INCLUSION
IN TEXAS

Odell Texas High School Literacy Program Grades 9-12

and Specially Designed Instruction

FIELD USER GUIDE

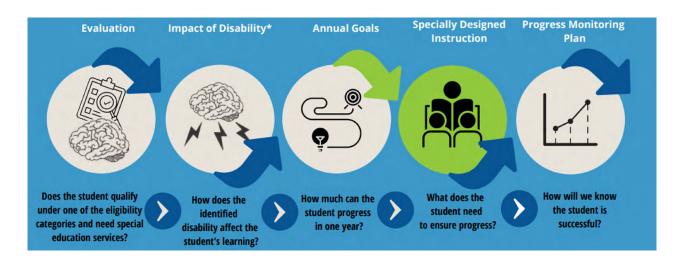**A collaborative project of the Texas Education Agency and the Inclusion in Texas Network**

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Purpose of This Document

This Field User Guide was developed to support the use of the High Quality Instructional Materials (HQIM) Odell Texas High School Literacy Program TEKS-aligned instructional materials to provide specially designed instruction (SDI) for students with disabilities as required through IDEA (2004). Both general and special educators play a role in implementing SDI for students with Individualized Education Programs (IEPs). This document provides multiple ways to approach and plan for the provision of SDI and presents multiple lenses through which readers can examine the connections between the tools and content in Odell Texas High School Literacy Program and the components of SDI, which are: content, methodology, and delivery of instruction.

The content and lessons in Odell Texas High School Literacy Program are subject to change; however, the implementation remains the same. For the purpose of this resource, we've utilized the unit: *Things Fall Apart* from grade 10 of the pilot Odell Texas High School Literacy Program.

The SDI is tailored specifically to address the impact the disability has on a student's learning. It is designed to ensure access of the child to the general curriculum and to enable the child to meet IEP annual goals. The Admission, Review, and Dismissal (ARD) committee develops SDI for each student. The following graphic is from the SDI Field User Guide from the Inclusion in Texas Statewide Initiative.

Evaluation	Impact of Disability*	Annual Goals	Specially Designed Instruction	Progress Monitoring Plan
Does the student qualify under one of the eligibility categories and need special education services?	How does the identified disability affect the student's learning?	How much can the student progress in one year?	What does the student need to ensure progress?	How will we know the student is successful?

*Impact of disability is only one part of the present levels of academic and functional performance statement (PLAAFP).

Specially Designed Instruction and
Odell Texas High School Literacy Program

The following are tools or supports included in the Odell Texas High School Literacy Program that aid in the development of specially designed instruction.

SDI Component	Description	Examples from Odell Texas High School Literacy Program
Content	The curriculum, aligned with the state standards, is the content of instruction. Content adjustments could include: • Different text level, different sequence of instruction, etc. • Accelerated instruction • Modifications determined by the ARD committee	While reading text aloud, teachers can use visuals and purposeful explicit vocabulary instruction to enhance reading comprehension. Teachers should consider a student's reading level and adjust text as appropriate. Student should be receiving accelerated instruction (vs. remediation) if there have been achievement gaps recorded.
Methodology	The methodology includes the instructional approach(es) best suited to the student's needs. For example: Odell Texas High School Literacy Program lessons offer the use of vocabulary journals, levels of questioning, opportunities for discussion, writing assignments, independent reading, and Culminating Task assessments.	Direct, explicit vocabulary instruction • Word wall • Concrete spelling • Word map • Word sort Check for understanding techniques • Exit tickets • Quick write • Quick sort • *Attending to Details Tool* • *Character Note-taking Tool* • Academic discussion reference guide
Delivery of Instruction	Delivery of instruction can include the following: Frequency: once a week, daily, two times a week Duration: 30 minutes, one hour, etc. Small group sessions Location: general education, self-contained classroom, special education room, etc.	Workshop model instruction Centers/ stations (daily or weekly 15-20 minutes) Mini lessons (when needed 15-20 minutes) Lessons (daily or weekly depending on the skill or concept and time allotted by campus) General education classroom, self-contained classroom, special education classroom, etc.

Specially Designed Instruction and Odell Texas High School Literacy Program

SDI Component	Description	Examples from Odell Texas High School Literacy Program

Accessibility Features	Accessibility features (accommodations) remove barriers to learning, change how the content is taught, or change how the student accesses the general education curriculum.	Graphic organizers
		Extra time
		Text-to-speech (TTS) software
		Spelling assistance
		  • Spell check function
		  • Frequently misspelled word list
		  • Word prediction
		Chunking

Considerations for Teacher Collaboration in an Inclusive Environment

The following table outlines the different collaborations that may take place regarding SDI in an inclusive environment. It is not meant to be an exhaustive list of activities a teacher might undertake or how the different roles and considerations look in the classroom.

General Education Teacher	Special Education Teacher	Technology Considerations
Provides clear directions in multiple ways • Written • Modeled • Verbal	Meets with teacher; e.g., itinerant/co-teacher, to preview and model the lesson design.	Record yourself breaking down the directions, or meet with the student in a conferencing platform to model and clarify as needed.
Selects text that is accessible, relevant, and engaging to learners.	Selects text-to-speech software and teaches students how to use it.	Provide a digital version of the text, or utilize text-to-speech software.
Provides direct, explicit vocabulary instruction.	Pre-teaches vocabulary to introduce students to new vocabulary words before the new vocabulary words are used within the context of new learning. Re-teaches vocabulary or concepts to remind students of previously learned material before the prerequisite knowledge is used within the context of new learning.	Use a digital word wall as a visual scaffold to help a student learn new vocabulary.
Utilizes the co-teaching approach, Alternative Teaching, to collect data and monitor the larger group of students during independent reading time. Provides graphic organizers	Utilizes the co-teaching approach, Alternative Teaching, to introduce using an interactive graphic organizer during independent reading time to an identified small group of students based on need.	In a virtual platform, demonstrate the concept to the student using a digital interactive graphic organizer, or send a recording of your demonstration.

Curriculum Development Considerations

When beginning new learning, it is important to consider students' learning from previous grade levels. Subsequent learning is also important, as it gives teachers a view of what learning comes next to ensure appropriate mastery at the students' current level.

Pilot Lesson Used: *Things Fall Apart* from grade 10 of the Odell Texas High School Literacy Program	
Main Areas of Content and Skill: • **Analyze** how historical and cultural setting and how this influences characterization, plot, and theme • **Analyze** author's purpose and message • **Write** using organizing structure appropriate to purpose, audience, topic, and context • **Develop** an engaging idea in writing • **Analyze** context to distinguish meaning of words • **Analyze** the use of literary devices • **Make** connections to personal experiences • **Interact** with sources in meaningful ways • **Analyze** how the author's diction and syntax contribute to the mood, voice, and tone of a text • **Use** text evidence • **Participate** collaboratively • **Paraphrase** and summarize text • **Analyze** how themes are developed through characterization and plot • **Analyze** how the author's use of language informs and shapes the reader's perception of text • **Analyze** isolated scenes and their contribution to the plot as a whole	**Prior Learning:** • **Identify** and analyze author's purpose and message • **Write** using organizing structure appropriate to purpose, audience, topic, and context • **Make** connections to personal experiences • **Interact** with sources in meaningful ways • **Analyze** how the author's diction and syntax contribute to the mood, voice, and tone of a text • **Use** text evidence • **Participate** collaboratively • **Paraphrase** and summarize text
During This Unit In the novel *Things Fall Apart*, Pulitzer Prize-winner Chinua Achebe crafts the story of his central character, Okonkwo, an Igbo tribesman who lives during the European colonization of Africa. Through analyzing Achebe's text, the students will explore the following question: *What does it mean for things to fall apart?* The students will examine the internal and external factors that influence and define who they become and how they make choices in their lives through the lens of the characters in Achebe's novel. Their work will culminate with an explanatory essay that analyzes these forces in Okonkwo's life.	**After This Unit** In the next unit, students will discover the work of Henrietta Lacks and look at a story told over a century's worth of time. They will also explore other media and material used to tell another person's story.

Overview of Specially Designed Instruction and a Sample Student

Impact of Disability (excerpt from PLAAFP)	Annual Goals	Specially Designed Instruction	Progress Monitoring Plan
How does the identified disability impact the student's learning?	How much can the student progress in one year?	What does the student student need to ensure progress?	How will we know the student is successful?
For the purpose of specializing this lesson plan, let's consider this sample student: Andrew. Andrew has been identified as a student with a specific learning disability in reading comprehension and written expression. This identified disability is impacting Andrew's ability to process text, understand its meaning, and to integrate his own previous learning with what he reads. Andrew also has difficulty with understanding and expressing language in written form. Andrew struggles to understand that the order of words in a sentence change meaning. For example, the sentences "The grass is on the dog" and "The dog is on the grass" use the same words, but have different meanings.	Before reading a grade-level text, Andrew will establish a purpose for reading assigned and self-selected texts with 80% accuracy in four out of five trials. After reading a grade-level text, Andrew will respond in writing with appropriate register, vocabulary, tone, and voice with 75% accuracy in four of five trials.	The following are a few options when adapting the content, methodology, or delivery of instruction as appropriate. • When reading a new text, the teacher will ensure that text-to-speech technology is provided for Andrew to access rigorous, grade level learning. • When planning for a written response, the special educator will provide Andrew with a graphic organizer and teach him how to use it in order to support organizing his thoughts in a coherent manner. • The teacher and special educator will work together to create a rubric for Andrew and teach him how to use it.	The teacher will monitor Andrew's progress and record data to inform specially designed instruction in English Language Arts and Reading and guide Andrew's instruction. The special educator will scaffold instruction by providing Andrew a completed graphic organizer, slowly removing wording, and guiding him with prompts while they practice the new skill together until he can routinely, independently, and effectively answer writing prompts using a blank graphic organizer independently. The teacher will use a writing rubric to analyze work samples and measure progress every three weeks. Progress will be reported at the same time as general education.

Development of IEP Supports Within Odell Texas High School Literacy Program Lessons

The following are examples of how Odell Texas High School Literacy Program content is utilized with examples of IEP-driven supports, which are developed and applied specifically to student needs and the impact of their disability. Consider our student Andrew and the impact discussed in the Overview of SDI section. The following examples are possible ways to implement his SDI during an Odell Texas High School Literacy Program lesson.

The following examples use the pilot lesson: Grade 10: *Things Fall Apart*, Lesson 1.

General Application:	Differentiation Techniques:	Specially Designed Instruction:
What the curriculum says	Adaptations made for all students not required by IEP and provided at teacher discretion	IEP-driven and supports accommodations and modifications implemented routinely as outlined in an IEP
Students will discuss the title of the novel in a small group in preparation for reading the text, and they will discuss the Culminating Task for the unit.	Create small groups, and assign discussion topics to each group so discussion happens within the small-group context. Optionally, assign a group leader for the discussion who will call on group members and remind them to contribute and respond. The leader might also ask probing questions to facilitate the discussion.	Andrew will discuss his ideas in a teacher facilitated small group.

Development of IEP Supports Within Odell Texas High School Literacy Program Lessons

General Application:	Differentiation Techniques:	Specially Designed Instruction:
What the curriculum says	Adaptations made for all students not required by IEP and provided at teacher discretion	IEP-driven and supports accommodations and modifications implemented routinely as outlined in an IEP
Students will add responses to their I Notice/I Wonder chart to track observations and questions as they look through the text.	Provide scaffolding support for the I Notice/I Wonder chart, such as sentence stems. • *I notice the difference between _____ and _____ is _____.* • *I wonder how _____ is related to _____.*	Provide Andrew with a partially completed I Notice/I Wonder chart to scaffold instruction.
Students will respond to questions in their learning log.	Students may respond in a variety of ways using: • Dialectical Journal • Mentor Sentence Handout • Mentor Sentence Journal • Organizing Evidence Tool • Teacher model	The special educator will teach Andrew how to use speech-to-text software to respond in his digital learning log.
For homework, students will read and annotate the epigraph before page 1 and the prologue. For each question, the teacher should remind students to remember to explain your answers using details from the text.	Odell Texas Literacy Toolbox Resources: • *Forming Evidence-Based Claims* Tool • *Organizing Evidence* Tool • Teacher modeling	Andrew will use a text-to-speech application to access the epigraph and the prologue. Provide Andrew a list of annotation reminders.

Special Considerations for Modifications

Modifications are changes to what (not how) a student will be learning. Modifications are provided when accommodations (adaptations to how) aren't sufficient to access the content and are only allowable when an Admission, Review, and Dismissal (ARD) committee agrees they are appropriate. For the following considerations, the [TEKS Vertical Alignment for STAAR Alternate 2 Reading Language Arts](#).

Reading Language Arts: Grade 10

Teachers can use formative assessment and other data sources to determine student readiness for the grade level content. Teachers may need to conduct reteaching or remediation to prepare students for the new instruction. Consider working from the most recent standard and working backward to less complex and finding the student's instructional level using current data sources.

Consider the depth and complexity of the standard and if the depth and breadth need to be adjusted for the student to access the content if deemed necessary by the ARD committee. The following examples of teacher moves support learning at the previous standards that align with the current lesson.

Previous Standards	Teacher Moves To Address Students At This Instructional Level
• **Explain** the author's purpose and message within a text (3-8) • **Analyze** the author's purpose, audience, and message within a text (Eng I, II)	• Before reading, the teacher and students will collaboratively create an author's purpose anchor chart that includes the definition and examples of author's purpose. The use of an anchor chart will reinforce students' learning when working independently. • Using various texts that include different genres at the student's instructional level, the teacher will ask guided questions to explore the author's purpose and message. • The teacher will model thinking aloud and use text evidence in order to analyze the author's purpose, audience, and message within multiple texts. • During reading, the student will use a graphic organizer to collect text evidence in order to analyze and explain the author's purpose.
• **Analyze** how the author's use of language achieves specific purposes (Eng I) • **Analyze** how the author's use of language informs and shapes the perception of readers (Eng II)	• Before reading, the teacher will select various texts that have more than a single purpose and will allow students the opportunity to discuss the author's use of language to both entertain and inform. • In small groups, the student will read multiple texts that are written for various purposes. While reading, the student will annotate the text to identify the author's purpose and discuss their notes as a group.

Evidence-Based Practices

Evidence-based practices are those which are supported by research and have positive outcomes for students.

Lesson Planning
- Engagement
- Objective explained aloud and owned by students
- Mini-lesson for Student expectation or bundled student expectations
- Work time/independent work/groupwork/small groups
- Debrief lesson, check for understanding

Opportunities
Students should be afforded as much time for reading and writing in class as possible, especially since we cannot observe or delegate the time spent for these at home. If time in the classroom is a struggle, then we have to take time away from other activities that are not as purposeful or are not serving the students interests as much.

Students should also be getting the opportunity to interact with others as much as possible including listening, speaking, reading, and writing with others.

Any time we can allow students the opportunity to make a choice in their instruction, whether it is choice of activity, text, work partners, etc, they will be more engaged and more likely to participate fully and learn with excitement.

The following examples can be found at Accommodation Central: Classroom Accommodations, courtesy of Region 13.

Sentence Stems
Sentence stems give the student an opportunity to effectively communicate using complete sentences. They can be used when asking a student for oral or written responses.

Examples:

Activating Prior Knowledge
- That reminds me of …
- I have a connection to …
- I remember when …
- I already know that …

Peer Response
- I agree with what _____ said because …
- I disagree with what _____ said because …
- You're right about that, and I also think …
- My idea is slightly different from yours. I believe that … I think that …
- I hadn't thought of that before. I wonder why … Do you think …

Analysis
- We can interpret _____ as …
- Given the evidence, we can deduce that _____ can be differentiated from _____ based on …
- After a thorough analysis of the evidence, we conclude that …
- This is significant because …
- We can draw parallels between _____ and the world/other texts/self because …
- Based on the evidence, I can conclude that …

How to Implement:
1. Determine the language proficiency and specific needs of the student.
2. Develop sentence stems that apply to the student at various levels of language proficiency.
3. Place sentence stems in a prominent part of the room or give them to the student.
4. Teach the student how to use sentence stems in a variety of contexts and with a variety of content.
5. Lead guided practice in how to use sentence stems. Provide lots of opportunities for the student to practice using sentence stems with peers and independently.
6. Monitor and record the students progress and effectiveness using the sentence stems.
7. Provide specific feedback to the student about their progress.
8. Scaffold the students learning by increasing level of sentence stems based on student progress and need.
9. Share progress and effectiveness with the student, the educational team, and the families.

Side–by–Side Example
Standard Unit With Embedded Specially Designed Instruction

The following is a side-by-side comparison of an Odell Texas High School Literacy Program unit and a unit that has SDI embedded. It also includes areas of collaboration between professionals that occurs prior to the lesson.

Lesson Instruction Overview	General Lesson Grade 10: Pilot Odell Texas High School Literacy Program - Unit 1	Specially Designed Instruction	Collaboration of Teachers Prior to Lesson
Activity 1: We will review the Unit Text List to familiarize ourselves with the texts we will analyze and discuss throughout the unit.	Access and review the Unit Text List. Note the information that is included about each text. These texts are also listed in the activities in which they appear, under the Materials tab. You will notice that each text has an icon by it. These indicate where the text is located, which corresponds to the Location column in the Unit Text List. Text locations are as listed as follows: **Trade book:** These texts are full-length novels or nonfiction books you will most likely have copies of. **Digital Access:** You can find these texts online. Use the information provided in the Unit Text List or on the Texts tab for the activity to conduct a web search for the resource. Digital Access resources include online articles, videos, podcasts, and other web sources. **PDF Texts:** These are formatted PDFs of texts that are available for download on the Materials tab. **CD/DVD Material:** These audio and video materials might also be available through online content providers.	Provide a word wall and/or glossary of unfamiliar vocabulary students may encounter. Provide digital access to trade books. For visually impaired students, provide a magnifying device/tool. Provide text-to-speech software or applications. Provide audio-recorded versions of text.	Teachers work with a small group of students, monitoring progress, providing feedback, and clarifying misconceptions.

Lesson Instruction Overview	General Lesson Grade 10: Pilot Odell Texas High School Literacy Program - Unit 1	Specially Designed Instruction	Collaboration of Teachers Prior to Lesson
Activity 2: We will consider the title of the novel *Things Fall Apart*.	In small groups, have students discuss what they think the author meant by the title of this novel: *Things Fall Apart*. Consider what this phrase could mean for individuals, families, and society, and then respond to the following question: What are some examples of things falling apart in life? In each example, what caused things to fall apart? Share your answers with the class, and discuss the following questions: • Do all things fall apart? • What keeps things from falling apart? • What do we do when things fall apart?	Activating students' prior knowledge to gather information about what students already know or misunderstand about a topic. This process can illuminate students' underlying beliefs about the topic under investigation, expose misunderstandings, and uncover their preexisting knowledge. This gives you an opportunity to know what students do and do not know or understand, allowing you to adjust instruction.	Teachers work with small groups of students, monitoring progress, providing feedback, and clarifying misconceptions.

Side–by–Side Example
Standard Unit with Embedded Specially Designed Instruction

Lesson Instruction Overview	General Lesson Grade 10: Pilot Odell Texas High School Literacy Program - Unit 1	Specially Designed Instruction	Collaboration of Teachers Prior to Lesson
Activity 3: We will read and analyze the Culminating Task and will identify the specific knowledge we are expected to learn throughout the unit and the specific skills we will need to succeed on the Culminating Task.	In a small group, read and discuss the Culminating Task Checklist. Determine what skills and knowledge the students need to succeed on the Culminating Task. Students should respond to the following questions: • What do I need to **know** to succeed on the Culminating Task? • What do I need to **do** to succeed on the Culminating Task? • Discuss the questions as a class. Create a checklist in your learning log or use the Culminating Task Progress Tracker to determine what you need to know and do to succeed on the Culminating Task. For each knowledge and skill identified, assess how prepared you are.	Discuss the ambiguity of the word "things," and clarify that in this context we are talking about situations or circumstances. Provide sentence stems for answering questions: • Some examples of things falling apart are_____ • In this example, things fell apart because_____ Ask students to complete the checklist at the beginning of the unit and after each Section Diagnostic. Consider collecting the checklists as students complete them throughout the unit to monitor how they are evaluating their progress. Such information will help you make specially designed instructional decisions that are finely tuned to students' learning needs.	Plan to utilize a co-teaching approach during the lesson to demonstrate and/ or while the teacher explains steps in the Culminating Task process. Some students might need support in unpacking the Culminating Task prompt and the evaluation criteria. Plan to meet with students one on one to probe their understanding of what is being asked of them. Using that information, end the activity with a whole-class discussion to ensure the students have a clear understanding of the task. Create a Culminating Task Checklist Anchor Chart as a visual reference.

Accommodations, Modifications, Differentiation, Language, and Specialization Supports Found Within Odell Texas High School Literacy Program

Accommodations, Modifications, Differentiation, Language and Specialization Supports Within Odell Texas High School Literacy Program:
- Dialectical Journal
- Mentor Sentence Handout
- Mentor Sentence Journal
- Organizing Evidence Tool
- Forming Evidence-Based Claims Tool
- Discussion Tool
- Note-taking Tool

Tools Not Found In The Platform That Could Support Learning:
- Teacher model
- Small group with teacher
- Question stems
- Sentence stems

Additional Resources That May Support Learners:
Monolingual and bilingual dictionaries

Resources

Accommodation Central. ESC, Region 13, n.d. http://acentral.education/

Texas Education Agency. 2018. "TEKS Vertical Alignment for STAAR Alternate 2 Science Reading Language Arts Kindergarten through English II."
https://tea.texas.gov/sites/default/files/RLA%20Vertical%20Alignment%20Final.pdf.

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