prefixes, suffixes, and root words, multiple meanings of words, synonyms and antonyms, use of context clues, homophones, commonly misused words – accept/except, affect/effect, then/than, it’s/its, their they’re/there

#### Introduce prepositional phrase, verbal phrases, and clauses. Review forms of verbs, subject-verb agreement and modifiers

#### Review simple, compound, complex sentences, parts of speech, use of commas, colons, semi-colons, and apostrophes, run-ons/fragments, capitalization

#### Vocabulary development – Review prefixes, suffixes, and root words, multiple meanings of words, synonyms and antonyms, use of context clues, homophones, commonly misused words – accept/except, affect/effect, then/than, it’s/its, their they’re/there
<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop various modes of writing – expository, narrative, persuasive,</td>
<td>Develop various modes of writing – expository, narrative, persuasive,</td>
</tr>
<tr>
<td>descriptive; develop an understanding of the characteristics, purpose,</td>
<td>descriptive; develop an understanding of the characteristics, purpose,</td>
</tr>
<tr>
<td>and audience for each mode.</td>
<td>and audience for each mode.</td>
</tr>
<tr>
<td>Introduction to development of skills in selecting writing topics –</td>
<td>Development of skills in selecting writing topics – writing territories</td>
</tr>
<tr>
<td>writing territories</td>
<td></td>
</tr>
<tr>
<td>Journal writing – generate ideas for writing, reflect on writing</td>
<td>Journal writing – generate ideas for writing, reflect on writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using sources to support opinions</td>
<td>Using primary sources and introducing secondary sources to support</td>
</tr>
<tr>
<td></td>
<td>opinions</td>
</tr>
<tr>
<td>Development note taking</td>
<td>Review of note taking and introduction to outlining with multi-levels of</td>
</tr>
<tr>
<td></td>
<td>specificity</td>
</tr>
<tr>
<td>Development of paraphrasing for research process</td>
<td>Review paraphrasing for research process with grade appropriate texts</td>
</tr>
<tr>
<td></td>
<td>Evaluating sources for authenticity, authorship, validity, currency</td>
</tr>
<tr>
<td></td>
<td>Introduction to parenthetical structure</td>
</tr>
<tr>
<td></td>
<td>Use of works cited page to credit various sources</td>
</tr>
<tr>
<td>Apply knowledge to avoid plagiarism for written composition</td>
<td>Apply knowledge to avoid plagiarism for written composition</td>
</tr>
</tbody>
</table>
APPENDIX E   NEW JERSEY STUDENT LEARNING STANDARDS
NEW JERSEY STUDENT LEARNING STANDARDS

3 - English Language Arts
8 - Technology
9 - 21st Century Life and Careers
APPENDIX F  CURRICULUM MODIFICATIONS & ADAPTATIONS
There is no recipe for adapting general education curriculum to meet each student’s needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.
A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student’s needs.

1. Identify the student’s individual educational goals and objectives to be emphasized during general education activities

2. Articulate the expectations for the student’s performance in general education activities

3. Determine what to teach
   - As a team, determine the content of the general education activity, theme or unit study

4. Determine how to teach
   - As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

5. Select of design appropriate adaptations

   - Select instructional arrangement
   - Select lesson format
   - Employ student-specific teaching strategies
   - Select curricular goals specific to the lesson
   - Engineer the physical and social classroom environment
   - Design modified materials
   - Select natural supports and supervision arrangements

6. If the above adaptation strategies are not effective, design an alternative activity

7. Evaluate effectiveness of adaptations
A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome be achieved?
2. Can the student’s participation be increased by changing the instructional arrangement?
   - From traditional arrangements to:
     - Cooperative groups
     - Small groups
     - Peer partners
     - Peer or cross-age tutors
3. Can the student’s participation be increased by changing the lesson format?
   - Interdisciplinary/thematic units
   - Activity-based lessons, games, simulations, role-plays
   - Group investigation or discovery learning
   - Experiential lessons
   - Community-referenced lessons
4. Can the Student’s participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
   - Adjust performance standards
   - Adjust pacing
   - Same content but less complex
   - Similar content with functional/direct applications
   - Adjust the evaluation criteria or system (grading)
   - Adjust management techniques

Examine the Learning Environment

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
   - Environmental/physical arrangements


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- Social rules
- Lesson location

Examine the Materials for Learning

7. Will different materials be needed to ensure participation?
   - Same content but variation in size, number, format
   - Additional or different materials/devices
   - Materials that allow a different mode of input
   - Materials that allow a different mode of output
   - Materials that reduce the level of abstraction of information

Examine the Support Structure

8. Will personal assistance be needed to ensure participation?
   - From peers or the general education instructor?
   - From the support facilitator’?
   - From therapists’?
   - From paraprofessionals?
   - From others?

Arrange Alternative Activities that Foster Participation and Interaction

9. Will a different activity need to be designed and offered for the student and a small group of peers?
   - In the classroom
   - In other general education environments
   - In community-based environments

Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student’s needs as identified on an IEP.

a. **Curriculum as is.** This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.

b. **Different objective within the same activity and curriculum.** The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include:

   - A student with a short attention span staying on task for 5 minutes.
   - Using a switch to activate a communication device to share during a class discussion.
   - Expressing one’s thoughts by drawing in a journal instead of writing.
   - Holding a book during reading time.
   - Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.

c. **Material or environmental adaptations.** The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:

   - 5 spelling words from the weekly list instead of the standard 20.
   - Completing a cooking assignment by following picture directions rather than written directions.
   - Changing the grouping of the class from large group to small groups (possible with additional support staff).
   - Changing the instructional delivery from lecture to the cooperative learning format.
   - Using a computer to write an assignment instead of paper and pencil.
   - Reading a test to a student.
   - Highlighting the important concepts in a textbook.
   - Having the student listen to a taped textbook.
   - Using enlarged print.
   - Using an assistive technology device.
   - Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.
   - Using a note taking guide listing the key concepts during a lecture.
**d. Providing Physical assistance.** Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student’s life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations. Examples include:

- Starting a computer for an student with an IEP to use.
- Guiding a hand during handwriting.
- Assisting in activating a switch.
- Completing most of the steps of an activity and having a student with an IEP do the remainder
- Pushing a student in a wheelchair to the next activity.

---

**e. Alternative/substitute curriculum.** This is sometimes referred to as functional curriculum as it usually involves the acquisition of “life skills.” The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom. Examples include:

- Community-based instruction (which all students may benefit from!)
- Learning job skills in the school cafeteria.
- Learning how to use a communication device.
- Doing laundry for the athletic department
- Learning cooking/grooming skills at the home.

Overlap does occur among the five types of curriculum adaptations.

---

# Nine Types of Adaptations

<table>
<thead>
<tr>
<th><strong>Input</strong></th>
<th><strong>Output</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt how the learner can respond to instruction</td>
<td>Adapt the time allotted and allowed for learning, task completion or testing.</td>
</tr>
<tr>
<td><em>For example:</em> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</td>
<td><em>For example:</em> Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Difficulty</strong></th>
<th><strong>Level of Support</strong></th>
<th><strong>Size</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Increase the amount of personal assistance with specific learner.</td>
<td>Adapt the number of items that the learner is expected to learn or compete.</td>
</tr>
<tr>
<td><em>For example:</em> Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td><em>For example:</em> Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</td>
<td><em>For example:</em> Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degree of Participation</strong></th>
<th><strong>Alternate Goals</strong></th>
<th><strong>Substitute Curriculum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide the different instruction and materials to meet a learner’s individual goals.</td>
</tr>
<tr>
<td><em>For example:</em> In geography, have a student hold the globe, while others point out the locations.</td>
<td><em>For example:</em> In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

Adaptations

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   reading  math  science  social studies  writing  music  health  P.E.  art
   Grade Level: 

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know

4. Briefly identify the instructional plan for most learners: As teacher, I will 

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty</td>
<td>Level of Support</td>
<td>Size</td>
</tr>
<tr>
<td>Degree of Participation</td>
<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>
**SAMPLE FORM**

**Creating Ways to Adapt Familiar Lessons - Elementary**

1. Select the subject area (and grade level) to be taught:
   - **reading**
   - math
   - science
   - social studies
   - writing
   - music
   - health
   - P.E.
   - art
   Grade Level: ..........4.................

2. Select the lesson topic to be taught (on one day): **Vocabulary comprehension**

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   \[ \text{the meaning of new vocabulary works from their story}. \]

4. Briefly identify the instructional plan for most learners: As teacher, I will **ask students to complete**
   a matching activity in which they match words and definitions on paper.
   The students will also choose one word and write a sentence using the word on the bottom of their paper.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: **Kim**

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.</td>
<td>Allow the student to record all or part of the assignment on tape.</td>
<td>Ask the student to complete the assignment at home and return it the next day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.</td>
<td>Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.</td>
<td>Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to check classmates’ definitions against as answer key.</td>
<td>Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.</td>
<td>Choose a different story for the student to read and identify one or several words the learner needs to know.</td>
</tr>
</tbody>
</table>
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   - math
   - science
   - history
   - literature
   - business
   - P.E.
   - fine arts
   - health
   Grade Level: ....................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   .................................................................................................................................

4. Briefly identify the instructional plan for most learners: As teacher, I will ........................................
   .................................................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   .................................................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty</td>
<td>Level of Support</td>
<td>Size</td>
</tr>
<tr>
<td>Degree of Participation</td>
<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>
SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   math  science  history  literature  business  P.E.  fine arts  health
   Grade Level: 40

2. Select the lesson topic to be taught (on one day): **Concept comprehension**

3. Briefly identify the **curricular** goal for most learners: By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.

4. Briefly identify the **instructional** plan for most learners: As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: John

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
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<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a review of the chapter prior to having the student complete the written work.</td>
<td>Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.</td>
<td>Allow the student an extra day to complete the task either in study hall or at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the key concepts for the student but keep the remainder of the assignment the same.</td>
<td>Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.</td>
<td>Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to pick out related books from the library that will provide supplementary information for classmates.</td>
<td>Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.</td>
<td>During this lesson the student can work on keyboarding skills in the computer lab.</td>
</tr>
</tbody>
</table>
### Thematic Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td></td>
</tr>
<tr>
<td>Inclusion Support Teacher:</td>
<td></td>
</tr>
</tbody>
</table>

**Major standards, objectives and expectations for the unit**

**Materials, books, media, worksheets, software, etc.**

**Instructional arrangements. Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:**

**Projects, supplemental activities, and homework**

**Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**

**Items requiring accommodations and/or modifications**
# Thematic Lesson Plan

## School Name
Palm View Elementary

## Class
Social Studies

## Unit
More Alike Than Different

### Student Name: Corey Santos
- **Age:** 8
- **Grade:** 2
- **Parent/Guardian:** Ms. Anita Santos
- **Classroom Teacher:** Mr. Sean Garrett
- **Inclusion Support Teacher:** Ms. Tanglea Hunter

### Room: 21

### Major standards, objectives and expectations for the unit:
1. Understand why personal and civic responsibility are important.
2. Understand the cultural traditions and contributions of various societies and groups.
3. Display appreciation of diversity in our society, including cultural, gender, and ability.

### Materials, books, media, worksheets, software, etc.
1. Children's books on topic
2. "Chocolates" posterboard (Activities for a Diverse Classroom)
3. Family interview questions
4. Slides and overheads

### Items requiring accommodations and/or modifications
1. Some books on tape
2. Highlighted posterboard
3. Fewer questions - done on audio tape

### Instructional arrangements, time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:
1. Large group for read aloud
2. Interactive lessons using various media
3. Cooperative groups to complete Hyperstudio project
4. Small group for chocolate activity

### Items requiring accommodations and/or modifications
2. Modify if necessary
3. Paraprofessional assistance with computer

### Projects, supplemental activities, and homework
1. "Box of Chocolates" activity (Activities for a Diverse Classroom)
2. Hyperstudio group project: Are We More Alike Than Different?
3. Homework: Family interview

### Items requiring accommodations and/or modifications
1. Highlight posterboard of key points
2. Select task items at student's instructional level
4. Provide word bank or magazine pictures

### Assessments and final products. Summarize actual student performance (attach examples as appropriate) on the reverse:
1. Completion of group activities
2. Rubric for Hyperstudio presentation
3. Family interview

### Items requiring accommodations and/or modifications
1. Assess on use of language
2. Modify rubric
## Curriculum Modifications & Adaptations

### Tools for Teachers

#### SAMPLE FORM

### Thematic Lesson Plan

#### School Name: Palm View Elementary
#### Class: Language Arts
#### Unit: One Book, Two Book, Red Book, Blue Book: Author Study of Dr. Seuss
#### Room: 21

#### Student Name: Corey Santos
#### Age: 8
#### Grade: 2
#### Parent/Guardian: Ms. Anita Santos
#### Phone: 555-5432
#### Classroom Teacher: Mr. Sean Garrett
#### Inclusion Support Teacher: Ms. Tangela Hunter

### Major standards, objectives, and expectations for the unit
1. Increase comprehension by rereading, retelling, and discussion.
2. Determine the main idea in nonprint communication.
3. Write, question, and make observations about familiar topics, stories, and new experiences.
4. Recognize personal preferences in literature.

### Materials, books, media, worksheets, software, etc.
1. Dr. Seuss books;
2. Formatted reflective journal;
3. Summary sheet to be completed on each book;
4. Family response journal (homework);
5. Video versions of Dr. Seuss books;
6. Computer - ClarisWorks program;
7. Biographical source materials

### Instructional arrangements
- Time and opportunities for large group, small group, or gp group, learning centers, individual activities, non-classroom instruction.

#### Does it change day to day? Explain:
1. Large group for K-W-L chart;
2. Large group read aloud;
3. Read/Write pair-share;
4. Individual journal writing;
5. Partner research in media center;
6. Concept web of themes;
7. Small group editing

### Projects, supplemental activities, and homework
1. Read 2 books - parent and child write in response journal (homework);
2. Choose 4 books from list (one must be a video), analyze for common themes;
3. Analyze for a kindergarten, then read aloud to him or her

### Assessment(s) and final products
1. Summarize actual student performance (attach examples as appropriate) on the reverse.
2. Reflective journal entries
3. Author project rubric of presentation
4. Self-assessment of kindergarten reading
5. Portfolio selection

### Items requiring accommodations and/or modifications
2. Pictures available for use in journal
6. Picture vocabulary writing program
7. Taped readings of source materials

### Items requiring accommodations and/or modifications
1. Preview for prior knowledge
3. Picture schedule of activity
4. Design with sentence stems
5. Create list of materials to locate
6. Pictures for web
7. Picture checklist of process

### Items requiring accommodations and/or modifications
1. Parent tips for activity
2. Assistance in selecting books

### Items requiring accommodations and/or modifications
1. Reduce rubric to focus on thematic analysis
2. Use pictures to support self-assessment

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SAMPLE FORM  (Secondary)

**Academic Unit Lesson Plan**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
</tr>
</thead>
</table>

**Student Name:**
- Age:
- Grade:
- Parent/Guardian:
- Advocate Teacher:
- Classroom Teacher:

**Class Schedule:**
- Room:
- Phone:

**Major standards, objectives and expectations for the unit**

| Materials, books, media, worksheets, software, etc. | Items requiring adaptations and/or modifications |

**Instructional arrangements. Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day by day? Explain:**

| Items requiring adaptations and/or modifications |

**Projects, supplemental activities, and homework**

| Items requiring adaptations and/or modifications |

**Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**

| Items requiring adaptations and/or modifications |
## Academic Unit Lesson Plan

### Example for student Kelly Glass

<table>
<thead>
<tr>
<th>School Name: Central</th>
<th>Biology</th>
<th>Unit: The Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: Kelly Glass</td>
<td>Class Schedule:</td>
<td>Room:</td>
</tr>
<tr>
<td>Age: 15</td>
<td>Block 1: Math</td>
<td>22</td>
</tr>
<tr>
<td>Grade: 6</td>
<td>Block 2: English</td>
<td>149</td>
</tr>
<tr>
<td>Parent/Guardian: Ms. Rebecca Glass Phone: 555-1234</td>
<td>Block 3: Biology</td>
<td>106</td>
</tr>
<tr>
<td>Advocate Teacher: Mr. David Porter</td>
<td>Block 4: World Geography</td>
<td>150</td>
</tr>
<tr>
<td>Classroom Teacher: Ms. Juanita Fouche</td>
<td>Block 5: 3-D Art</td>
<td>17</td>
</tr>
</tbody>
</table>

### Major standards, objectives, and expectations for the unit

1. Students will understand the structure and function of the cell.
2. Students will identify the parts of the cell.
3. Students will identify how cells are organized in multi-cellular organisms.

### Materials, books, media, worksheets, software, etc.

1. Book: Modern Biology
2. Educational videotapes related to chapter contents
3. Art supplies for cell projects
4. Chapter worksheets
5. Primary source: Science magazine article on the cell
6. Local biology professor to discuss current research on cells

### Instructional arrangements: Time and opportunities for large group, small group, coop group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.

1. Large group instruction with overheads to introduce the cell
2. Small groups to complete labs, worksheets, mind map, and chapter review
3. Two cell labs will be completed in partners (animal skin & Jell-O)
4. Individual time to complete illustrated vocabulary

### Projects, supplemental activities, and homework

1. Homework: Complete vocabulary, bring in Jell-O cell food items
2. "Design a cell" and "Parts of the cell" group projects & presentations
3. Write-up for each completed lab with illustrations

### Assessment(s) and final products: Summarize actual student performance (attach examples as appropriate) on the reverse.

1. Add illustrated vocabulary words to class portfolio
2. Culminating activity: "Design a cell" and "Parts of the cell" projects
3. Chapter test

### Items requiring adaptations and/or modifications

1. Order textbook from publisher on cassette.
2. Modify worksheets to emphasize key points of chapters.
3. Record science magazine article on audio tape.

### Items requiring adaptations and/or modifications

1. Copy of teacher's overhead transparencies given to student
2. Peer takes notes and highlights key points; student types on to computer for both
3. Use of "Read, write, pair, share" strategy (see description on page 12) as chapter review
4. Magazine pictures to illustrate the meaning of vocabulary words
5. Lab write-up sheet completed with peer using computer graphics & illustrations to supplement write-up

### Additional time given, reducing the number of options for multiple choice questions to focus on major concepts, and providing options for short answer questions.
### Tools for Teachers: Curriculum Modifications & Adaptations

#### SAMPLE FORM

**Academic Unit Lesson Plan**

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Central</th>
<th>Class: Sophomore English</th>
<th>Unit: Of Mice and Men</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Kelley Glass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>15</td>
</tr>
<tr>
<td>Grade:</td>
<td>10</td>
</tr>
</tbody>
</table>

**Class Schedule:**

- Block 1: Math 22
- Block 2: English 117
- Block 3: Biology 110
- Block 4: World Geography 150
- Block 5: 3-D Art 17

**Parent/Guardian:** Ms. Rebecca Glass Phone: 555-1212

**Advocate Teacher:** Mr. David Porter

**Classroom Teacher:** Mr. Sam Moore

**Major standards, objectives and expectations for the unit:**

1. Students will evaluate their beliefs related to prejudice and diversity.
2. Students will learn about the plight of the migrant farm worker.
3. Students will learn about the times during the Depression and the time period in which Steinbeck did his writing.

**Materials, books, media, worksheets, software, etc.:**

- Copy of the short story "The Circuit" by Francisco Saverio
- Copy of the novel OF MICE AND RATS by John Steinbeck
- Worksheets for each of the six chapters
- Video of the book OF MICE AND RATS
- Video camera
- "I Am" poem to use with "The Circuit"
- "Open Mind" worksheet (see activity under Projects)
- Circle of friends worksheet (see activity under Projects)

**Instructional arrangements:**

- Time and opportunities for large group, small group, or group, learning centers, individual activities, non-classroom instruction

**Projects, supplemental activities, and homework:**

- "I Am" poem on short story "The Circuit" Students complete outline of poem format that includes descriptive phrases, parallel structure within lines, and constructive thinking
- "I Am" poem for "The Circuit" Students complete outline of poem format
- "The Circuit" Students complete mini-essay on the theme of the story
- "I Am" poem for "The Circuit" Students complete mini-essay on the theme of the story
- "I Am" poem for "The Circuit" Students complete mini-essay on the theme of the story
- "I Am" poem for "The Circuit" Students complete mini-essay on the theme of the story

**Assessment(s) and final products:**

- Summative assessment student performance
- Trial presentation/role-played
- Objective test
- Evaluate essay

**Items requiring adaptations and/or modifications:**

1. Audiotape recorder of the short story "The Circuit"
2. Audiotape recorder of the novel OF MICE AND RATS
3. Reformatted chapter summaries worksheets and comprehension questions using outlines, pictures, or graphic format

1. Peer recites notes in class, student types notes on computer for both

1. Reformatted worksheets completed on the computer with the peer tutor.
2. Gate options for responses for completing poem (3 choices for each line of the poem)
3. Listen to audiotape and/or family members read book
4. Rehearse part in play with picture cues cards
5. Word bank to use for completing "Open Mind" activity

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