

A5

Academic
Adaptations for
Adolescents with
Autism and
Asperger's

ELA

For use in ASD Nest middle and high schools

INTRODUCTION

Middle and high school students with ASD may struggle with academic expectations across subjects. Though bright, there can be content or skills that can pose a challenge to these students.

These struggles, however, can often be predicted by considering underlying challenges that students with ASD face. Teachers can also support students by incorporating their strengths and areas of interest.

The A⁵: Academic Adaptations for Adolescents with Autism and Asperger’s provides specific strategies to help support students in the ASD Nest program. Along with the *Nest Essentials* and the *Expanded Nest Essentials*, these documents are the primary strategy resources for teachers in the ASD Nest program. Many of the strategies in these documents are also supportive of other students in Nest classes, whether diagnosed with another special need, or a general education student.

Middle and high school teachers in the ASD Nest program have worked to compile this document, the A⁵. In it you will find a well-organized collection of strategies—including concrete examples—that consider students’ underlying challenges and support students using areas of strength.

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Common Strengths of Students with ASD

Students on the autism spectrum do often face challenges in social and academic aspects of the school day. However, they also possess strengths that can support these difficulties. Only a partial list, the strengths listed below can be incorporated into supports and strategies teachers create for students. Note that these are not universal; as with any student, teachers must get to know individual children to best know how to support them.

Visual Thinking

Students on the autism spectrum are often visual thinkers. Incorporating icons, symbols, written directions, and other visuals can help students access content.

“*Sometimes I need more “eyes on” type of learning.*
– 6th grade Nest student

Structures & Routines

Students with ASD are often comforted by predictability. It benefits students to use consistent classroom routines, as well as clear charts and visuals.

“*When you know what’s coming you can be ready to act accordingly.*
– 7th grade Nest student

Detail-oriented

When reading informational text, analyzing photographs, or engaging in discussion, students with ASD often pick up on details in information. Note that students may struggle to see the “big picture” which should be explicitly supported.

“*The forest for the trees? Sometimes I can see the veins on the leaves of the trees.*
– adult with Asperger’s

Reading

Though they may struggle with aspects of comprehension, many students on the autism spectrum have advanced decoding skills. Some have an interest and affinity for unique vocabulary.

“*I had picked up a copy of ‘A Midsummer Night’s Dream.’ I opened the book and began to read it fluently. How weird is that?*
– Like Jackson, ‘Freaks, Geeks and Asperger Syndrome’

Math

Many students with ASD are quite proficient with computers and other technology. Allowing students to use computers, iPads, or other technology in the classroom or for homework can help with motivation as well as offer a better way for students to demonstrate their understanding.

“ “ *We get a real kick out of numbers, us people with autism. Numbers are fixed, unchanging things. The number 1, for example, is only ever, ever the number 1. That simplicity, that clearness, it’s so comforting to us.*

– Naoki Higashida, ‘The Reason I Jump’

Computers & Technology

Many students with ASD are quite proficient with computers and other technology. Allowing students to use computers, iPads, or other technology in the classroom or for homework can help with motivation and offer a better way for students to demonstrate their understanding.

“ “ *With a laptop it is easier for me to review my work and it is neater when I make corrections.*

– 6th grade Nest student

Logic

Students on the autism spectrum often show a preference for logic and reason. Showing how some content is rule-bound can play into their learning style.

“ “ *I finally understood why so many people allow emotions to distort the facts. My mind can always separate the two. Even when I am very upset, I keep reviewing the facts over and over until I can come to a logical conclusion.*

– Temple Grandin, ‘Thinking in Pictures’

Special Interests

Students with ASD often have an area of special interest. These special interest areas or “passions” range from common cartoon or movie characters to particular animals or historical time periods to train schedules. By identifying, understanding, and incorporating a student’s passion, teachers can increase motivation, make content more accessible, and help students feel understood and included.

“ “ *I wish that other people... knew that whenever I’m around horses, I don’t think about anything else. Like if I was stressed about one thing, and I went to see a horse or get on a horse, that thing I was stressed about, I wouldn’t be stressed about anymore.*

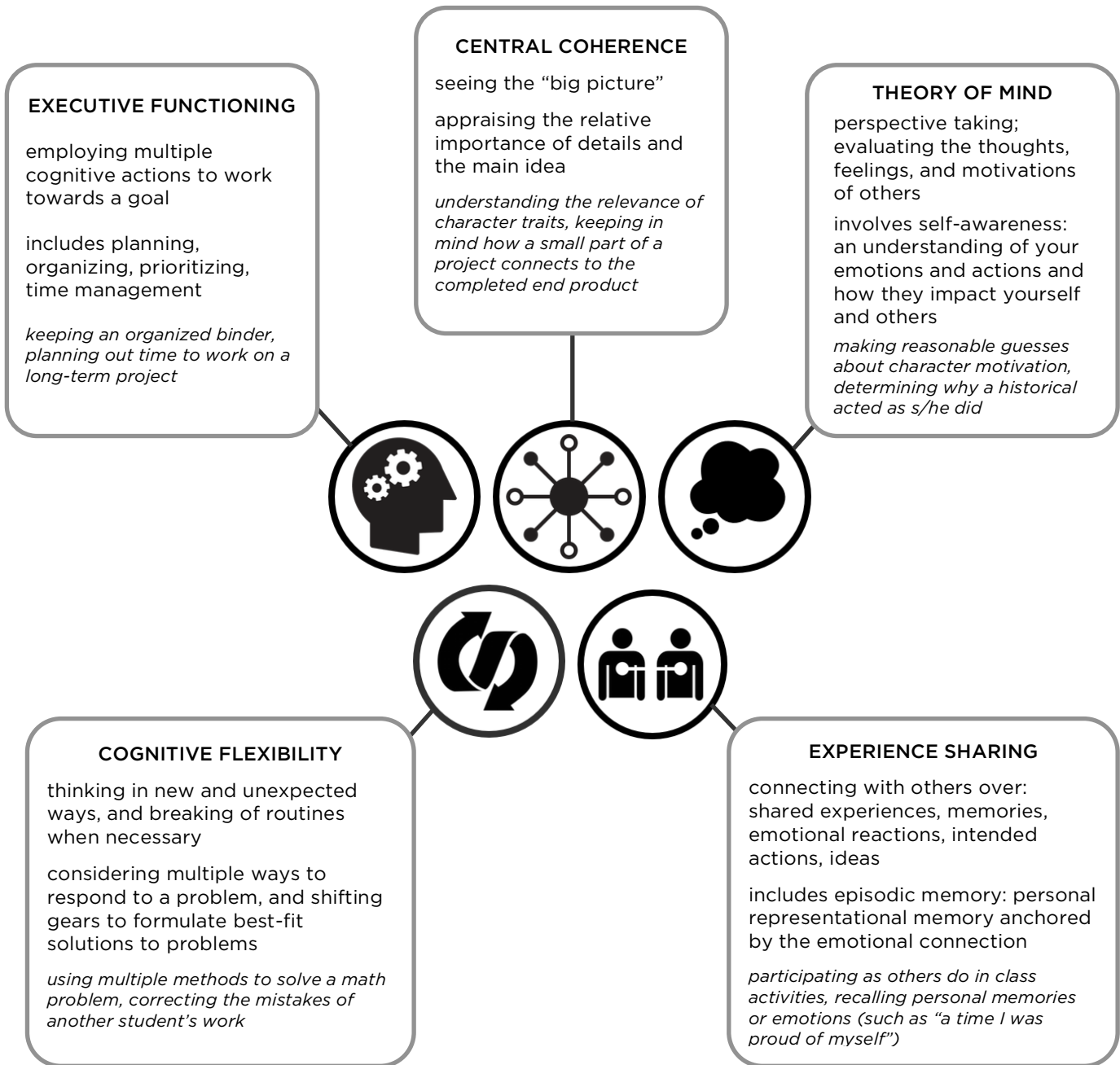
– Sarah, child with Asperger’s (Messier et al, 2007)

For more information on incorporating special interests, see:

Lanou, A., Hough, L., & Powell, E. (2012). Case studies on using strengths and interests to address the needs of students with autism spectrum disorders. *Intervention in School and Clinic*, 47(3), 175-182. Available at <http://steinhardt.nyu.edu/asdnest/professionals/publications>

Common Challenges of Students with ASD

Behind the observable academic difficulties a Nest student may demonstrate is often one or more core challenges that are characteristic of individuals with ASD. Below are some of the common underlying challenges that students on the autism spectrum face.



NOTE: This does not cover all potential challenges for students with ASD. Others include *sensory sensitivities, self-regulation, social-emotional needs, etc.* However, the focus of this document is on underlying challenges that can impede learning of subject-specific skills & content, not broader classroom functioning. For more information about general classroom supports, see the **Expanded Nest Essentials**, which includes supports for group work, classroom routines, self-regulation, and more.

ELA

Potential Areas of Struggle:	Associated Common Core Standard
Identifying and sequencing central ideas; Summarizing	CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Identifying multiple sides of an argument/issue; Evaluating the validity of reasons/evidence	<u>CCSS.ELA-Literacy.CCRA.R.8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Making logical inferences based on experiences that they do not share in their own lives	<u>CCSS.ELA-Literacy.CCRA.R.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Developing a claim; Developing an argument using relevant evidence	<u>CCSS.ELA-Literacy.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence .
Selecting relevant evidence in both literary and nonfiction texts; Organizing ideas into fluid essay structure; Analyzing evidence to discuss claim	<u>CCSS.ELA-Literacy.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-Literacy.CCRA.W.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Developing real experiences from personal life	<u>CCSS.ELA-Literacy.CCRA.W.2</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

ELA Reading

Due to challenges in:



Students on the spectrum may struggle with:

- Identifying and sequencing central ideas
- Summarizing

Common Core Standards Addressed:

CCSS.ELA-Literacy.CCRA.R.2 Determine **central ideas** or themes of a text and analyze their development; **summarize** the key supporting details and ideas.

Identifying and Sequencing Central Ideas

In order to best support students with ASD with identifying theme, guide them to track plot, character change, and symbols.

Additional Strategies:

Here are some examples of strategies you can use to identify and sequence central ideas within your lessons:

- ✓ Storyboarding/Comic strips: a strategy used to identify and sequence central ideas by slow down reading to focus on specific details in chronological order
- ✓ Concept mapping: a strategy used to identify and sequence central ideas by crating a visual representation of student thinking
- ✓ Cornell notes: a strategy used to take notes on character and plot development (See attached: *Protagonist/Antagonist Tracker*)

Summarizing

In order to best support students with ASD to summarize chunks of information, try the following strategies:

- ✓ **Non-fiction texts:** Students should identify a central idea found at the beginning of a text and determine the supporting details that explain the idea (such as facts, ideas, examples, opinion)—It's the *who, what, when, where, why, and how*.
- ✓ **Fiction texts:** Students should identify and state in a general manner the setting, characters, and important plot events found in chronological order.*

Additional Strategies:

Here are some examples of strategies you can use to develop strong summaries within your lessons:

- ✓ **Non-fiction texts:** Turn subtopics/headings from textbook into *how or why* questions. Students respond to the questions with general statements that are no more than 2 sentences for each subtopic. Students combine their sentences into a summary.*
- ✓ **Fiction texts:** Chunk text and reflect on the main event occurring in each section. Students retell the main events in a general statement.* (See attached: *Summarizing Literary Texts*)

*Note: Students may need additional explanation about the difference between general and specific information.

Protagonist/Antagonist Tracker

Character Name: _____

Traits: Internal & External	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				
Attitudes/ Perspectives	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				
Interactions/ Relationships	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				
Development	Conflict	Rising Action	Climax	Falling Action	Resolution
Summary Explain how the traits, attitudes, and relationships affect the character's development throughout the story?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				

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Cornell Notes 25.2

Chapter Title: _____ Chapter: _____ Section: _____

Objective: To identify and record key information from the assigned textbook section in an organized manner

Directions: Read the textbook section and take relevant notes. Include key terms, people and events. Use the questions given to direct your note taking. Or, develop your own essential questions to organize your notes.

Essential Questions	Notes
Create a t-chart listing positive and negative short term effects of industrialization.	Positive and Negative Short-Term Effects of Industrialization
Explain two (2) long term effects of industrialization.	
What social class expanded as a result of knowledge? Explain.	

Summary: Provide a summary in 5-7 sentences of the key points and main ideas from the section.

Topic Sentence (one sentence stating what the section is mainly about)

Summarize Key Points (2-3 sentences summarising essential questions and notes)

Concluding Statement (one sentence stating a connection/context)

McElveen

Nonfiction Summarizer

Title of Text: _____

Topic: _____

<p><i>Subtopic/ Heading:</i></p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	<p><i>How or Why Question:</i></p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	<p style="text-align: center;"><i>Answer Notes:</i></p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
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<p><i>Subtopic/ Heading:</i></p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	<p><i>How or Why Question:</i></p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	<p style="text-align: center;"><i>Answer Notes:</i></p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
<p><i>Summary:</i></p> <p><i>What do the recorded notes teach me about the topic? (Be GENERAL)</i></p>	<hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	

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Characterization

This chart shows five ways in which we learn about the main character. Next to each of the five ways in which character is revealed, give a specific example to illustrate. In the third column, explain what you learned about the character from this example.

Ways character is revealed	Example	What you learned about the character from this example
Character's speech		
Character's appearance		
Character's private thoughts		
How other characters feel about the character and react to him/her		
Character's actions		

Summarizing Literary Texts

Setting
Characters



Important Event
Important Event
Important Event
Important Event
Important Event

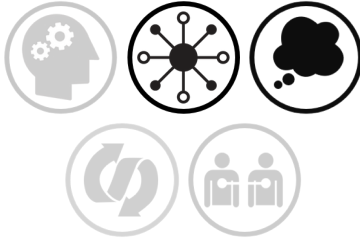


Summary

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ELA Reading

Due to challenges in:



Students on the spectrum may struggle with:

- Identifying multiple sides of an argument/issue
- Evaluating the validity of reasons/evidence

Common Core Standards Addressed:

CCSS.ELA-Literacy.CCRA.R.8 Delineate and **evaluate the argument** and specific claims in a text, including the **validity of the reasoning** as well as the relevance and sufficiency of the evidence.

Identifying Multiple Sides of an Argument/Issue

Students with ASD tend to choose a side of an argument easily, but often struggle to understand the ideas around other people's perspectives. Provide practice examining "both sides."

Additional Strategies:

Here are some examples of strategies you can use to identify perspective taking within your lessons:

- ✓ **Debate:** Students participate in a structured debate to isolate ideas presented from either side of an argument, solidify their own argument/evidence, and better understand the counterclaim (perspective taking). (See following *Debate Format* and Spike Lee Video: <http://youtu.be/qppzd8g0Q>)

Evaluating the Validity of Reasons/Evidence

Students with ASD tend to struggle with isolating strong/persuasive reasons an author uses to prove an argument. Model and practice identifying the position of an argument and extracting strong reasons.

Additional Strategies:

Here are some examples of strategies you can use to evaluate reasons and evidence within your lessons:

- ✓ **Isolating reasons:** Students use guidelines in order to isolate strong reasons/evidence (See attached: *What Makes a Piece of Evidence Convincing?*)
- ✓ **Organizing evidence:** Students highlight directly on the article the two sides of the argument in different colors through chunking and organizing on a T-chart (See following: *Reading a persuasive article*)
- ✓ **Evaluating arguments:** Students identify the argumentative strategies the author used in order to determine the validity of the argument, reasons, and evidence (See following: *Argumentative Strategies*)



ELA:

Identifying multiple sides of an argument; evaluating validity of evidence

Author's Point of View or Purpose: Informational Text

Text Title: _____

WHAT is the author doing in the text?	<hr/> <hr/> <hr/> <hr/>
WHY is the author doing this?	<hr/> <hr/> <hr/> <hr/>
HOW does the author do this throughout the text?	<hr/> <hr/> <hr/> <hr/>

Text Title: _____

WHAT is the author doing in the text?	<hr/> <hr/> <hr/> <hr/>
WHY is the author doing this?	<hr/> <hr/> <hr/> <hr/>
HOW does the author do this throughout the text?	<hr/> <hr/> <hr/> <hr/>

CCLS: RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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Debate Format

<p>Step 1</p>		<p>Choose which claim you most agree with. If there is an uneven amount of students on each team, teachers will ask for students to switch sides.</p>
<p>Step 2</p>		<p>Meet with your group to discuss your reasons why your argument is correct.</p> <p>Record three reasons in your RNB that supports your argument.</p>
<p>Step 3</p>		<p>You will be matched up with a student from the other argument. It is your time to explain your reasons, but also listen to the opposing argument.</p> <p>Each student will have two minutes to present their reasons to the opposing side.</p> <p>The student <i>not speaking</i> is recording the opposing arguments reasons in their RNB.</p>
<p>Step 4</p>		<p>Each side will meet again as a large group and will share the counter arguments that were presented by the opposing sides.</p> <p>As a group, they will develop reasons to refute the counter argument by presenting additional evidence.</p>
<p>Step 5</p>		<p>You will once again meet with your opposing partner and argue your position using the reasons developed by the large group.</p> <p>You will each have one minute to argue your new reasons.</p> <p>The student <i>not speaking</i> is recording the opposing arguments reasons in their RNB.</p>
<p>Step 6</p>		<p>You will be given a moment to reflect on the argument that were presented.</p> <p>We will have a class discussion to determine which side presented the stronger argument and why.</p> <p>You will also have an opportunity to determine if you have changed your position on the argument as a result of hearing the opponent's reasons.</p>

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Reading a Persuasive Article

Topic: _____

1. Divide the article into organized “**chunks**”
2. Annotate (jot) the **main idea** of the chunk (**What + Why/How**)
3. Identify the **two sides of the issue** discussed in the article.
4. Record the **reasons** and **evidence** on the **t-chart**

Claim:	Counterclaim:
Reason #1:	Reason #1:
Evidence: • • •	Evidence: • • •
Reason #2:	Reason #2:
Evidence: • • •	Evidence: • • •
Reason #3:	Reason #3:
Evidence: • • •	Evidence: • • •

Fink



What makes a piece of evidence **CONVINCING**?

When evaluating an argument, you'll want to identify reasons with convincing, believable **EVIDENCE** to prove a claim. Here are some qualities of strong evidence:

- It's from a **reputable, credible source** (like a newspaper—not Wikipedia/your best friend!)
- It uses **statistics** (percentages, number facts) to make a point.
- It uses **proven** or generally accepted facts (not your personal opinions!).
- It appeals to **common sense**, and it's **logical** (makes sense).
- It quotes **expert opinions** (not you – not your best friend!)
- It is presented in an **unbiased** manner (it's not personal, no *"I statements"*!)
- It will **impact** your reader—they will feel surprised, pleased, or moved when they read it.
- It is **concise**, easily understood and strongly stated – the reader gets it!

A strong argument essay will have at least **TWO** pieces of evidence to support each reason given as you prove your claim. Make sure your evidence meets these criteria!

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Argumentative Strategies

Directions: Read the argumentative text you have been assigned. Decide which strategies the author has used to argue his/her point or persuade you. Record your thoughts in the second column by writing *yes* if the author has used the strategy or *no* if he/she has not. If the author has used the strategy, write evidence of the strategy from your text in the *Evidence* column.

Argumentative Strategy	Yes/No	Evidence of the strategy from the text
Research —The argument is backed up with studies to make it more convincing.		
Statistics —Logic or numbers are used to support the argument.		
Experts —Information from experts or famous people is used to support the argument.		
Ethics —Trust and credibility have been built by the author.		
Urgency —The cause has been made to seem urgent.		
Emotions —The reader’s emotions have been played on in order to support the argument.		
Stance —The main point or side of the argument has been clearly stated.		

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Teaching Guide

Compare-Contrast Profiles

Skills

- Researches two historical or contemporary figures or groups
- Shows similarities and differences between these two subjects

Purpose

We can help students better understand a subject we're studying by having them compare that subject with another to identify similarities and differences. A version of the Venn diagram, this compare-contrast organizer helps students make comparisons at a biographical level between historical or contemporary figures, or at a broad cultural level between groups of people, types of governments, or religions.

How to Use the Organizer

Assign or have students choose two subjects to compare that will help them better understand the unit of study. For example, in a study of colonial America, the Compare-Contrast Profiles graphic organizer (page 21) can be used to compare two figures, such as two opposing leaders (Generals Washington and Cornwallis), two groups of people (French and British settlers), two religions or branches of a religion (Puritanism and Protestantism), or two types of government (democracy and monarchy). Make sure resources are available for students to research the two subjects and make the chosen comparisons.

Help students get started by brainstorming some categories by which to compare their subjects. Then distribute copies of the graphic organizer. Have students label the profiles on the organizer, writing one subject name at the top of each profile.

Tell students to record differences between the subjects in the appropriate profile, using the spaces that do not overlap. Have them record similarities between the subjects in the overlapping space.

When students compare two figures, you may want to refer students to the categories on the Résumé Builder graphic organizer on page 19. For students

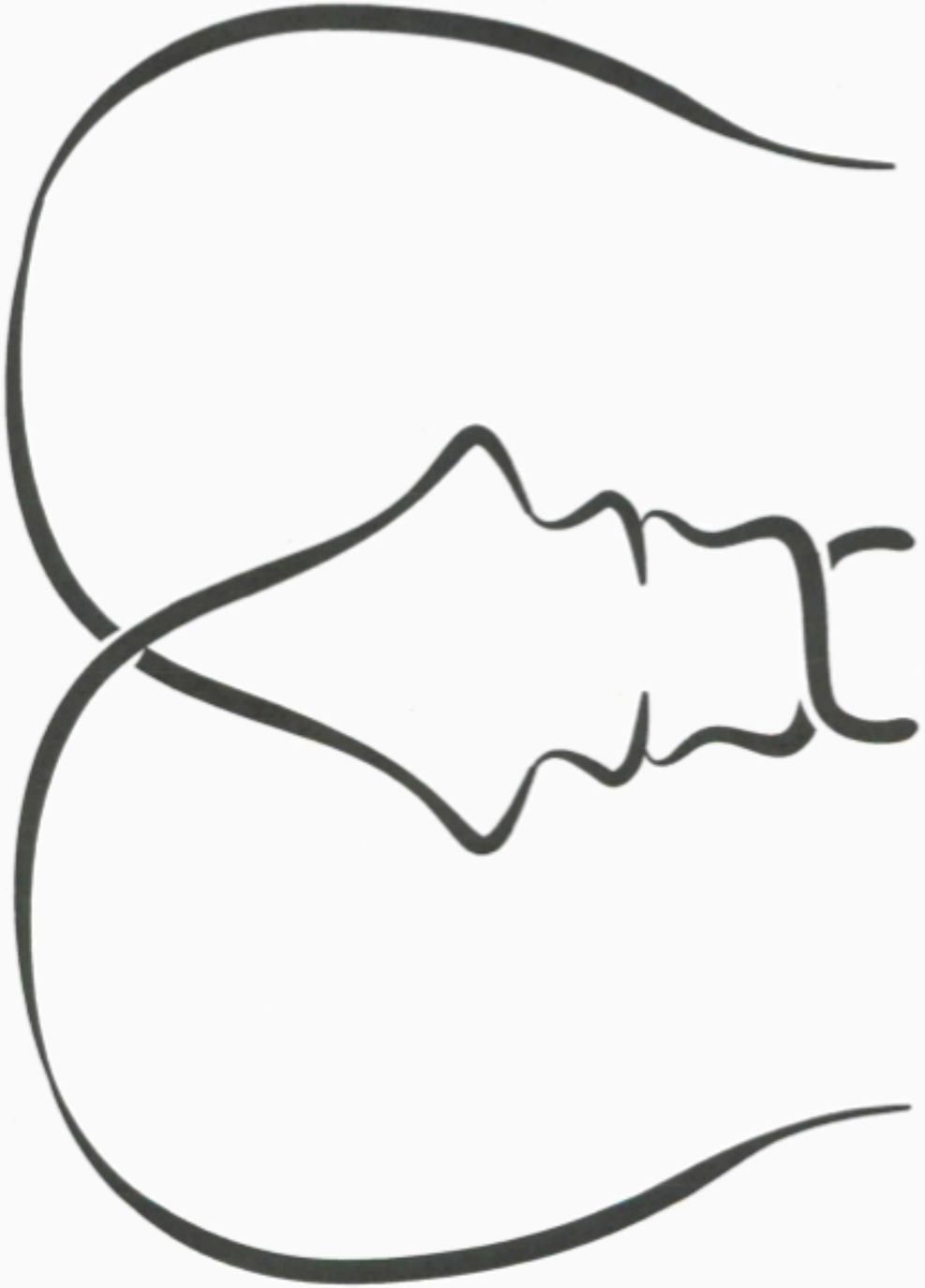
who need more support, have them first work in small groups or pairs to complete résumé organizers for two different figures, and then have them complete this compare-contrast organizer using the biographical information they have collected.



Name _____ Date _____

Compare-Contrast Profiles

Compare two important people in history with this Venn diagram.



Social Studies Graphic Organizers & Mini-Lessons © Sarah Longhi, Scholastic Teaching Resources

Sarah Longhi, Scholastic Teaching Resources

ELA Reading

Due to challenges in:



Students on the spectrum may struggle with:

- Making logical inferences based on experiences that they do not share in their own lives

Common Core Standards Addressed:

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Making logical inferences

Students with ASD tend to have difficulty making inferences based on explicit information from a text because they may not have similar life experiences. Information must be broken down to allow students to isolate perspectives on a topic or situation.

Additional Strategies:

Here are some examples of strategies you can use to solidify the skills of inference development within your lessons:

- ✓ **Identifying different perspectives:** Discuss the different approaches and perspectives characters have on a topic/theme within a literary piece (See following: *Perspective Taking* and *The Ironworkers' Noontime, 1880* painting: http://www.visualphotos.com/image/1x6750414/the_ironworkers_noontime_1880_thomas_pollock ; *Seven Blind Mice* picture book: http://www.amazon.com/Seven-Blind-Mice-Reading-Railroad/dp/0698118952/ref=sr_1_1?ie=UTF8&qid=1372791888&sr=8-1&keywords=seven+blind+mice)
- ✓ **Getting to know characters:** Discuss the ways readers get to know characters: how they look, what they say, and what they do in relation to their back story (See following: *Characters Make Impressions by...*)

6th Grade ELA Unit 1: Survival Stories

“Life Doesn’t Frighten Me At All” – By Maya Angelou

Mind Mirror Activity

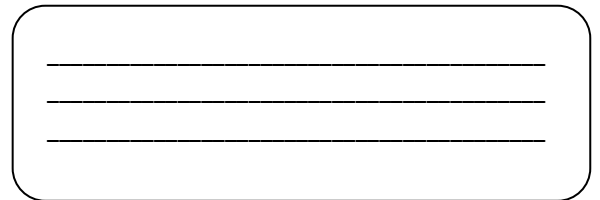
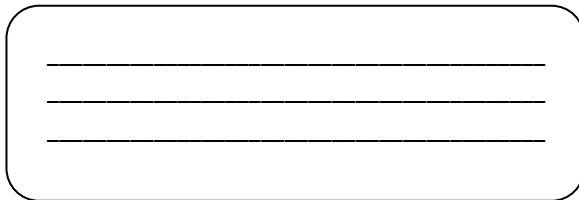
Directions: Complete the tasks below with information about the speaker of the poem in order to plan your mind mirror visual.

- 1) **Symbols:** Draw 2 objects or symbols that represent the speaker.

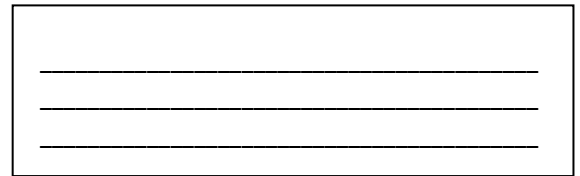
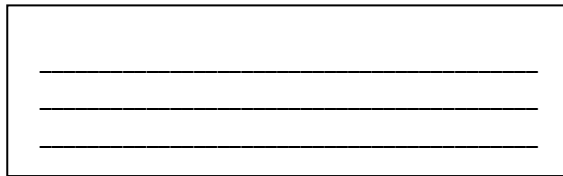


- 2) **Adjectives:** List 2 words that describe this person’s feelings or actions.

- 3) **Quotations:** Write 2 quotes from the poem that reveal something about the speaker.



- 4) **Original Phrases:** Write 2 original phrases that summarize the character’s thoughts and emotions.



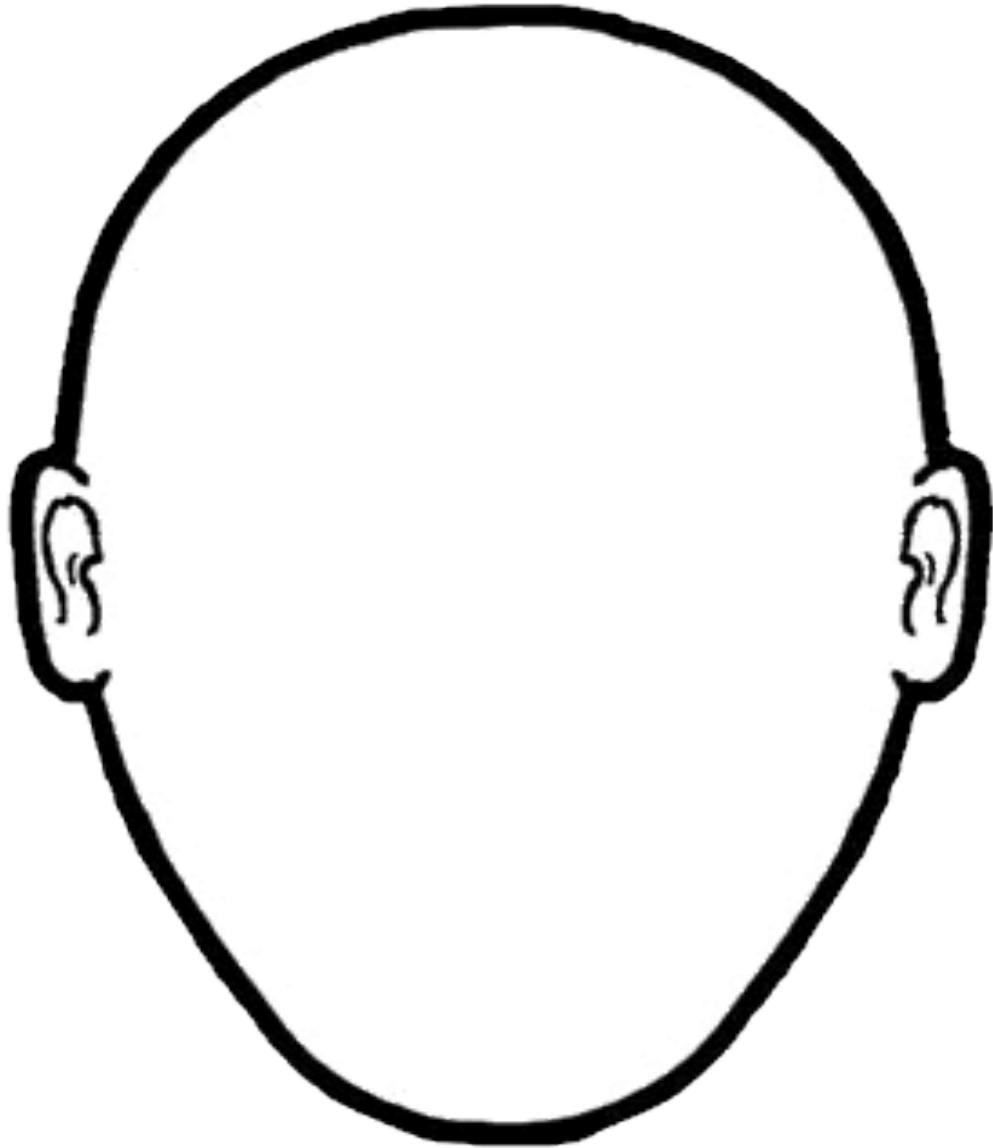
- 5) **Background Images:** When I visualize the speaker, what do I see her/him doing? Where is he/she? Draw a background image to represent this.



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6th Grade ELA Unit 1: Survival Stories

**“Life Doesn’t Frighten Me At All” – By Maya Angelou
Mind Mirror**



Score: 1 2 3 4	Comments:
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Perspective Taking

Part 1:

For teacher: Cut painting into five vertical strips and distribute one strip to each student. Students will focus on:

- * What is the setting?
- * Who are the characters?
- * What is happening?
- * What is the tone of the painting? What feelings do you get when looking at the painting?

When complete, guide discussion to support perspective taking using the following questions:

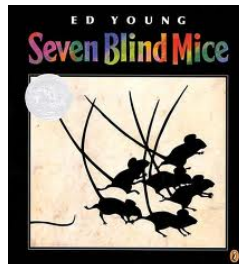
1. How do the different presentations reflect different perspectives?
2. Do you think your scene fits with the entire picture?
3. Why do you think it is important to pay attention to other character's perspectives when telling a story?



262-1780 [RM] © www.visualphotos.com

Part 2:

For teacher: Transition perspective taking conversation around literature by using the picture book *Seven Blind Mice* and modify questions from Part 1 to apply to the story.



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Perspective Taking Guiding Worksheet

Answer the following questions for your section of the painting.

What do you think is the setting of the painting?

Who are the characters?

What is happening?

What is the tone of the painting? What feelings do you get when looking at the painting?

Now, based on your observations, write a scene for what you observed. *Start right in the moment* and *use IADD* to allow the reader to really understand the impact of your painting.

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Characters Make Impressions By...



How they look...

- * Physical characteristics
- * Hygiene
- * Clothes they wear
- * Hairstyle

-Clothes are costumes that *change* with different settings. Clothing sends a message to others.

-Hair styles/hair color can influence characters impressions of each other. Characters may develop opinions that may or may not be correct.



By what they say...

- * The words that they use. People say words that will make the effect they want to make on a listener. If they want to make the person feel good, they choose words that so that. They can also choose words that can hurt someone, if they want to do that. *The problem comes when they say words that are unexpected or that hurt someone when they don't mean to.*

-Words can have great impact and carry too much meaning. (e.g. Ms. Fink, you look really old.)

-Words can be buried by what the person is doing at the time they say them.

-20-40% of human messages is communicated by words that are spoken. 60-80% is communicated by what we do while speaking.



By what they do...

- * Body language and gestures
- * Facial expressions
- * Eye contact
- * Tone of voice
- * Proximity or personal space (how close they stand towards people, animals, things)
- * Loudness, pitch of voice, etc.

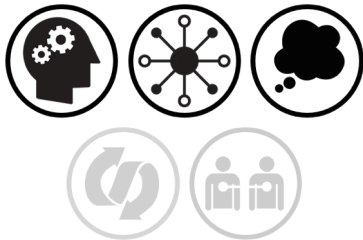
-How a person uses these components will affect the meaning of a message, for both good and bad outcomes.

****Remember: Perspective taking is a very *active process* that requires a character to constantly *observe, analyze, and respond* to the *changing dynamics* of the character they are interacting with.

Fink

ELA Writing

Due to challenges in:



Students on the spectrum may struggle with:

- Developing a claim
- Developing an argument using relevant evidence

Common Core State Standard Addressed:

CCSS.ELA-Literacy.CCRA.W.1 Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient **evidence**.

Developing a Claim & Argument Using Relevant Evidence

Students tend to have difficulty identifying both sides of an argument, particularly acknowledging the counterclaim. They may also have difficulty beginning dialogue about their argument and further supporting their reasons with relevant identified evidence and analysis.

Provide students with clearly opposing viewpoints within a text or video where students can extract different perspectives based on reasons, evidence, and tone.

Additional Strategies:

Here are some examples of strategies you can use to teach students to develop claims and arguments using relevant evidence within your lessons.

- ✓ **Sentence starters:** Provide language to support students in conveying their argument and addressing the counterclaim. (See following: *Claim Sentence Starters; Evidence and Analysis Sentence Starters*)
- ✓ **Online resources:** Visit the website <http://www.procon.org> for explicit breakdown for how arguments are identified, organized, and debated.

Name: _____ Date: _____

Section: _____

Directions: Use this handout to draft analysis paragraphs for your ERVC persuasive essay.
Analysis paragraphs are due in class on _____.

Analysis Paragraph #1: What ERVC would you settle in? Why? (THINK: GEOGRAPHY)

Claim 1 → A body paragraph starts with claim, which is then explained, developed, or supported with evidence.

(indent) _____

Evidence 1A → Refer to one (1) specific piece of evidence from the text, additional readings or Brainpop videos we used to learn more about the ERVC's. You should quote or paraphrase this information.

Possible sentence-starters for evidence. You must indicate how this piece of information is *relevant in history*:

- | | | |
|---------------------------|---------------------------|-----------------------------------|
| "In history..." | "For example,..." | "This is clearly visible when..." |
| "As stated in history..." | "This is true because..." | "Proof of this is..." |
| "According to history..." | "This is shown by..." | "This can be seen when..." |

Analysis 1A → Explain your evidence. Say why the evidence matters, or what it proves. It should relate to your claim! *Analysis connects your evidence with your topic sentence.

Possible sentence-starters for analysis:

- | | | |
|----------------------|---------------------|--|
| "This shows that..." | "Clearly..." | "This is important because it shows that..." |
| "Furthermore..." | "This proves..." | "This explains why..." |
| "Therefore..." | "As you can see..." | |

Evidence 1B → Refer to one (1) specific piece of evidence from the text, additional readings or Brainpop videos we used to learn more about the ERVC's. You should quote or paraphrase this information.

Possible sentence-starters for evidence. You must indicate how this piece of information is *relevant* in history:

- | | | |
|---------------------------|---------------------------|-----------------------------------|
| "In history..." | "For example,..." | "This is clearly visible when..." |
| "As stated in history..." | "This is true because..." | "Proof of this is..." |
| "According to history..." | "This is shown by..." | "This can be seen when..." |

Analysis 1B → Explain your evidence. Say why the evidence matters, or what it proves. It should relate to your claim! *Analysis connects your evidence with your topic sentence.

Possible sentence-starters for analysis:

"This shows that..."

"Clearly..."

"This is important because it shows that..."

"Furthermore..."

"This proves..."

"This explains why..."

"Therefore..."

"As you can see..."

Writing a Claim:

The **claim** in persuasive writing introduces both sides of the argument. It is an essential element of the entire essay because it not only introduces the debate, but it the first place in the essay where your claim is discussed using strong language.

Is your thesis organized in the following way?

- ✎ The **counterclaim** is written **first**, and then the **claim**.
- ✎ Is the **language used** to introduce the **claim strong** and **persuasive**? If not, grab a thesaurus and find a *powerful synonym*.

Sentence Starters:

It is undoubtedly true...However

It is often argued...However, it is...

While it's true that...,many people think that...

Some people say/claim/feel/think...However, many people actually...

Despite the fact that..., it is true that...}

It is claimed that..., but in fact...}

Writing Evidence:

In persuasive writing, your **reasons/evidence** supports your claim. Evidence can be examples, statistics, research, and expert opinions.

- ✎ Does your evidence clearly **defend** your claim?
- ✎ Is your evidence **valid** and **credible**?

Sentence Starters:

One reason is...

For example,...

As stated in the article,...

Proof of this is...

In the article,...says, "..."

...expresses this when s/he states, "..."

Writing Analysis:

Analysis is your opportunity to thoroughly explain how your evidence supports your topic sentence, aka your *reason*. It is the opportunity to explain the significance of your argument by bringing your evidence to life and arguing its impact.

- ✎ Take a look at your evidence and your analysis. Does your *analysis* explain the **significance** of your **evidence**?

Sentence Starters:

This shows that...

Clearly,...

This is important because it shows that...

Furthermore,...

This explains why...

Therefore,...

It is clearly visible that...

Additionally,...

Moreover,...

Fink

“It Says, I Say”

For the text you read, identify important quotes and cite page numbers on the left side of the organizer. On the right, use the question prompts to explain the quote, its meaning, its context and its importance.

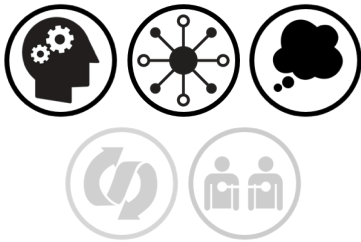
Title and author of *your* text: _____

<i>It Says</i>	<i>I Say</i>
<p>Write the quotes you identified here. They should be key passages that reveal key insight into answers to our essential questions.</p>	<ul style="list-style-type: none"> ● What does this quote mean? ● Why does this quote matter? ● What other texts/documents does this connect to that we've covered in class? ● Where does it take us? What is the big picture? ● How does this add onto our understanding of the character or topic?
<p>1) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>2) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Humanities Team at Millennium Brooklyn High School Raeann McElveen, Department Chairperson

ELA Writing

Due to challenges in:



Students on the spectrum may struggle with:

- Selecting relevant evidence in both literary and nonfiction texts
- Organizing ideas into fluid essay structure
- Analyzing evidence to discuss claim

Common Core State Standard Addressed:

CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Selecting Relevant Evidence in Both Literary and Nonfiction Texts

Students with ASD tend to have difficulty choosing evidence that will back up their claim because the breadth of information can be overwhelming, making pinpointing relevant details challenging. Address the connection between relevant details and the claim.

Additional Strategies:

Here are some examples of strategies you can use to teach students to select relevant evidence within your lessons:

- ✓ **Categorizing:** Provide categories/lenses for students to organize significant information to best support their claim. (See following: *Literary Lenses*)
- ✓ **Evidence organizing tool:** Provide students with envelopes or library card pockets that are labeled with a theme, topic sentence, paragraph, or section of a writing piece. Students write their evidence on index cards and insert them into the appropriate containers. (See video and modify strategy to best fit your needs: <https://www.teachingchannel.org/videos/literary-analysis-tool>)

Organizing Ideas Into Fluid Essay Structure

Students with ASD tend to have difficulty organizing their thoughts into a cohesive essay for an audience. Scaffold writing instruction to support students in brainstorming ideas, connecting thoughts, and finally, structuring a fluid essay.

Additional Strategies:

Here are some examples of strategies you can use to teach students to organize ideas into fluid essays within your lessons:



ELA:

Selective relevant evidence; organizing ideas; analyzing evidence

- ✓ **Acronyms:** Provide students with structured acronyms to guide components of each paragraph [i.e. **R.A.D.D.** = Restate, Answer, Detail, Detail; **L.I.T.** (Intro) = Lead, Introduce Subject, Thesis; **T.E.A.L.** (Body) = Topic Sentence, Evidence, Analysis, Link to Thesis; **R.C.I.** (Conclusion) = Restate Thesis, Connect to world, Inspire reader]
- ✓ **Sentence starters:** Provide students with sentence starters to help them organize the components of each paragraph.

Analyzing Evidence to Discuss Claim

Students with ASD tend to have difficulty moving beyond the presentation of evidence to delve deeper into analysis. Students often view evidence as “black and white” and have difficulty seeing the dimensions of evidence. Provide students with sentence starters, examples of strong and weak analysis, and teacher models to support their analysis. Guide students to see the complexity of the evidence by asking higher-level thinking questions.

Additional Strategies:

Here are some examples of strategies you can use to teach students to analyze evidence within your lessons:

- ✓ **Guiding Questions:** See following: *Literary Lenses Guiding Questions*
- ✓ **Analysis map:** Provide a graphic organizer that guides students to think critically about evidence through all genres (See attached: *Poetry Analysis Map*)



Proverb Tracker

Below is an example of a **triple entry log** based on Chinua Achebe’s, *Things Fall Apart*. Each column is designed to deepen your thinking about the text through both analysis and synthesis. This format will be used repeatedly throughout the year. Please read thoroughly and mark up with clarifying questions.

<i>It Says</i> Write the proverb here.	<i>I Say</i> Use one or more of the following response techniques to interpret the proverb: What did you find interesting or strange, Close Reading of language choices, Questions, or Predictions.	<i>And So</i> Take your response in the “I Say” Column a step further: Why does your observation matter? Where does it take us? What is the big picture? Use connections between characters within a work or connect a character to another character. Look for larger themes, make predictions, based on what you know of a character.
Ex. He who washes his hands can eat with kings.		

McElveen & MBHS Humanities Team



4 Paragraph Essay Template

Introductory Paragraph

Attention Grabber

Background Information

Thesis

Body Paragraph I

Topic sentence

Evidence 1

Explanation 1

Evidence 2

Explanation 2

Terminating Sentence



Intro / Conclusion Template

Introduction

Attention Grabber:

- Bold Statement
- Quote
- Question

Background Info

- FULL book title, underlined
- Author's first and last name

Thesis Statement

Conclusion

Restate Thesis

Connection to Real World/call to action

McElveen



Evidence/Image/Explanation Comic Strip

“Tuesday of the Other June” by Norma Fox Mazer

What does the author’s language reveal about characters?

<p>Evidence: “‘What’s your name?’ She had a deep growly voice.”</p> <p>Source: June</p> <p>Page: 13</p>	<p>Evidence: “She was training me like a dog. After a few weeks of this, she only had to look at me, only had to growl, ‘I’m going to get you, Fish Eyes,’ for my heart to slink like a whipped dog down into my stomach.”</p> <p>Source: June</p> <p>Page: 14</p>	<p>Evidence: “Now at night it wasn’t robbers creeping up the stairs, but the Other June, coming to torment me.”</p> <p>Source: June</p> <p>Page: 15</p>
<p>Image:</p>	<p>Image:</p>	<p>Image:</p>
<p>Explanation:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Explanation:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Explanation:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Engel



ELA:

Selective relevant evidence; organizing ideas; analyzing evidence

“The Road Not Taken”

Identify Evidence | Analyze Thoughts & Actions

Directions: In the Evidence column, record examples from the text that show how the decision the narrator faces affects him/her. In the Explanation column, explain how the evidence introduces, illustrates, or elaborates on the narrator’s thoughts and actions

Evidence	Lines	Explanation
1. Example: “Sorry I could not travel both...”	2	The narrator’s main conflict is that he or she would like to travel down both roads but cannot.
2.		
3.		
4.		
5.		
6.		

Addressing RL.7.1: 1 2 3 4

Engel - version 1



“The Road Not Taken” Identify Evidence | Analyze Thoughts & Actions

Directions: In the Evidence column, record examples from the text that show how the decision the narrator faces affects him/her. In the Explanation column, explain how the evidence introduces, illustrates, or elaborates on the narrator’s thoughts and actions

Evidence	Lines	Explanation
1. Example: “Sorry I could not travel both...”	2	The narrator’s main conflict is that he or she would like to travel down both roads but cannot.
2. “looked down one as far as I could...”		
3. “Though as for that the passing there / Had worn them both about the same”		
4. “Oh, I kept the first for another day! / Yet knowing how way leads on to way, / I doubted if I should ever come back.”		
5. “I shall be telling this with a sigh”		
6. “I took the one less traveled by, / And that has made all the difference.”		

Addressing RL.7.1: 1 2 3 4

“The Road Not Taken”

Identify Evidence | Analyze Thoughts & Actions

Directions: In the Evidence column, record examples from the text that show how the decision the narrator faces affects him/her. In the Explanation column, explain how the evidence introduces, illustrates, or elaborates on the narrator’s thoughts and actions

Evidence	Lines	Explanation
1. Example: “Sorry I could not travel both...”	2	The narrator’s main conflict is that he or she would like to travel down both roads but cannot.
2.		The narrator would like to know as much as possible about each road, so that he or she has a better idea of what the better choice is.
3.		The narrator realizes that the paths are similar.
4.		The narrator wants to think that he or she can go back later to see what the other path is like, but he/she realizes that this is unlikely because this path (way) will lead to a series of other paths that might make it unlikely to get back to this point.
5.		This decision is difficult both as it happens and in the narrator’s memory. He or she will never know what was missed by not taking the other road, and it makes him or her sigh.
6.		The narrator is telling people that he or she took the road less traveled by—which he or she knows may not be true—and also that this decision has made “all the difference” because a decision once made cannot be remade.

Addressing RL.7.1: 1 2 3 4
Engel - version 3

“Narcissus and Echo” Close Reading: THEME (Group 1)

Directions: Work with your partner to find **two** pieces of **text evidence** that support the given theme. After finding your text evidence, explain **in your own words** how that evidence reveals the theme.

The theme of the Greek myth “Narcissus and Echo” is that excessive pride leads to one’s downfall.

Text Evidence #1:

Explanation:

Text Evidence #2:

Explanation:



ELA:

Selective relevant evidence; organizing ideas; analyzing evidence

“Narcissus and Echo” Close Reading: THEME (Group 2)

Directions: Work with your partner to choose the theme that you believe best fits the myth. Then complete the graphic organizer below.

- Theme choices:**
- 1) Revenge is an acceptable act of retribution
 - 2) Excessive pride can lead to one’s downfall
 - 3) A promise or oath is a sacred bond that should not be broken

The theme of the Greek myth “Narcissus and Echo” is
<hr/> <hr/>
Text Evidence #1:
<hr/> <hr/> <hr/>
Explanation:
<hr/> <hr/> <hr/> <hr/> <hr/>
Text Evidence #2:
<hr/> <hr/> <hr/>
Explanation:
<hr/> <hr/> <hr/> <hr/> <hr/>



ELA:

Selective relevant evidence; organizing ideas; analyzing evidence

“Narcissus and Echo” Close Reading: THEME (Group 3)

Directions: Work with your partner to come up with the theme of the story. Then complete the graphic organizer below.

<p>The theme of the Greek myth “Narcissus and Echo” is</p> <hr/> <hr/>
<p>Text Evidence #1:</p> <hr/> <hr/> <hr/>
<p>Explanation:</p> <hr/> <hr/> <hr/> <hr/>
<p>Text Evidence #2:</p> <hr/> <hr/> <hr/>
<p>Explanation:</p> <hr/> <hr/> <hr/> <hr/>

Engel - version 3

Poetry Comparison Essay: Evidence Organizer

Prepping for my THESIS STATEMENT:

★ TOPIC/THEME Analyzed: _____

★ POEMS Analyzed: #1 _____ #2 _____

★ SIFT ELEMENTS Analyzed (Circle 2): SPEAKER IMAGERY FORM TONE

IDEA: What does this SIFT element REVEAL about the theme or topic in POEM #1?

IDEA: What does this SIFT element REVEAL about the theme or topic in POEM #2?

EVIDENCE:

EVIDENCE:

EVIDENCE:

EVIDENCE:

IDEA: What does this SIFT element REVEAL about the theme or topic in POEM #1?

IDEA: What does this SIFT element REVEAL about the theme or topic in POEM #2?

EVIDENCE:

EVIDENCE:

EVIDENCE:

EVIDENCE:

Fink

Literary Lenses: (Guiding Questions)

Character Traits	Internal/External Conflicts	Character Motivation	Character Change
<p>What character trait is revealed from your evidence?</p> <p>Why is this character trait significant in this story?</p>	<p>What personal problems have arisen for your character? Why is this a problem?</p> <p>How have they been affected (emotional and physical affects) by the problem?</p>	<p>Why is the character motivated? What values does this character possess?</p> <p>How is their motivation displayed?</p>	<p>What event is causing the character to change?</p> <p>Why is it important for them to change?</p>

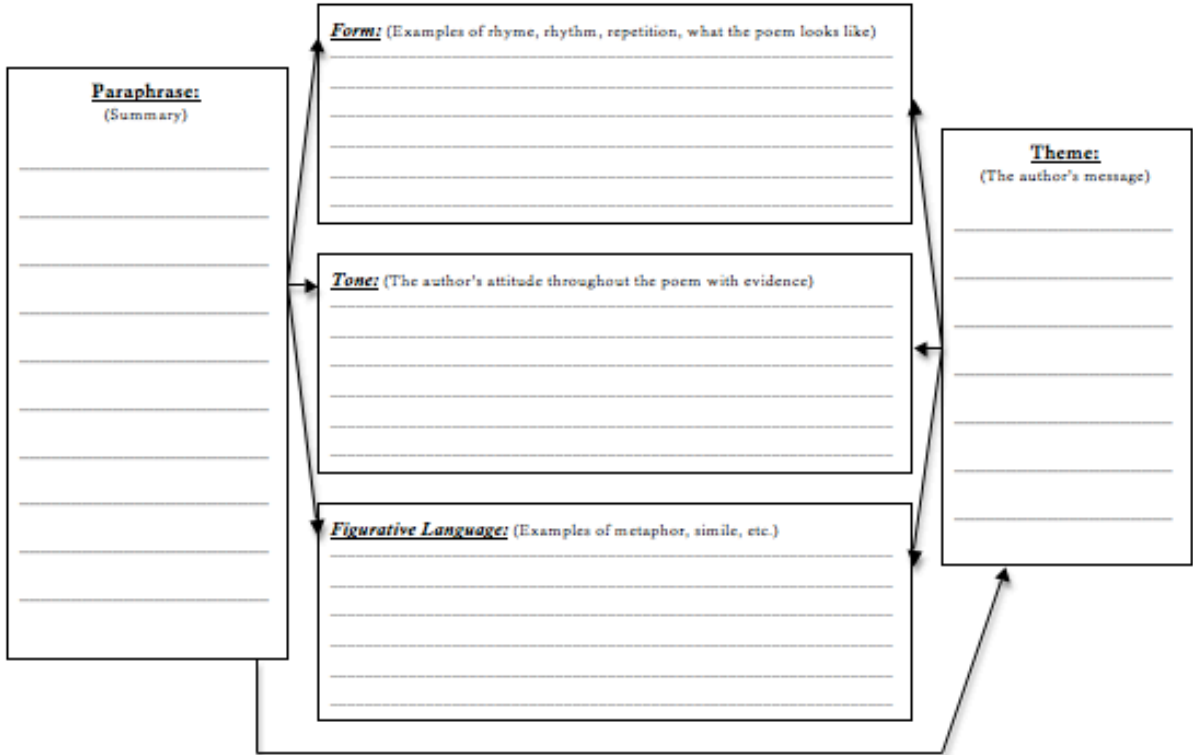
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POETRY ANALYSIS MAP

Name _____

<i>Title:</i> _____	<i>Author:</i> _____
---------------------	----------------------



Engel



The GREAT and POWERFUL
ARGUMENT ESSAY GENERATOR! (Excerpt)

Body Paragraph:

Topic Sentence → Major idea of your thesis that you need to prove. It is the focus for this paragraph.

Evidence, → Refer to specific parts in the article to support your topic sentence.

Possible sentence-starters for Evidence:

One reason is...	For example,...	As stated in the article,...	Proof of this is...
In the article,...says, "..."	...expresses this when s/he states, "..."		

Analysis, → Explain your evidence. Explain why you are using **this specific** evidence (without using first person)!
What does your evidence prove? It must relate to your topic sentence!

Possible sentence-starters for Analysis:

This shows that...	Clearly,...	This is important because it shows that...	Furthermore,...
This explains why...	Therefore,...	It is clearly visible that...	Additionally,...
			Moreover,...

Fink



ELA:

Selective relevant evidence; organizing ideas; analyzing evidence

Author's Name: _____ Date: _____

Peer's Name: _____ Date: _____

Editing Checklist for Self- and Peer Editing

Directions: Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit	
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	
Capital Letters	Quotation marks are included where needed. I checked for capitals at the beginning of sentences. Proper nouns begin with capital letters.		Quotation marks are included where needed. I checked for capitals at the beginning of sentences. Proper nouns begin with capital letters.	
Grammar	My sentences are complete thoughts and contain a noun and a verb. I don't have any run-on sentences.		Sentences are complete thoughts and contain a noun and a verb. There are no run-on sentences.	
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.	

ELA Writing

Due to challenges in:



Students on the spectrum may struggle with:

- Developing real experiences from personal life

Common Core State Standard Addressed:

CCSS.ELA-Literacy.CCRA.W.2 Write narratives to **develop real or imagined experiences** or events using effective technique, well-chosen details and well-structured event sequences.

Developing Real Experiences from Personal Life

Students with ASD tend to have difficulty connecting emotions with personal life experiences and structuring event sequences in their writing. Support students by isolating events and connecting to sensory experience. Provide students with guiding questions that probe emotional and sensory reaction to events.

Additional Strategies:



Here are some examples of strategies you can use to teach students to build off of real experiences within your lessons.

- ✓ **Comic stripping:** Have students sketch and write captions for the sequential events that made up an experience. This process can be teacher-led, where students will have to return to each scene and layer the sensory experiences observed and personal encounters. (See following: Comic Strip/Storyboard)
- ✓ **I.A.D.D.** (from Columbia University Teacher's College): Guide students to layer scenes using *Inner Thinking, Action, Dialogue, and Description*.



ELA:
Developing real experiences from personal life

Comic Strip Template

Use speech bubbles () for dialogue,
and thought bubbles () for internal thoughts



Name(s): _____ Date: _____ Period: _____

Storyboard



Storyboard panel 1: A large empty rectangular box with a small oval at the bottom left corner.

Storyboard panel 2: A vertical column of seven horizontal lines.

Storyboard panel 3: A large empty rectangular box with a small oval at the bottom left corner.

Storyboard panel 4: A vertical column of seven horizontal lines.

Storyboard panel 5: A large empty rectangular box with a small oval at the bottom left corner.

Storyboard panel 6: A vertical column of seven horizontal lines.

Storyboard panel 7: A large empty rectangular box with a small oval at the bottom left corner.

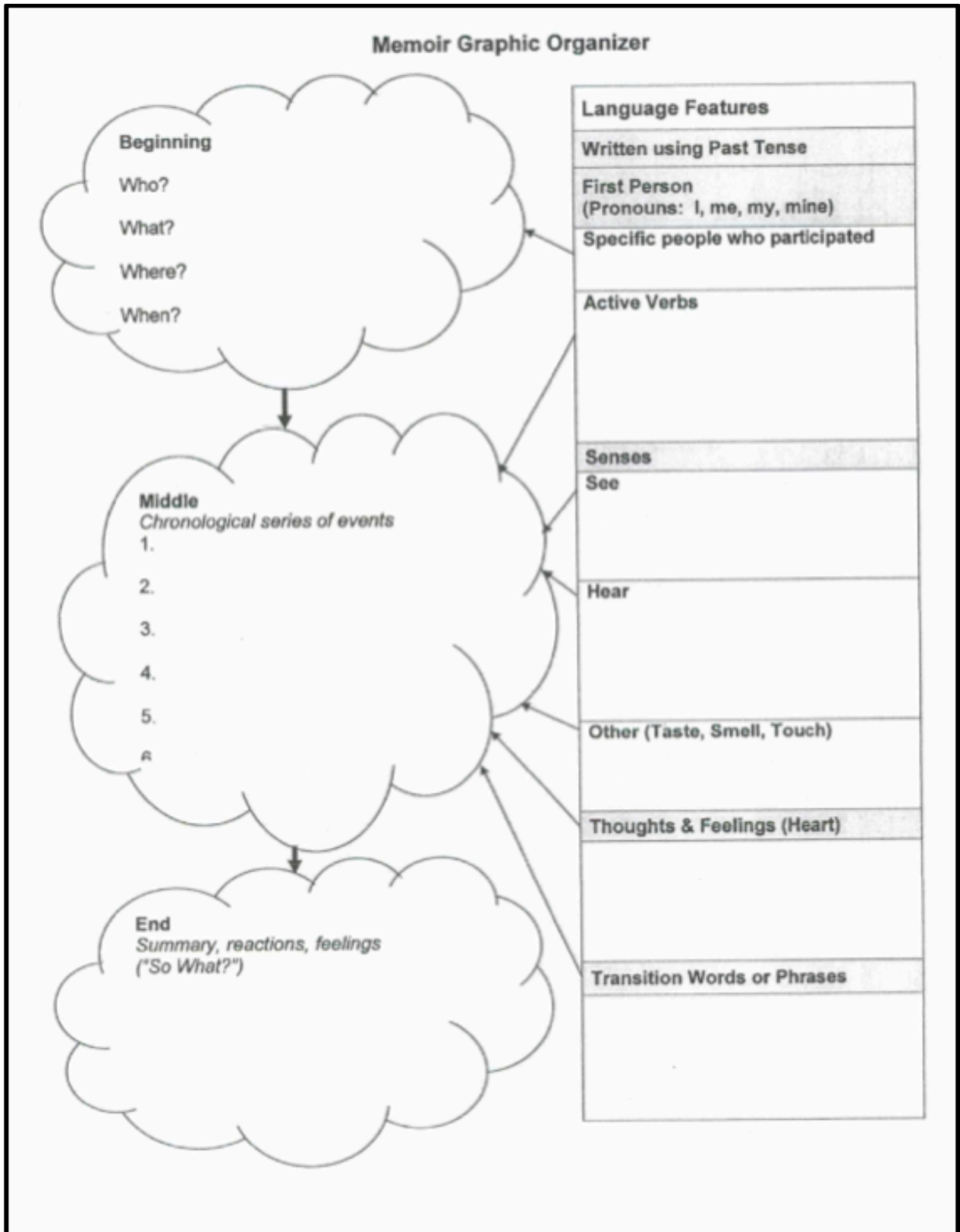
Storyboard panel 8: A vertical column of seven horizontal lines.

Storyboard panel 9: A large empty rectangular box with a small oval at the bottom left corner.

Storyboard panel 10: A vertical column of seven horizontal lines.

Storyboard panel 11: A large empty rectangular box with a small oval at the bottom left corner.

Storyboard panel 12: A vertical column of seven horizontal lines.



Lewis

MICROWAVE INSTRUCTIONS

How to cook up “hot” historical short fiction! Follow this step-by-step guide to create a story your readers will eat up and tell their friends about!

Historical Fiction Writing Checklist

Item	What it looks like.	It's done when	Notes
Do I know who my main character is?	I describe what my character looks like, where she/he lives, and something about him/her that makes the reader want to know more	My character's voice is clear in the story. All actions are related to my main character.	Choose words to show us who the character is and how he/she feels. Make sure your character is historically accurate. <u>No NBA players in Mesopotamia!</u>
Do I know where my story takes place?	I chose an early river civilization location.	I name the city and describe the land, and people.	Refer to your handouts and research notes for accurate descriptions.
Does my main character have a problem to solve?	My character has a problem related to her environment or a personal relationship.	My story has a conflict that has a great beginning, middle and end that keeps my reader engaged.	The history of the time and place is reflected throughout my story. Ex. My character wants to write a love letter to a boy. She can't take out paper. She must make a cuneiform.
I have high level writing.	I use at least 4-6 vocabulary words correctly.	I use vocabulary <u>and</u> words that allow my readers to see and feel the story.	Use figurative language. Choose words that make pictures. <u>Write like an Egyptian!</u>
I demonstrate 212 effort.	2 or more pages with a cover.	I am proud of my story.	It's the best story in class. It's neat!
I show my writing skill.	Excellent spelling, grammar, and sentences.	My story has a strong point of view.	My story makes sense from beginning to end.

Lewis

ELA

Due to challenges in:



Students on the spectrum may struggle with:

- Identifying and sequencing central ideas
- Establishing Character Point-of-View

Common Core Standards Addressed:

CCSS.ELA-Literacy.CCRA.R.2 Determine **central ideas** or themes of a text and analyze their development; **summarize** the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Identifying and Sequencing Central Ideas

Students with ASD are frequently visual learners. Provide images to represent plot points along side guiding questions that focus on perspective taking, in order to track plot, character change, and theme.

Additional Strategies:

- ✓ **Short Story Organizer:** Track protagonist perspective throughout the short story, “The Stolen Party”, using key images to represent scenes on story-mountain.
- ✓ **Tracking Point of View:** Track character perspective on climatic events in a story by using images to guide thoughts regarding character thoughts, emotions, and motivations.
- ✓ **Organizing Evidence-Based Paragraphs:** Use metaphors and images to represent different layers in essay writing.

"The Stolen Party," by Lilitana Hecker



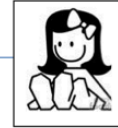
What is **Rosaura's interpretation** of her friendship with Luciana?

What is **R mother's interpretation** of the girls' friendship?



How did **Rosaura feel** when she was given permission to sneak a peek at the monkey in the kitchen? *Why do you think she was given the opportunity?*

How does **R interpret the responsibilities** Senora Ines gives her?



What is the **girl with the bow's interpretation** of Luciana and Rosaura's friendship? *Is she correct?*



How does **R regard her role** at the party when she is asked to be the magician's participant?

Why does the magician refer to her as the girl with "Spanish eyes"? Why is it significant that he identifies *this characteristic*?



How is **R's interpretation** of her role at the party **different** than that of **Senora Ines**?

How did **R's feelings towards her mother** change with this realization?



















HW #3: Personal response (in RNB). Answer one of the following questions:

Option 1: Have you ever been disappointed or surprised like Rosaura was in the story? How did it make you feel, and what did you do?

Option 2: Write the next moment in the story. What do you think happens?

Fink

SCENE: "The Wonder Years" pilot, Wayne taunting Kevin in in lunchroom and then getting into trouble with the Assistant Principal...

<p>Kevin's Point of View</p> 	<p>The AP's Point of View</p> 	<p>What's revealed?</p>
<p>THOUGHTS: </p> <p>My chances of social acceptance in Junior High have been ruined by Wayne making fun of me in the lunchroom.</p> <p>WANTS/MOTIVAED BY:</p>  <p>I want to be seen as tough and cool, like Brian Cooper; a guy who everyone looks up to.</p> <p>   </p> <p>FEELINGS:  </p> <p>I am embarrassed and furious.</p> <p>PUTTING IT ALL TOGETHER:</p> <p>Kevin feels that he has nothing left to lose, so he might as well have a "temper tantrum" and act out to test what the AP will do about it.</p>	<p>THOUGHTS: </p> <p>Kids today...tut tut tut...they think they're sooo cool (sarcastic tone). I don't care what's going on, as long as there's order in the cafeteria!</p> <p>WANTS/MOTIVAED BY:</p>  <p>The rules! Nobody breaks the rules on my watch. If I let them get away with anything, it'll be total chaos! I want them all to fear me and obey!</p> <p>   </p> <p>FEELINGS:  </p> <p>PUTTING IT ALL TOGETHER:</p> <p>The AP is going to do battle with this "kid" and teach him a lesson.</p>	<p>What CONSEQUENCES does the Protagonist's ACTIONS AND DECISIONS lead to?</p> <p>He gets in trouble at school and at home. The ongoing conflict with Wayne is unresolved.</p> <p>If the PROTAGONIST had taken the perspective of the SECONDARY CHARACTER, what might s/he have done differently?</p> <p>If Kevin had known that the AP just wanted to be respected, then he might have not have tested his limits.</p> <p>What LESSON does the Protagonist LEARN?</p> <p>Kevin gets a stern warning to follow what authority says to do. By deciding to argue with the AP instead of asking him for help, Kevin chose independence and self-reliance. (<i>Is this a good thing?</i>)</p>

Which character change are we seeing Kevin go through in this scene?

Fink - part 1 of 2

Quote Sandwich

Overview: How a *hamburger* organizes writing.



Falafel ciabatta (scooped)



American cheese



Pickled fennel, carrot, and cabbage



Ciabatta

Claim
Context
Evidence
Explanation
Transition*
Conclusion*

Claim: The *bread* and *butter* of your writing.



Falafel ciabatta (scooped)

The **claim** is one or two sentences that *sandwiches* the argument/point you will set out to make in this paragraph.

A.K.A. "topic sentence"

Context: Clarifies the quote to add *flavor*.



American cheese

The **context** introduces and sets up the evidence you intend to use to support your claim by offering *juicy* background info that will highlight the evidence.

Evidence: The *meat* of the paragraph that supports both the topic sentence and the thesis.

The **Evidence** is the *meaty* information you are drawing from the text to support your claim.



Analysis: Condiments highlight the *flavor* of your food.

The **Analysis** adds depth and *flavor* in order to explain why your evidence is significant in supporting your claim.



Pickled fennel, carrot, and cabbage

Implementation

- Introduce guided notes to the entire class, so as not to stigmatize individual students
- Teach directly into taking notes using guided notes sheets – allow for practice
- Create and instruct students about a structure for organizing/tracking guided notes sheets (binders, folders)
- Instruct students how to use guided notes sheets as reference for homework, to review for quizzes, etc.

Other considerations

- Differentiate by varying the amount of writing required
- Include space designated for extra thoughts, reactions, questions
- Align with Depth of Knowledge levels (apply a concept, synthesize information from multiple sources)

Sample Guided Notes Sheet: ELA	Sample Guided Notes Sheet: ELA <i>completed</i>
<p style="text-align: center;">Connecting Theme to Story Elements</p> <p>Theme is the _____ of a story It can be stated in ____ - ____ words. Examples: _____, _____, _____</p> <p>_____, _____, and _____ inform the theme</p> <p style="text-align: center;"> </p> <p>Example:</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <div style="margin-left: 20px;"> </div> </div> <p>Summary Sentence</p> <p>The theme of the story _____ is _____.</p> <p>The characters () _____.</p> <p>The setting () _____.</p> <p>The plot () _____.</p> <p>This is all evidence show the theme () _____.</p>	<p style="text-align: center;">Connecting Theme to Story Elements</p> <p>Theme is the subject of the message of a story It can be stated in one-to-two words. Examples: perseverance, growing up, overcoming obstacles</p> <p>Characters, setting, and plot inform the theme</p> <p style="text-align: center;"> </p> <p>Example:</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <div style="margin-left: 20px;"> </div> </div> <p>Summary Sentence</p> <p>The theme of the story _____ is _____.</p> <p>The characters () _____.</p> <p>The setting () _____.</p> <p>The plot () _____.</p> <p>This is all evidence show the theme () _____.</p>

Additional Resources

- **Guided Notes: Improving the Effectiveness of Your Lectures:** <http://ada.osu.edu/resources/fastfacts/Guided-Notes-Fact-Sheet.pdf> (Or google *guided notes fact sheet*)
- **Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings** (Intervention Central): <http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-> (Or google *intervention central guided notes*)
- **Preparing Guided Notes: A guided system of learning within lecture** (Study Guides and Strategies): <http://www.studygs.net/teaching/guidednotesa.htm> (Or google *preparing guided notes*)

CORNELL NOTES

The **Cornell method** of note-taking provides a systematic format for writing concise, organized notes. Students divide their paper into two columns:

- the note-taking column on the right
- the questions/key word column on the left

They then leave five to seven lines—or about two inches—at the bottom of the page

Students write notes from a class (or a text book) in the note-taking column. Notes should consist of the important ideas and concepts from the text or lecture, and long ideas are paraphrased. Teachers teach students to avoid long sentences and to use symbols or abbreviations instead.

To assist with future reviews, relevant questions or key words are written in the key word column on the left, after the lecture or reading.

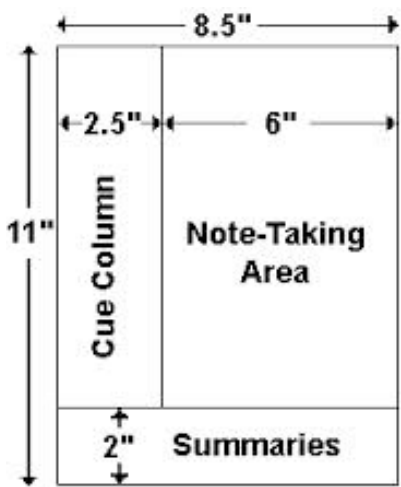
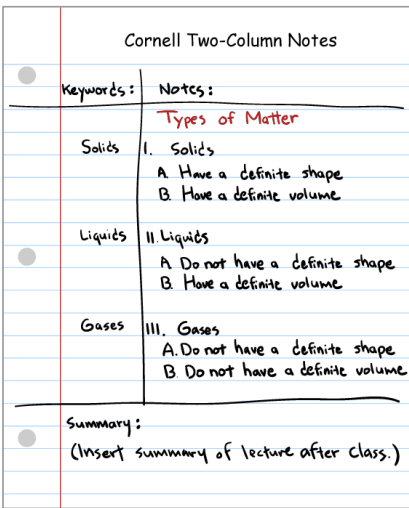
Within 24 hours of taking the notes, students review their notes and write main ideas and questions in the left column. Then, they write a brief summary in the bottom five to seven lines of the page. This helps to increase understanding of the topic. When studying for a test or quiz, students have a concise but detailed and relevant record of previous classes.

When reviewing the material, students can cover the note-taking (right) column while attempting to answer the questions/keywords in the key word or cue (left) column. Students are encouraged to reflect on the material and review the notes regularly.

Adapted from wikipedia.com

Examples

The images below show examples of how to set up Cornell Notes on a page, what each section is used for, and an example of what a completed notes sheet may look like.

Setting up Cornell Notes	Description of sections	Example
 <p>www.montgomerycollege.edu</p>	<p>Cornell Note-taking Method - Lifehacker.com</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Cues</p> <ul style="list-style-type: none"> * Main ideas * Questions that connect points * Diagrams * Prompts to help you study <p><i>WHEN:</i> After class during review</p> </div> <div style="width: 35%;"> <p>Notes</p> <ul style="list-style-type: none"> * Record the lecture here, using * Concise sentences * Shorthand symbols * Abbreviations * Lists * Skip lots of space between points <p><i>WHEN:</i> During class</p> </div> </div> <div style="margin-top: 10px;"> <p>Summary</p> <ul style="list-style-type: none"> * Top level main ideas * For quick reference <p><i>WHEN:</i> After class during review</p> <p>lifehacker.com</p> </div>	 <p>fontanamiddleschool.wikispaces.com</p>

Below is a larger example of a completed sheet of Cornell Notes, including how you may want to set up the heading for the page.

Topic: <u>Cornell Notes</u>	
Subject: <u>ELA</u>	Date: <u>September 9, 2014</u>
Main Ideas	Details
Uses for Cornell Notes	<ul style="list-style-type: none"> • Organized by main ideas and details • Can be used to provide an outline of the course, chapter, or lecture • Can be used to provide a "big picture" of the course, chapter, or lecture • Sequential: students take notes as they are given by the teacher or in a text book • At the end of class, students write a summary of what they learned to clarify and reinforce learning and to assist retention (or assign for homework)
Benefits of Cornell Notes	<ul style="list-style-type: none"> • Can be used as a study tool: students get a quick overview and determine whether they need more information or need to concentrate their studying on specific topics • Creating a consistent structure is beneficial to students on the spectrum who thrive with predictability
Other types of note-taking	<ul style="list-style-type: none"> • Can be combined with other types of note-taking, such as guided notes: provide a Cornell Notes template
<p>Summary:</p> <p>Cornell notes help students organize notes into main ideas and details. They are helpful for students on the spectrum and can be used as a study guide. They can be used in conjunction with guided notes.</p>	
<small>Adapted from Bucks County Community College: http://faculty.bucks.edu/specpop/Cornl-ex.htm</small>	

Additional Resources

- **Cornell Notes:** http://en.wikipedia.org/wiki/Cornell_note-taking_system (or google *guided notes wikipedia*)
- **Note Taking: Cornell Method:** http://www.usu.edu/arc/idea_sheets/pdf/note_taking_cornell.pdf (or google *usu cornell method*)

Nine Types of Curriculum Adaptations



PARTICIPATION

Adapt the extent to which a learner is actively involved in the task

Examples:

- Thumbs up/thumbs down response
- Cue cards: clothes pins on paint chips
- Small group work with roles



QUANTITY

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery

Examples:

- Reduce number of problems/body paragraphs/direct quotes required
- Shorten homework requirement
- Use checklists on which 3 out of 5 parts must be completed



TIME

Adapt the time allotted and allowed for learning, task completion, or testing

Examples:

- Increase amount of time given
- Allow to complete task at home
- Provide additional instruction time at recess, study hall, etc.



INPUT

Adapt the way instruction is delivered to student

Examples:

- Vary whole-class/small group, mini-lesson/discovery, oral/reading, etc.
- Include multimedia: video, audio, photographs, illustration
- Use manipulatives, hands-on materials



OUTPUT

Adapt how the student can respond to instruction

Examples:

- Allow options for work/assessments:
 - written
 - poster
 - oral presentation
 - technology



DIFFICULTY

Adapt the skill level, problem type, or the rules on how the learner may approach the work

Examples:

- All differentiated instruction
- Modify reading levels
- Modify tasks



LEVELS OF SUPPORT

Increase the amount of assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

Examples:

- Provide ask analysis/checklists
- Use guided notes & graphic organizers
- Provide small group and individual support



ALTERNATE GOAL

Adapt the goals or outcome expectations while using the same materials

When routinely utilized, this is only for students with moderate to severe disabilities



SUBSTITUTE CURRICULUM

Provide different instruction and materials to meet a learner's individual goals

When routinely utilized, this is only for students with moderate to severe disabilities