



# Using the Instructional Process to Plan for RIAA in Reading and Writing

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Amy Grattan, The Sherlock Center, Rhode Island College

***Rhode Island Department of Elementary and Secondary Education***

# Today's Objective

To understand how to create instructional activities using Reading and Writing AAGSEs and assess those skills for the Rhode Alternate Assessment.



AAGSEs

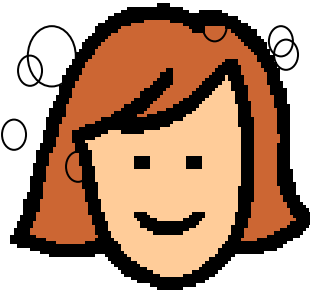
Application  
Activities

Structured  
Performance  
Tasks

3 Distinct  
Activities

General  
Education  
Curriculum

Accuracy &  
Independence  
Data



# Instructional Planning

Structured Performance Task (SPT)



Choose AAGSEs



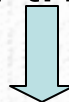
General Curriculum



Using standards-based activities occurring in the general curriculum



The student applies the AAGSE in a distinct standards-based activity within the context of the SPT



Take accuracy & independence data to evaluate student performance

Using standards-based activities occurring in the general curriculum

- ✓ Age Appropriate
- ✓ Connected to what students in the school are doing
- ✓ Connected to the content area

The student applies the AAGSE in a distinct standards-based activity within the context of the SPT

- ✓ What the individual student does
- ✓ Accommodations
- ✓ Modifications

# The Thinking Process

Once the AAGSE has been chosen:

First: Identify the curriculum learning experiences that are naturally occurring within the general education classroom for that content area.

- Identify the curriculum learning experiences available outside the classroom.

Then: Make a decision about the individual student's participation.

- Define the details (accommodations & modifications) of how the student will participate in the standards based activity.
- Decide what Levels of assistance the student will require to participate.

Finally: Define the data that will be taken to support the RIAA.

- Accuracy Data
- Independence Data, including Level of Assistance Data



# Reading AAGSEs



# WID 1.7

**Student applies word identification and/or decoding strategies by**

**WID 1.7** Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.\*

\*This AAGSE requires a student to read/decode words.

# WID 1.7 Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.\*

## Put in the Context of the SPT

### Task 02-4

The student will read/experience text related to self, family and/or school.

Self, Family,  
School

### Task 35-4

The student will read/experience text related to school and/or community.

School,  
Community

### Task 68-4

The student will read/experience text related to community, state and/or vocational topics.

Community,  
State,  
Vocational

### Task 10-4

The student will read/experience text related to transition to adult life.

Transition to  
adult life

# WID 1.7 Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.\*

Text related to specific areas – What is available in the general curriculum?

## Grade 2

Self, family and/or school.

- Attendance sheets
- My personal belongings
- Family story
- Welcome to school

## Grade 3-5

School and/or community.

- School newspapers
- Journal entries
- Community flyers
- Notices

## Grade 6-8

Community, state and/or vocational topics.

- Local newspapers
- State information
- Research on jobs

## Grade 10

Transition to adult life.

- Applications
- Bank statements
- Bus schedules
- How to pamphlets

# WID 1.7 Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.\*

Choose and define the activity the student will use the identified AAGSE.

## Grade 2

Self, family  
and/or school

- Attendance sheets
- My personal belongings
- Family story
- Welcome to school

The student will participate in the daily classroom attendance routine. He/she will read the names of the students in the class and identify who is at school and who is at home.

# WID 1.7 Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.\*

Make the appropriate modifications so the student can participate, including levels of assistance.

## Grade 2

Self, family and/or school.

- Attendance sheets
- My personal belongings
- Family story
- Welcome to school

The student will participate in the daily classroom attendance routine. He/she will read the names of the students in the class and identify who is at school and who is at home.

Justine uses the class attendance sheet to read the student names. To support her reading, she requires one of the following prompts: a point prompt or a verbal prompt.

# WID 1.7 Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.\*

Define the Data. How many opportunities will be given and what is an accurate response?

Justine will read the student names by sounding out the first letter of each name. She will be given a point prompt, a verbal prompt of the first letter or a verbal prompt giving her the sounds of the whole word.

Data will be taken on 1 day. She will read the names of 10 children on the attendance list giving her 10 opportunities.

Accuracy: A correct response is reading the high frequency word (name) correctly.

Independence: An independent response is reading a name independently.

Levels of Assistance:

- Point prompt
- Verbal prompt

# WID 1.7 Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.\*

Student Name	Accuracy	Level of Assistance
1. Betty	Correct	Independent
2. Tom	Correct	Point prompt
3. Justine	Correct	Point prompt
4. Kim	Incorrect	Full verbal prompt
5. Shannon	Incorrect	Full verbal prompt
6. Sam	Correct	Full verbal prompt
7. Melissa	Incorrect	Full verbal prompt
8. Megan	Incorrect	Full verbal prompt
9. Bob	Correct	Independent
10. Bill	Correct	Independent

10 opportunities

Accuracy:  $6/10 = 60\%$

Independence:  $3/10 = 30\%$

Levels of assistance:

Point prompt:  $2/10 = 20\%$

Full verbal prompts:  $5/10 = 50\%$



**WID 1.7** Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.\*

## Work Sample for this activity:

- A photograph of Justine reading the names on the attendance sheet would be best. This is the best way to show Justine reading.
- The photograph is documented using the RIAA Photo Documentation Form. A description of how Justine reads high-frequency words would be included.

(See p. 91 of the RIAA Administration Manual for 2008 -2009.)



# LT 4.2

**Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by**

**LT 4.2** Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

This AAGSE requires the student to answer questions about a literary story. The questions are designed by the teacher and demonstrate the student's comprehension of what he/she is reading.

# LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

## Put in the Context of the SPT

### Task 02-6

The student will listen to and/or read literary texts.



Grade 2  
Literary  
Texts

### Task 35-5

The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.



Grade 3-5  
Literary Texts

### Task 68-5

The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.



Grades 6-8  
Literary Texts

### Task 10-5

The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.



Grade 10  
Literary Texts

# Literary Text

Texts that tell a story to make a point, express a personal opinion, and/or to entertain.



# LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

Text related to specific areas – What is available in the general curriculum?

## Grade 2

### Literary Text



- *Cam Jansen Series*
- *Box Car Children Series*
- *Freckle Juice*
- *Ramona Series*
- *Frog and Toad Series*
- *Horton Hears A Who*

## Grade 3-5

### Literary Text



- *Miss Nelson Is Missing*
- *The Lion, The Witch And The Wardrobe*
- *The Indian In The Closet*
- *The Cricket In Times Square*
- *A Wrinkle in Time*

## Grade 6-8

### Literary Text



- *Holes*
- *The View From Saturday*
- *A Week In The Woods*
- *Tangerine*
- *The Outsiders*
- *The Hot Zone*
- *Tuesday's With Morrie*

## Grade 10

### Literary Text



- *Romeo & Juliet*
- *The Great Gatsby*
- *The Adventures Of Huckleberry Finn*
- *The Power Of One*
- *Of Mice and Men*

## LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

Choose and define the activity the student will use the identified AAGSE.

Grade 8  
Literary Text

*Tuesdays With  
Morrie* by Mitch  
Albom

The student will participate in the literary text by using an adapted version of the book *Tuesdays With Morrie*. A peer from the class will read the adapted book to the student. After reading the book, the student will answer five questions about the book content.

## LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

Make the appropriate modifications so the student can participate, including levels of assistance.

Grade 8  
Literary Text

*Tuesdays With Morrie*  
by Mitch Albom

The student will participate in the literary text by using an adapted version of the book *Tuesdays With Morrie*. A peer from the class will read the adapted book to the student. After reading the book, the student will answer five questions about the story in the book. These questions will be recorded in a story journal.

Elsa will be given five simple questions, in Mayer Johnson writing, to answer about the book's content. She will answer the questions by choosing the correct answer from a choice of two Mayer Johnson pictures presented to her. Elsa uses a hand over hand prompt, a wrist guide or an elbow tap as physical guidance to support her participation.

## LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

Define the Data. How many opportunities will be given and what is an accurate response?

Elsa will be given five simple questions, in Mayer Johnson writing, to answer about the book's content. She will answer the questions by choosing the correct answer from a choice of two Mayer Johnson pictures presented to her. She will document them in her journal.

Data will be taken on Elsa answering five questions related to the story.

Accuracy Data: A correct response is one in which Elsa chooses the correct response.

Independence: An independent response is one in which she chooses a response independently

Levels of Assistance:

- Elbow tap
- Wrist guide
- Hand over hand

## LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

Simple Questions	Correct + Incorrect -	Level of Assistance
1. Who was the character that was telling the story?	+	Elbow prompt
2. What illness did Morrie have?	-	Independent
3. Where did the story take place?	-	Independent
4. What was the job of the main character?	+	Wrist guide
5. What happened to Morrie?	+	Hand over hand

### Data

Accuracy:  $3/5 = 60\%$

Independence:  $2/5 = 40\%$

Levels of Assistance:

Elbow prompt:  $1/5 = 20\%$

Wrist guide:  $1/5 = 20\%$

Hand over hand:  $1/5 = 20\%$

**LT 4.2** Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

## Work sample for this activity

- A copy of the Journal entry that has been **graded.** (See p. 35 of the RIAA Administration Manual for 2008 - 2009.)
- A photograph, documented on the RIAA Photograph Evidence Documentation Form, of Elsa choosing the an answer to the **questions.** (See p. 91 of the RIAA Administration Manual for 2008 -2009.)



# Writing AAGSEs



# SL 1.4

**Student demonstrates command of structures of sentences, paragraphs, and text by...**

**SL 1.4** Expressing an idea with written language (symbols, letters, words, sentences).

This AAGSE requires a student to express an idea using the child's mode of communication.

# SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

Put in the Context of the SPT

## Task 04-1

The student will write in response to activities within their school environment.



Response to school environment.

## Task 07-1

The student will write in response to activities within their community.



Response to community activities.

## Task 10-7

The student will as part of transition to adult life.



Transition activities that support adult living activities.

# SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

What is available in the general curriculum?

## Grade 4:

The student will write in response to activities within their school environment.

- Write about a story read
- Write thank you notes
- Write to answer questions about a book
- Letters to family members

## Grade 7:

The student will write in response to activities within their community.

- Letters to community partners
- Newspaper articles
- Write a poem

## Grade 10:

The student will write as part of transition to adult life.

- Applications
- Organizational “to do” lists
- Resume
- Bank Slip
- Shopping lists

# SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

Choose and define the activity the student will use the identified AAGSE.

Grade 7:

The student will write in response to activities within their community.

The student will write a caption about robotics class for the yearbook.

The student will write a two sentence caption about being in the robotics class for the yearbook. The caption will be based on a photograph of the student in robotics class.

# SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

Make the appropriate modifications so the student can participate, including levels of assistance.

Grade 7:  
The student will write in response to activities within their community.

The student will write a two sentence caption about being in the robotics class (held after school) for the yearbook. The caption will be based on a photograph of the student in robotics class.

Henry will write his caption by placing pre-made Mayer Johnson sentence strips together to make a cohesive idea. He will be given 4 choices of sentences - 2 choices are related to the picture and 2 are unrelated. He requires verbal, point and physical assistance to participate.

The student will write a caption about robotics class for the yearbook.

## SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

Define the Data. How many opportunities will be given and what is an accurate response?

Henry will write his caption by placing pre-made Mayer Johnson sentence strips together to make a cohesive idea. He will be given 3 pictures. For each picture, he will create a caption that consists of 2 sentences. He will have a total of 6 opportunities to express his ideas in the form of captions for the pictures. He requires verbal, point and physical assistance to participate.

Data will be taken on Henry creating a caption with 2 sentences for each of the three pictures. He will have a total of 6 opportunities to express his ideas.

Accuracy Data:  
A correct response is one in which Henry correctly puts two sentences together for a pictures.

Independence:  
A independent response is one in which Henry does not require assistance to put a sentence together.

Levels of Assistance:

- Verbal prompt
- Point prompt
- Physical prompt

# Henry's Journal Entry.



# **SL 1.4** Expressing an idea with written language (symbols, letters, words, sentences).

## Work sample for this activity

- **Copy of the three graded journal entries**  
(See page 35 of the RIAA Administration Manual for 2008 - 2009.)
- **A photograph, documented on the RIAA Photograph Evidence Documentation Form, of Henry putting the sentence strips with a picture.** (See page 91 of the RIAA Administration Manual for 2008 -2009.)

# WC 9.2

In independent writing, the student demonstrates command of appropriate English conventions by...

WC 9.2 Spelling common/high frequency words correctly.

This AAGSE requires the student to spell words. Pictures, symbols or objects for this AAGSE may not be used to assess this AAGSE.

# WC 9.2 Spelling common/high frequency words correctly.

Put in the Context of the SPT

Grade 4: Task 04-1

The student will write in response to activities within their school environment.



Response to school environment

Grade 7: Task 07-1

The student will write in response to activities within their community.



Response to community activities

Grade 10: Task 10-7

The student will write as a part of transition to adult life.



Transition activities that support adult living activities

# WC 9.2 Spelling common/high frequency words correctly.

What is available in the general curriculum?

## Grade 4: Task 04 -1

The student will write in response to activities within their school environment.

- Write about a story the class read
- Write thank you notes
- Write to answer questions about a book
- Letters to family members

## Grade 7: Task 07-1

The student will write in response to activities within their community.

- Letters to community partners
- Newspaper articles
- Write a poem

## Grade 10: Task 10-7

The student will write as a part of transition to adult life.

- Applications
- Organizational “to do” lists
- Time Cards
- Bank Slip
- Shopping lists

# WC 9.2 Spelling common/high frequency words correctly.

Make the appropriate modifications so the student can participate, including levels of assistance.

Grade 10: Task 10-7  
The student will write as a part of transition to adult life.

The student will write to fill out an application for the YMCA.

The students will fill out the first page of the YMCA application with their correct identifying information.

Matt is able to write his first and last name independently. He uses a thick pen to support his writing. Matt requires a visual prompt to write his address, birth date, gender and phone number.

# WC 9.2 Spelling common/high frequency words correctly.

Define the Data. How many opportunities will be given and what is an accurate response?

Matt is able to write his first and last name independently. He uses a thick pen to support his writing. Matt requires a visual prompt to write his address, birth date, gender and phone number.

Data will be taken Matt writing the following five high frequency words:

first name

last name

street name  
(two words)

male

Accuracy Data:

A correct response is one in which Matt correctly spells the high frequency word.

Independence:

An independent response is one in which Matt does not require assistance to write the high frequency word.

Levels of Assistance:

- Visual prompt
- Verbal prompt

## **WC 9.2 Spelling common/high frequency words correctly.**

### Work sample for this activity

- Copy of the YMCA application that has the high frequency words marked as correct/incorrect with a grade. (See p. 35 of the RIAA Administration Manual for 2008 - 2009.)
- A photograph, documented on the RIAA Photo Evidence Form, of Matt completing the YMCA application using his high frequency words. (See p. 91 of the RIAA Administration Manual for 2008 - 2009.)

# Apply The Thinking Process

- Choose one student you are assessing for the RIAA.
- Choose one AAGSE you have chosen to assess for that student.
- Apply the thinking process to develop a lesson for that AAGSE including collecting the data required for documentation of the RIAA.



# The Thinking Process

Once the AAGSE has been chosen:

First: Identify the curriculum learning experiences that are naturally occurring within the general education classroom for that content area.

- Identify the curriculum learning experiences available outside the classroom.

Then: Make a decision about the individual student's participation.

- Define the details (accommodations & modifications) of how the student will participate in the standards based activity.
- Decide what Levels of assistance the student will require to participate.

Finally: Define the data that will be taken to support the RIAA.

- Accuracy Data
- Independence Data, including Level(s) of Assistance Data



# Contact Information

- Cynthia Corbridge: RIDE  
[cynthia.corbridge@ride.ri.gov](mailto:cynthia.corbridge@ride.ri.gov) or 222-8497
- Phyllis Lynch: RIDE  
[phyllis.lynch@ride.ri.gov](mailto:phyllis.lynch@ride.ri.gov) or 222-4693
- Susan Dell: The Sherlock Center  
[sdell@ric.edu](mailto:sdell@ric.edu) or 456-8557
- Amy Grattan: The Sherlock Center  
[agrattan@ric.edu](mailto:agrattan@ric.edu) or 456-8072

