**What Accommodation/Modification Thinking Looks Like in Practice**

These skills should be determined at the PLC level for **all** students. Each student must have these skills to be able to achieve the standard.

When modification happens, the teachers (when given the power by the IEP team) determine which of the skills must be mastered by the student related to the larger standard. This is accomplished by looking at the following:

1. Which of the skills has *endurance*? (Which information **must** be retained over time for this student to meet living, learning and working goals?)
2. Which of the skills have *leverage*? (Which of the skills are **essential** to being able to move forward in other areas of coursework?)
3. Which of these skills develop *readiness for the next level of learning* (required for *this student’s* living, learning and working outcomes)?

When these questions have been answered, you have your curriculum for the student requiring modification.

Student Sammy Student

Course English 10

Year 2013-2014

Unit Theme Analysis

|  |  |  |
| --- | --- | --- |
| Standard | **RL.9-10.1.****Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  | **RL.9-10.2.****Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**  |
| Supporting Skills / Learning Progression of Skills for Standard Mastery |  |  |
|  | Cite textual evidence | Trace the development of the theme from various points in the novel |
|  | Check correlation between literal and implied meaning | Identify impact of specific details on the development of the theme |
|  | Make correct inferences (logic) | Identification of details appropriate to the identified theme |
|  | Identification of opportunities for inference | Development of the topic into an accurate theme |
|  | Analysis of non-literal meaning of text | Identification of a topic  |
|  | Determination of literal meaning of text | Determination of literal and implied meanings |
|  | Comprehension of the words of the text | Comprehension of the words of the text |
|  | Fluent Reading | Fluent Reading |

Key Code

|  |  |
| --- | --- |
|   | Cannot do / no evidence |
|  | Some evidence  |
|  | Has demonstrated mastery |