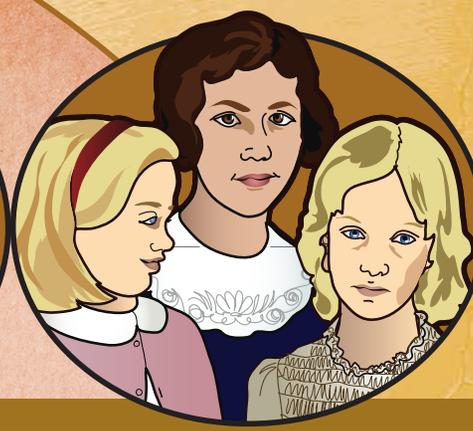
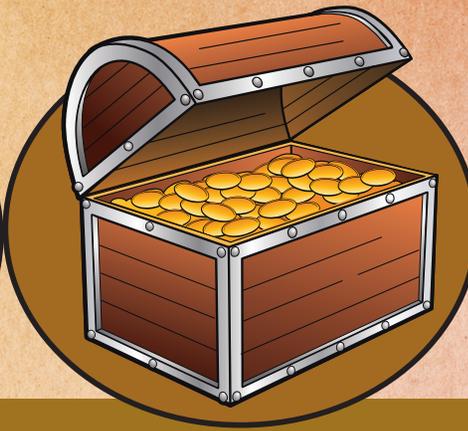


ATTAINMENT'S
teaching to standards
ENGLISH LANGUAGE ARTS

**Implementation
Guide**



PAMELA J. MIMS • ANGEL LEE • TRACIE-LYNN ZAKAS • DIANE M. BROWDER

Win/Mac Disk

The disk contains printable PDF and PNG files.
PDF reader software is required to view the PDFs.
Acrobat® Reader® Software is included on the disk.



teaching to standards

ENGLISH LANGUAGE ARTS

Implementation Guide

Pamela J. Mims • Angel Lee • Tracie-Lynn Zakas • Diane M. Browder

Graphic design: Elizabeth Ragsdale • Editing: Linda R. Schreiber

An Attainment Company Publication
©2013 Attainment Company, Inc. All rights reserved.
Printed in the United States of America
ISBN: 1-57861-839-9



Attainment Company, Inc.

P.O. Box 930160 • Verona, Wisconsin 53593-0160 USA
Phone: 800-327-4269 • Fax: 800.942.3865
www.AttainmentCompany.com

Contents



About the Authors	4
Teaching to Standards: English Language Arts Curriculum Inventory	5
Overview of Teaching to Standards: English Language Arts Curriculum	8
Background and Foundation	17
Adapted Literature	17
Instructional Methods	17
How to Use	18
Getting Started	18
Prompting and Feedback	21
Promoting Active Independent Responses	22
Assistive Technology	22
Summary	23
Appendixes	24
A Research Summary	24
B Photo Cards	25
C Example Prompts	30
D Extension Activity Guide	33
E Assessment Forms	39
References	100

About the Authors



Pamela Mims, PhD, is an assistant professor of Special Education at East Tennessee State University. She previously was the project manager and lead research scientist for the National Alternate Assessment Center at the University of North Carolina, Charlotte, and research partner on Project MASTERY, an Institute of Education Sciences grant focused on developing high-quality mathematics and science instruction for

students who participate in alternate achievement. Her research focuses on the use of systematic instruction with students who have multiple disabilities, and has contributed to the field of emerging literacy, access to the general curriculum, and alternate assessment for students with significant disabilities. Pamela has authored manuscripts and book chapters and presented nationally on the topic of educating students with significant disabilities.



Tracie Lynn Zakas, PhD, is program specialist for the Charlotte Mecklenberg School District. She has been in the public school setting as a classroom teacher of students with varying disabilities and a special education coordinating teacher. Tracie's work focuses on providing access to the general education curriculum and the common core state standards for all students, including those with autism

and significant intellectual disabilities. She is a coauthor of *Building with Stories*, a literacy engagement curriculum.



Angel Lee, MEd, is a doctoral student in Special Education at the University of North Carolina, Charlotte. She is Research Associate with the National Center and State Collaborative on a General Supervision Enhancement Grant, the focus of which is to develop a comprehensive model of curriculum instruction, assessment, and professional development for students with disabilities

and their educators. Angel's research interest is access to the general curriculum and instruction aligned to the common core state standards for students with significant disabilities. She is coauthor of two other literacy curriculums for students with significant disabilities: *Early Literacy Skills Builder* and *Pathways to Literacy*.



Diane Browder, PhD, is the Lake and Edward P. Snyder Distinguished Professor of Special Education at the University of North Carolina, Charlotte. Dr. Browder has over two decades of research and writing on assessment and instruction for students with severe developmental disabilities. She received the 2009 Distinguished Researcher Award from the AERA Special Education SIG and the 2009 First Citizens

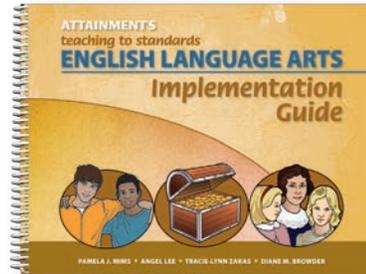
Bank Scholar Award at the University of North Carolina, Charlotte. She currently serves as principal investigator for the IES What Works Clearinghouse review of research in intellectual disabilities. In 2011, Dr. Browder was recognized by the state of North Carolina with the O. Max Gardner Award for research that has made a contribution to humanity.

Teaching to Standards: English Language Arts Curriculum Inventory

Teaching to Standards: English Language Arts (TS: ELA) comes with everything you need to get started teaching.

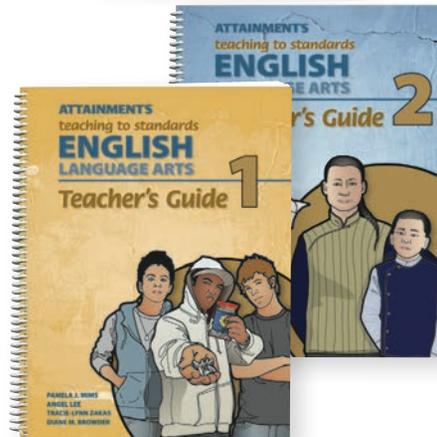
Implementation Guide

This Implementation Guide describes the curriculum, provides the Scope and Sequence, and the research outcomes. Details on how to use the curriculum, the teaching strategies and procedures, and how to assess student progress are described.



Teacher Guides 1 & 2

Scripted lessons for teaching the curriculum are provided in the Teacher Guides.



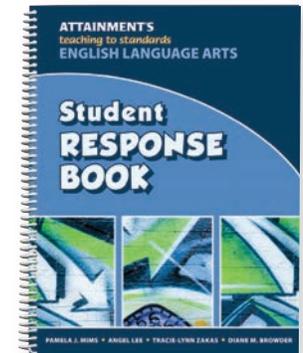
Right On Readers 1 & 2

For TS: ELA, forms of literature have been adapted and picture support added for students. These adapted forms of literature are provided in these student readers. Each student requires his or her own Right On Reader to read and follow along as the text is read aloud.



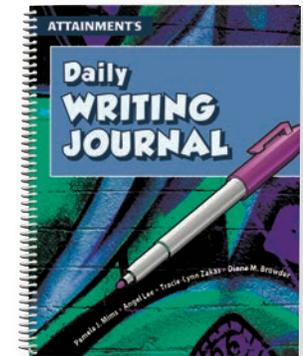
Student Response Book

Some students may require response options for comprehension questions. The Student Response Book offers text only response options and response options with picture support. Students can point to or eye gaze to the desired response. Response options are provided for each unit.



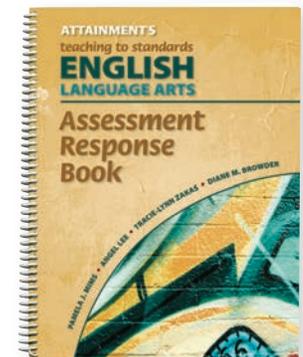
Daily Writing Journal

The Daily Writing Journal is a consumable writing journal for student use. All students require their own Daily Writing Journal.



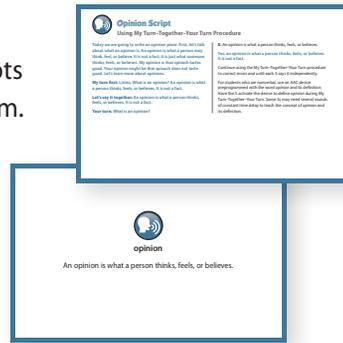
Assessment Response Book

Some students may require response options for assessment questions. The Assessment Response Book offers text only options or options with picture support and it allows students to point to or eye gaze to the desired response. Response options are provided for each unit.



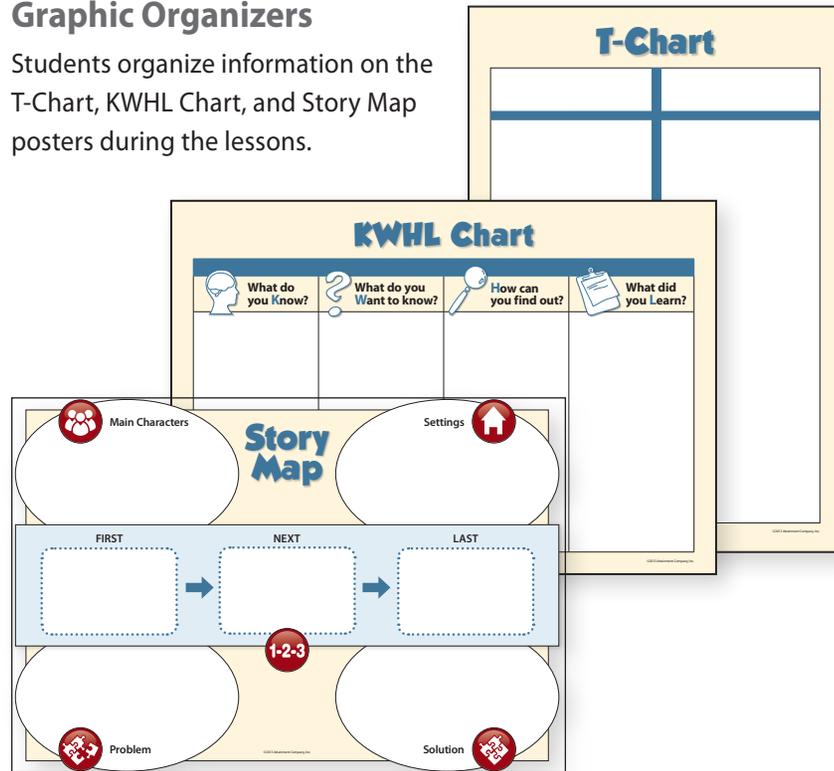
Script Cards

These script cards are used to teach concepts that are repeated throughout the curriculum. The cards are two sided so students can view definitions during teaching. One blank card is provided for use with the Student Response Book and the Assessment Response Book to cover one of the response options.



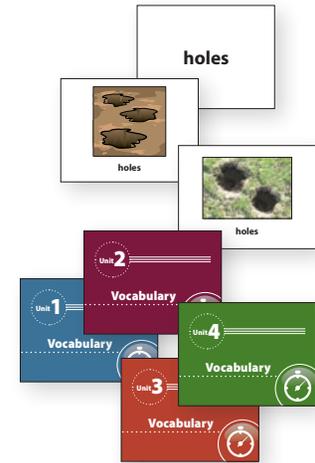
Graphic Organizers

Students organize information on the T-Chart, KWHL Chart, and Story Map posters during the lessons.



Card Set

Cards representing vocabulary and elements of story grammar (sequence of events, characters, problems, solutions, settings) are provided for each unit. Cards are colored-coded by unit for convenient sorting. Cards can be organized by unit, by story grammar element (e.g., setting, characters), or by level (e.g., all text-only cards together) using the card organizer provided.



Electronic Files

Several teaching tools are provided on disk.

- All illustrations used in the student materials are provided in an Image Library. This allows you to use images for a student's augmentative/alternative communication (AAC) device and to create additional activities for eye gazing.



- In the event you need to print additional cards from the card set, PDFs of the cards are provided.
- The Implementation Guide is provided as a PDF so that you can print the Appendixes.
- The Right On Readers are also provided as PDFs so you can print individual literature pieces for your students.
- PDFs of the Student Response Book and the Assessment Response Book are also provided so you can enlarge images for eye gazing (if required).
- The Daily Writing Journal is provided as a PDF file so you can print additional copies of pages when repeating lessons.
- The Graphic Organizers are provided to use interactively with a SMART Board.

Books

If you have purchased the classroom kit, you will also have received these books with your curriculum: *Holes*, *The Outsiders*, *We Beat the Street*, *Number the Stars*, and *Dragonwings*.



Overview of Teaching to Standards: English Language Arts Curriculum

The **Teaching to Standards: English Language Arts** (TS: ELA) curriculum is written for middle or high school students who have moderate-to-severe intellectual disabilities and/or autism. This curriculum was developed to help students participate in English language arts lessons that are aligned to the common core state standards in English language arts. This curriculum can be used with students who have some abstract symbol use (i.e., may recognize some words), concrete symbol use (i.e., may recognize words with illustration support), or early symbol use (i.e., are learning to use objects or photos of objects to gain meaning). Additionally, this curriculum can be used with students who have significant disabilities and who also have visual, motor, or hearing impairments.

The TS: ELA curriculum develops vocabulary, story comprehension (including elements of story grammar, main idea, literal and inferential recall knowledge, analysis, and application), and forms of figurative language. Students also learn skills in writing and research. Materials are aligned to secondary school English language arts content using grade-appropriate literature—fictional novels, nonfiction stories, plays, and poems.

One of the primary characteristics of middle school curriculum is the use of themes to teach a variety of subject areas, including English language arts (National Middle School Association, 2002; Beane, n.d.). TS: ELA is comprised of four units that each relate to a common theme typically addressed with this age group. While these themes are abstract, engaging students with appropriate literature and related activities may produce conceptual learning for students with more severe disabilities. By using literature to teach themes, students can gain vocabulary and conceptual understanding to comprehend and describe their own life experiences. This is an important goal for all middle and high school students, including those with severe disabilities.

In addition to themes, TS: ELA provides literacy-rich lessons that teach a variety of skills in English language arts. Story-based lessons, also referred to as interactive read alouds or shared stories, have been shown to be useful for literacy development for students with severe disabilities. Research on shared stories indicates that engaging students, who have moderate-to-severe intellectual disabilities and/or autism, in an interactive read aloud can promote development in areas such as: communication (Skotko, Koppenhaver, & Erickson, 2004); text comprehension (Browder, Mims, Spooner, Ahlgrim-Delzell, & Lee, 2008; Browder, Trela, & Jimenez, 2007; Mims, Browder, Baker, Lee, & Spooner, 2009); emergent literacy skills, such as concept of print (Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007); and active participation in a literacy lesson (Blyden, 1988).

Each of the four units consists of eight individual lessons based on the unit theme. Of the eight lessons, the first five focus on an adapted fictional novel, the sixth on a nonfiction piece (story or play), the seventh uses a poem to highlight the theme, and the eighth and final lesson of each unit develops research skills. The eighth lesson also includes a story that emphasizes the theme of the unit.

Units are sequential and build a progression of skills with the text. The beginning unit and lesson objectives target lower levels of comprehension, early persuasive writing, basic elements of story grammar, and poetry skills. For the first unit, some information is

provided on teaching students to participate in an interactive read aloud. Learning to participate in an interactive read aloud should be the priority for elementary level literacy instruction through the use of materials like the *Early Literacy Skills Builder* (Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007), *Pathways to Literacy* (Lee, Mims, & Browder, 2011), and *Building with Stories* (Zakas & Schreiber,

Unit Themes

Unit One	Change
Unit Two	Values and Decision Making
Unit Three	Social Justice
Unit Four	Global Awareness

2010). Although a priority for elementary level, students who do not yet have these skills can develop them concurrently while participating in TS: ELA lessons. These elements, especially those of print awareness (reading the title, finding the author(s), opening the book, pointing to text, reading a repeated storyline, turning the page) are included and their use is modeled for you in Unit One.

As the units and lessons progress, the objectives increase in difficulty by addressing deeper levels of comprehension, new writing skills, characteristics of poetry, play terminology, and research skills. Additionally, the themes change across units and become increasingly complex. The first unit in the series focuses on concepts that center around individuals and the changes that typically occur in an individual's

world. The second unit moves beyond just the individual to introduce identifying values and making decisions. This second unit still provides many opportunities for students to make direct connections to their own lives. The third unit moves beyond just the student's world, to explore concepts of social justice, which may be new to students. The final unit focuses on the larger concept of global awareness. Thus, in addition to a progression of skills from simple to complex, the themes require an increasing perspective that ranges from "my world" to "our world." The Scope and Sequence displays the unit theme, adapted literature, lesson objectives, and the progression of objectives across units and lessons.

Scope and Sequence

	UNIT ONE Change	UNIT TWO Values and Decision Making	UNIT THREE Social Justice	UNIT FOUR Global Awareness
FORMS OF LITERATURE	<p>Adapted Fiction Novel <i>Holes</i>, by Louis Sachar</p> <p>Adapted Nonfiction Novel <i>We Beat the Street: How a Friendship Pact Led to Success</i>, by Sampson Davis, George Jenkins, Rameck Hunt</p> <p>Poem "Still I Rise," by Maya Angelou</p> <p>Research <i>Changes</i></p>	<p>Adapted Fiction Novel <i>The Outsiders</i>, by S. E. Hinton</p> <p>Adapted Nonfiction Story <i>Neighbors</i>, by John Sherrill</p> <p>Poem "Dreams," by Langston Hughes</p> <p>Research <i>Gandhi</i></p>	<p>Adapted Fiction Novel <i>Number the Stars</i>, by Lois Lowry</p> <p>Play <i>The Diary of Anne Frank</i></p> <p>Adapted Poem "When You Turn Out the Lights," by Shel Silverstein and an Unknown Author</p> <p>Research <i>Danish Resistance Movement</i></p>	<p>Adapted Fiction Novel <i>Dragonwings</i>, by Laurence Yep</p> <p>Play <i>Sadako and the Thousand Paper Cranes</i></p> <p>Adapted Poem "One Tribe," by Black-Eyed Peas</p> <p>Research Class-chosen</p>

	UNIT ONE Change	UNIT TWO Values and Decision Making	UNIT THREE Social Justice	UNIT FOUR Global Awareness
LESSON 1 Fiction Novel	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer a question: one literal recall ● Identify main idea ● Identify story grammar elements: main character and setting ● Sequence two actions/events of the story <p>Writing</p> <p>Express an opinion</p>	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall—with and without response options—and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall—with and without response options—and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis question <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions with and without response options: two literal recall and two inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis question <p>Writing</p> <ul style="list-style-type: none"> ● Express an opinion ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion

	UNIT ONE Change	UNIT TWO Values and Decision Making	UNIT THREE Social Justice	UNIT FOUR Global Awareness
LESSON 2 Fiction Novel	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: one literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character and setting <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with a fact from the story 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall—with and without response options—and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis question <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions with and without response options: two literal recall and two inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis question <p>Writing</p> <ul style="list-style-type: none"> ● Express an opinion ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion

	UNIT ONE Change	UNIT TWO Values and Decision Making	UNIT THREE Social Justice	UNIT FOUR Global Awareness
LESSON 3 Fiction Novel	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: one literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character and setting <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with a fact from the story 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall—with and without response options—and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall—with and without response options—and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis question <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions with and without response options: three literal recall and two inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis question <p>Writing</p> <ul style="list-style-type: none"> ● Express an opinion ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion

	UNIT ONE Change	UNIT TWO Values and Decision Making	UNIT THREE Social Justice	UNIT FOUR Global Awareness
LESSON 4 Fiction Novel	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, and problem ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with a fact from the story 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis question <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions with and without response options: three literal recall and two inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer analysis questions <p>Writing</p> <ul style="list-style-type: none"> ● Describe an event ● Express an opinion ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion

	UNIT ONE Change	UNIT TWO Values and Decision Making	UNIT THREE Social Justice	UNIT FOUR Global Awareness
LESSON 5 Fiction	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with a fact from the story 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: four literal recall—with and without response options—and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall—with and without response options—and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis question <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions with and without response options: three literal recall and two inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text ● Answer an analysis questions <p>Writing</p> <ul style="list-style-type: none"> ● Describe an event ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement ● Argue position of opinion

	UNIT ONE Change	UNIT TWO Values and Decision Making	UNIT THREE Social Justice	UNIT FOUR Global Awareness
LESSON 6 Nonfiction Novel or Play	<p><i>(Nonfiction Novel)</i> Vocabulary words Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: two literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with a fact from the story 	<p><i>(Nonfiction Novel)</i> Vocabulary words Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: one literal recall and one inferential ● Sequence three actions/events of the story ● Answer an analysis question ● Identify main idea ● Identify story grammar elements: main character, setting, problem, and solution ● Make a connection with the text <p>Writing</p> <ul style="list-style-type: none"> ● Express two opinions ● Support opinion with facts from the story ● Critique opinion by agreeing or disagreeing with original statement 	<p><i>(Nonfiction Play)</i> Vocabulary words Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions: one literal recall and one inferential ● Sequence three actions/events of the story ● Identify main idea ● Make a connection with the text ● Answer an analysis question ● Identify play elements: characters, narrator, scene, and intermission <p>Writing</p> <ul style="list-style-type: none"> ● Write an alternate ending ● Write character lines 	<p><i>(Nonfiction Play)</i> Vocabulary words Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Make a prediction ● Answer questions with and without response options: three literal recall and two inferential ● Sequence three actions/events of the story ● Answer two main idea questions, with and without response options ● Make a connection with the text ● Answer an analysis question ● Identify play elements: characters, narrator, scene, and intermission <p>Writing</p> <ul style="list-style-type: none"> ● Write an alternate ending ● Write character lines

	UNIT ONE Change	UNIT TWO Values and Decision Making	UNIT THREE Social Justice	UNIT FOUR Global Awareness
LESSON 7 Poetry	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Answer questions: two literal recall ● Identify main idea ● Identify mood ● Identify figure of speech: simile <p>Writing</p> <ul style="list-style-type: none"> ● Express opinion 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Answer questions: two literal recall ● Identify main idea ● Identify mood ● Identify figure of speech: metaphor ● Interpret the author's intent <p>Writing</p> <ul style="list-style-type: none"> ● Express opinion 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Answer questions: two literal recall ● Identify main idea ● Identify mood ● Identify figure of speech: metaphor and onomatopoeia ● Interpret the author's intent <p>Writing</p> <ul style="list-style-type: none"> ● Write a four-line poem 	<p>Vocabulary words</p> <p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Answer questions: two literal recall, with and without response options ● Identify main idea ● Identify mood ● Identify figure of speech: simile ● Identify symbolism in text and pictures ● Interpret the author's intent <p>Writing</p> <ul style="list-style-type: none"> ● Write a poem
LESSON 8 Periodicals & Research	<p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Identify main idea <p>Writing</p> <ul style="list-style-type: none"> ● What do you know? ● What do you want to know? ● How can you find out? ● What did you learn? ● Name a potential research topic 	<p>Read text</p> <p>Comprehension</p> <ul style="list-style-type: none"> ● Identify main idea <p>Writing</p> <ul style="list-style-type: none"> ● What do you know? ● What do you want to know? ● How can you find out? ● What did you learn? ● Name a potential research topic 	<p>Comprehension</p> <ul style="list-style-type: none"> ● Listen to text read aloud ● Identify main idea <p>Writing</p> <ul style="list-style-type: none"> ● What do you know? ● What do you want to know? ● How can you find out? ● What did you learn? ● Name three potential research topics 	<p>Comprehension</p> <ul style="list-style-type: none"> ● Listen to text read aloud ● Identify main idea <p>Writing</p> <ul style="list-style-type: none"> ● What do you know? ● What do you want to know? ● How can you find out? ● What did you learn? ● Name three potential research topics

The learning objectives throughout the curriculum are aligned to the common core state standards for English language arts at middle school and high school levels, and also at an alternate achievement level. Alignment to the common core state standards is demonstrated in an alignment document found at the Attainment Company website: www.attainmentcompany.com.

This curriculum was developed from a series of single subject studies, along with some group studies, on the effectiveness of the instructional strategies on English language arts skill development of middle school students with significant disabilities and/or autism, as well as on the fidelity of implementation of the scripted lesson by teachers in the Charlotte, NC region. More details regarding the research studies are included in Appendix A.

Background and Foundation of the Curriculum

Adapted Literature

As listed in the Scope and Sequence, various forms of adapted literature are presented in the curriculum. The literature pieces chosen for read alouds in TS: ELA are those typically used for middle school curriculum. Grade-level literature were adapted using the summary procedures described by Browder, Trela, and Jimenez (2007). To create a summary, one author read the novel—making notes on the big ideas of each chapter—and then created a summary text with short chapters, simplified vocabulary and sentence structure, and supportive symbols (e.g., illustrations to represent characters). The supportive pictures could be used in students' communication systems. The adapted stories were written to have a Lexile difficulty measure of 400 to 660 (Metametrics, 2013; www.lexile.com). This level has worked well in some shared story research (Browder, Lee, & Mims, in press; Mims, Hudson, & Browder, 2012). Because of this simplified reading level, some participating students may be able to read the text for themselves. Most will probably need the teacher or a peer to read the text aloud. This same summary procedure was used for both narrative and expository (informational) text, and each unit contains both types of text. Poetry was an exception; poems were not always modified so as to retain their many distinctive characteristics.

In developing this curriculum, a university-level expert on middle school language arts instruction at the University of North Carolina, Charlotte,

Dr. Jeanneine Jones, provided feedback on the choice of literature, quality of the text summaries, and alignment to standards. The procedures and strategies of this curriculum can be easily applied to other literature and forms of literature. After using the materials, you will be able to adapt other literature and align to other standards using these lesson plans as a guide; this may provide enough curriculum to last for several school years.

Instructional Methods

While TS: ELA promotes the use of high-quality literature, engages students in the discovery of themes supported by the books, and directly targets grade-aligned English language arts standards, one of the most powerful aspects of the curriculum is the use of systematic instruction in the lessons. Systematic instruction uses principles of applied behavior analysis that includes targeting observable, measurable responses, and promoting stimulus control with systematic prompting and feedback. Systematic instruction components are embedded in the scripts of each lesson. The constant time-delay procedure; the system of least intrusive prompts; the model-lead-test direct instruction method; and feedback are all built into the lessons. These procedures are described in more detail beginning on page 21.

How to Use

Students with moderate-to-severe developmental disabilities are a diverse group with widely divergent abilities and modes of responding. This curriculum is flexible and can be used with students who are at different levels of literacy and use diverse communication systems. The lessons were developed to be used with small group instruction (e.g., four students) but may be adapted for use with slightly larger groups of students with disabilities or for individual use (e.g., in general education or a resource room). The key to making the lessons effective is to be sure all students have the opportunity to communicate their responses (e.g., to answer the comprehension questions) during the lessons.

The objectives may also be individualized for students. For example, a student with speech and more text comprehension might be asked to explain why an answer was chosen, or asked to work on additional state English language arts standards. A student with fewer skills, for example one who did not learn to participate in literacy lessons in elementary school, can learn entry skills like finding the title, opening the book, repeating a storyline, and other early literacy skills while working on these units. Even a student at the lowest level of literacy should have the opportunity for full participation in each lesson so the student can gain grade-appropriate language arts skills concurrently with cultivating early skills. Sometimes students who begin with few entry skills make surprising progress when they realize how to use the response options to show what they know.

A special note is needed about teaching students at the middle and high school level to read. This curriculum promotes access to text through read alouds (listening). For students who have made progress in becoming independent readers, it is important to use an additional resource to teach decoding of text and other beginning reading skills. Because these skills are not part of the middle school standards, we did not include them in these units. For beginning readers, the adapted materials in these units

may also be used to promote comprehension skills by having the student read the passage rather than the teacher. When using TS: ELA, all students should be challenged to use their highest level of literacy skills, including reading whatever text they can.

Getting Started

The first step to getting started is to look through the materials included in this curriculum. Refer to page 5 for a look at the curriculum inventory. Once you have previewed the materials, take some time to plan how your students will respond to the units. At first glance, the materials may seem much too complex for the students you teach. Remember that these lessons and materials have been especially developed for students with moderate-to-severe disabilities and have been successfully used by real teachers. But to make them work for your students, some planning is needed.

Step 1: Identify the communication level of your students

In the lessons, ideas are given for students with differing levels. As explained earlier, students may already use a variety of symbols and may be reading. These students are at Level 3, referred to in the curriculum as Going Far with Symbols. However, some students need picture support for text, but they have concrete symbolic use. These students are referred to in the curriculum as Level 2: Moving Forward with Symbols. And other students may be at Level 1, Beginning with Symbols. These are students who need an immediate reference to something—an object—in their environment. They are early symbol users.

Identifying each student's beginning point of symbol use can be useful in deciding which ideas or learning outcomes in the lesson apply to each

student who will participate. If uncertain, start by giving the student the opportunity to try the more complex skills.

Students can participate using a variety of response options—using the objects themselves or photos of objects (Level 1), using pictures (illustrations) combined with text (Level 2), or using text only (Level 3). For example, if a student is an object user, objects can be used as the response option but paired with photos of objects. Photos of real objects are provided in Appendix B and should be paired with the objects to move students to symbol use. If a student is a picture user, illustrated response options are provided. Additionally, if that same student is working toward text use, words are paired with each picture. Finally, if the student is reading but needs response options to respond, text only response options are provided.

Also, objectives chosen for students at different levels may vary. Unit One suggests learning outcomes by level but these expectations may vary for your students.

Step 2: Decide how each student will respond

Besides planning for the student’s level of communication, determine exactly how the student will respond when asked a question during the lesson. Students may give a correct answer by saying the answer, pointing to the answer, using an augmentative/alternative communication (AAC) device programmed with response options to communicate the answer, signing the answer, eye gazing to the answer, or using any other response modes. In a small group, one student may read the answer, another may hold up an object, a third may eye gaze to the correct picture, and another may point to a picture to respond.

To the extent possible, use the student’s current communication system (e.g., AAC device, eye gaze system). The materials include response options that can be used in a variety of ways. The student may touch the card, eye gaze to the correct card, or use assistive technology that allows the student to scan and then click an option.

Step 3: Read and practice the first scripted lesson

The lesson plans give detailed instructions for what to say and do during the lesson. Because some of the teaching procedures may be new to you, it is preferable to try reading a lesson aloud and practicing it with someone in a role play situation. This gives you the opportunity to find the materials that belong with the lesson, and to also become fluent in displaying them. During the review of the scripted lesson you will learn some evidence-based teaching techniques, like the time-delay procedure, model-lead-test method, and least-to-most prompting procedures, that are used across lessons. Practice these until you are fluent with them. After practicing the lesson, decide if you need to make any adjustments to the script to individualize the lesson for your students. For example, will you need to allow the student longer to respond? Will you need to use additional reinforcers? You may also find it helpful to read the information on page 21 on the teaching procedures found in TS: ELA.

If you are providing professional development to other teachers who will use these lessons, practice each of these teaching techniques apart from the lesson and then try inserting them in the lessons. Note that the scripts for teaching a particular skill that are common throughout the curriculum are included on a separate script card (e.g., Vocabulary Script Card). These Script Cards allow teachers to practice a concept with students.

Step 4: Prepare for your first lesson

Determine a time in the schedule when this curriculum will be implemented on a daily basis. The entire lesson will take about 30–45 minutes. This may seem like a long time for students who may have only worked on lessons in 5–10 minute periods, but the lessons allow for some natural breaks if needed. These lessons really are multiple lessons in one (vocabulary, read aloud, writing, etc.). Teachers in the pilot study found that students could do an entire lesson with just one break after the vocabulary and read-aloud. After scheduling a time, organize the book and materials in a way that you can easily locate what is needed to keep the flow of the lessons going.

We strongly encourage you to start with Unit One, Lesson 1. Then systematically progress through the curriculum by implementing all eight lessons in order, as well as all four units in order based on the pacing you have decided upon.

Step 5: Teach the lesson

One of the most important tips for teaching the lessons effectively is to maintain an enthusiastic pace of instruction. Model maintaining attention to the lesson and materials and minimize talk about other topics.

The lessons begin with vocabulary introduction/review and vocabulary comprehension. This section of the lesson should be presented rapidly with minimal wait time between student trials.

After introducing/reviewing vocabulary, read the literature piece with interest and expression, pausing briefly to make eye contact with the students. After reading the piece one time through, return to follow the steps of the lesson plan, reading text and asking questions as you read. Although the steps of the lesson are numbered, follow an order that works for you. For example, you might want to use the Story Map to reinforce story grammar elements—characters, setting, problem, and solution—at the end of a chapter, and at the same time review the sequence of events and ask the main idea question.

Follow the script to use teaching methods effectively, but give it your own style of presentation. The teaching scripts of what to say are in color.

Lessons also provide ideas for prompting students using the least intrusive prompts. Unit One (only) gives examples of how to prompt students when required, but refer to page 21 for an explanation of the prompting techniques and see Appendix C for more examples.

Take time to relate events from the stories to events in the students' lives or your own life. Use the themes or topics that come up in the story as a lesson plan topic in other subjects (e.g., for social studies, explore more

about where Sweden is located when *Number the Stars* is read). Also, Appendix D provides extension activities for each unit. These activities promote generalization of the concepts, vocabulary, and themes of the units to other academic areas.

Step 6: Assessing progress and moving to the next lesson/unit

Students may benefit from repetitions of the same lesson. For example, a lesson may be repeated verbatim every day for a week so that by the end of the week, the students anticipate what will occur and will answer questions fluently. Decide if this pace is too fast or too slow for your group of students. Even if students do not answer all questions correctly, most of the same skills are repeated in the next lesson, so it may be preferable to move to a new lesson after a week to maintain student interest.

At the end of each unit (consisting of the eight lessons) an assessment can be given. Appendix E provides Assessment Forms for each unit. The forms provide specific instructions for administering each item of the assessment. The Assessment Response Book provides options for student responding, if a student requires them. A Writing Assessment Form is also provided as part of Appendix E. The assessment targets the exact skills the student learned, but you could also assess using unfamiliar material to see if the student generalizes the skills.

Assessment data can be used to determine when a student is ready to move to the next unit. Set a criterion for mastery depending on individual students (e.g., 80%). If students are below this criterion, you might repeat the entire unit, the last lessons in a unit, or simply practice the more difficult skills. You might also re-emphasize the unit skills by adapting your own novel and developing comprehension questions to accompany them. Note that the TS: ELA assessments can be used as a pretest/post-test to measure progress before and after a unit.