



# Got ELLs, 504s, and Sped? Now what?

Classroom Strategies for Differentiation

Kim Oren  
orenk@ltisdschools.org  
Lake Travis ISD

Sylvia Troxell  
stroxell@eanesisd.net  
Eanes ISD

## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Grade 7 Writing</b>		<b>Cluster 1</b>
<b>Reporting Category 3</b>	Editing: The student will demonstrate an ability to edit a variety of texts.	
<b>Knowledge and Skills Statement 7.21</b>	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
<b>Essence Statement</b>	Edits spelling using various resources.	
<b>Item 1 Prerequisite Skill</b>	use phonological knowledge to match sounds to letters to construct known words (1)	
<b>Item 2 Prerequisite Skill</b>	spell words with common orthographic patterns and rules: long vowels (e.g., VCe-hope) (2)	
<b>Item 3 Prerequisite Skill</b>	spell words with common orthographic patterns and rules: long vowels (e.g., VCe-hope) (2)	
<b>Item 4 Prerequisite Skill</b>	spell complex contractions (e.g., should've, won't) (3)	

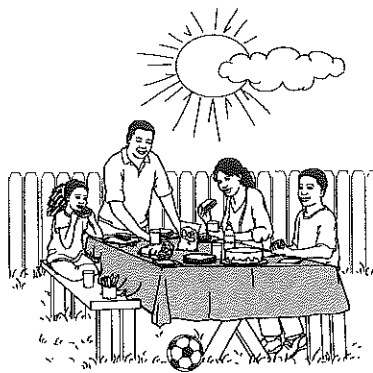
<b>Grade 7 Writing</b>		<b>Cluster 2</b>
<b>Reporting Category 2</b>	Revision: The student will demonstrate an ability to revise a variety of written texts.	
<b>Knowledge and Skills Statement 7.14</b>	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	
<b>Essence Statement</b>	Revises text using appropriate word choice.	
<b>Item 5 Prerequisite Skill</b>	revise drafts by adding or deleting a word, phrase, or sentence (1)	
<b>Item 6 Prerequisite Skill</b>	revise drafts by adding or deleting a word, phrase, or sentence (1)	
<b>Item 7 Prerequisite Skill</b>	revise drafts by adding or deleting words, phrases, or sentences (2)	
<b>Item 8 Prerequisite Skill</b>	revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)	

## Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to the first sentence. *Communicate:* **The family is sitting around the table. This sentence can be revised to tell more about the table.**
- Direct the student to the second sentence. *Communicate:* **The family is sitting around the picnic table. This sentence tells more about the table.**
- *Communicate:* **Find the sentence that tells more about the table.**

### Stimulus 5

The family is sitting around the table.



\* The family is sitting around the picnic table.

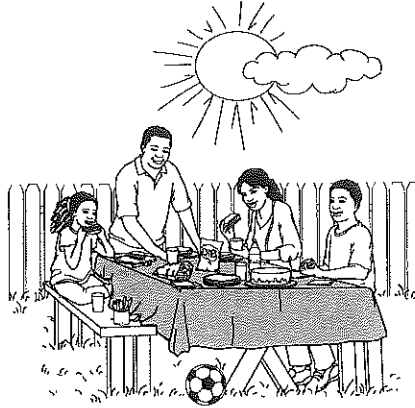
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence about the picnic table,	⇒	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the sentence about the picnic table,	⇒	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the sentence about the picnic table,	⇒	mark <b>B</b> for question 5 and move to question 6.
After the five-second wait time, if the student does not find the sentence about the picnic table,	⇒	mark <b>C</b> for question 5 and move to question 6.

### Presentation Instructions for Question 6

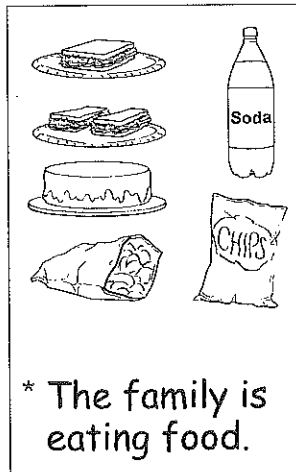
- Present Stimulus 6a and 6b.
- Direct the student to the sentence in Stimulus 6a. Communicate the text.
- Direct the student to each answer choice in Stimulus 6b. Communicate the text in each answer choice.
- Communicate: **Find the sentence that tells more about what the family is doing.**

#### Stimulus 6a



The family is sitting around the picnic table.

#### Stimulus 6b



### Scoring Instructions

Student Action	Test Administrator Action
If the student finds "The family is eating food" in Stimulus 6b,	➡ mark <b>A</b> for question 6 and move to question 7.
If the student does not find "The family is eating food" in Stimulus 6b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding and reading the sentence "The family is eating food" in Stimulus 6b and <i>communicate</i> "<b>This sentence tells more about what the family is doing</b>"; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds "The family is eating food" in Stimulus 6b,	➡ mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find "The family is eating food" in Stimulus 6b,	➡ mark <b>C</b> for question 6 and move to question 7.

## Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to the sentence in Stimulus 7a. Communicate the text.
- Direct the student to the underlined word. Communicate: **The word “things” does not give enough information.**
- Direct the student to each answer choice in Stimulus 7b. Communicate the text in each answer choice.
- Communicate: **Find the words that could replace “things” in the sentence and give more information.**

### Stimulus 7a



The wind blows things off the table.

### Stimulus 7b

leaves and grass

\* napkins and paper plates

some stuff

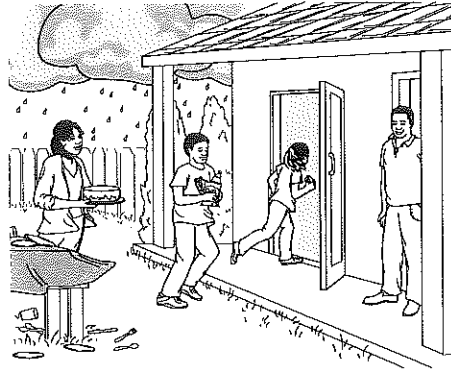
### Scoring Instructions

Student Action	Test Administrator Action
If the student finds "napkins and paper plates" in Stimulus 7b,	⇒ mark <b>A</b> for question 7 and move to question 8.
If the student does not find "napkins and paper plates" in Stimulus 7b,	⇒ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify the details in the picture. <b>OR</b></li> <li>• Highlight the items that are blowing in the wind.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "napkins and paper plates" in Stimulus 7b,	⇒ mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "napkins and paper plates" in Stimulus 7b,	⇒ mark <b>C</b> for question 7 and move to question 8.

### Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 8b. *Communicate*: **One of these sentences gives more interesting details than the underlined sentence "The family goes inside."**
- *Communicate* the text in each answer choice.
- *Communicate*: **Find the revised sentence that gives more details.**

#### Stimulus 8a



The sky gets dark. The wind blows. A storm is coming. Dad says, "Hurry up!"  
The family goes inside.

#### Stimulus 8b

The family went inside the house.

The family shuts the door.

\* The family rushes inside to keep from getting wet.



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "The family rushes inside to keep from getting wet" in Stimulus 8b,	⇒	mark <b>A</b> for question 8 and move to question 9.
If the student does not find "The family rushes inside to keep from getting wet" in Stimulus 8b,	⇒	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "The family rushes inside to keep from getting wet" in Stimulus 8b,	⇒	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find "The family rushes inside to keep from getting wet" in Stimulus 8b,	⇒	mark <b>C</b> for question 8 and move to question 9.

## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Grade 7 Reading</b>	<b>Cluster 1</b>
<b>Reporting Category 3</b>	<b>Understanding and Analysis of Informational Texts:</b> The student will demonstrate an ability to understand and analyze informational texts.
<b>Knowledge and Skills Statement 7.10</b>	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
<b>Essence Statement</b>	Recognizes how organizational patterns impact main idea and details in informational texts.
<b>Item 1 Prerequisite Skill</b>	use text features (e.g., title, tables of contents, illustrations) to locate specific information in text (1)
<b>Item 2 Prerequisite Skill</b>	locate the facts that are clearly stated in the text (2)
<b>Item 3 Prerequisite Skill</b>	identify the details or facts that support the main idea (3)
<b>Item 4 Prerequisite Skill</b>	summarize the main idea and supporting details in text in ways that maintain meaning (4)


<b>Grade 7 Reading</b>	<b>Cluster 2</b>
<b>Reporting Category 2</b>	<b>Understanding and Analysis of Literary Texts:</b> The student will demonstrate an ability to understand and analyze literary texts.
<b>Knowledge and Skills Statement 7.4</b>	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
<b>Essence Statement</b>	Identifies structure and elements of poetry including graphical elements.
<b>Item 5 Prerequisite Skill</b>	respond to and use rhythm, rhyme, and alliteration in poetry (1)
<b>Item 6 Prerequisite Skill</b>	monitor and adjust comprehension (e.g. using background knowledge, creating sensory images, rereading a portion aloud, generating questions) (2)
<b>Item 7 Prerequisite Skill</b>	monitor and adjust comprehension (e.g. using background knowledge, creating sensory images, rereading a portion aloud, generating questions) (2)
<b>Item 8 Prerequisite Skill</b>	explain how figurative language (e.g. personification, metaphors, similes, hyperbole) contribute to the meaning of a poem (6)


## Presentation Instructions for Question 1

- Present Stimulus 1. *Communicate*: Here is part of the table of contents for an article about chili in Texas.
- Direct the student to Stimulus 1. *Communicate* the title and the text in the table of contents.
- *Communicate*: Find the table of contents.

**Stimulus 1**

\* Table of Contents

The First Chili .....2 

The Chili Queens.....3 

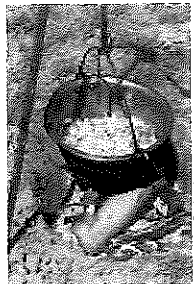
Scoring Instructions		
Student Action	➡	Test Administrator Action
If the student finds the table of contents,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the table of contents,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the table of contents,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the table of contents,	➡	mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate*: Find the entry from the table of contents that tells where to find more information about the first chili.

### Stimulus 2a

Chili is the state food of Texas. Chili is a kind of stew made with meat, onions, tomatoes, and chili peppers. The first chili was cooked over an open campfire.



### Stimulus 2b

The Chili Queens.....3



\* The First Chili .....2



### Scoring Instructions

Student Action	⇒	Test Administrator Action
If the student finds the entry "The First Chili" in Stimulus 2b,	⇒	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the entry "The First Chili" in Stimulus 2b,	⇒	<ul style="list-style-type: none"> <li>• model the desired student action by finding the entry "The First Chili" in Stimulus 2b and <i>communicate</i> <b>"This is the entry from the table of contents that tells where to find more information about the first chili"</b>;</li> <li>and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the entry "The First Chili" in Stimulus 2b,	⇒	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the entry "The First Chili" in Stimulus 2b,	⇒	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

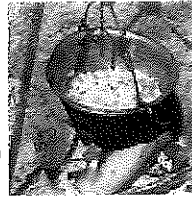
- Present Stimulus 3a and 3b. *Communicate:* This is the article “It’s Chili in Texas.”
- Direct the student to Stimulus 3a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* Find the information that can be found in both “The First Chili” and “The Chili Queens.”

#### Stimulus 3a

#### It’s Chili in Texas

##### The First Chili

Some people believe that chili was first made in San Antonio, Texas. The settlers in San Antonio only had tough meat. They had to find a way to make it taste better. They cooked the meat slowly over the fire for a long time with chili peppers. This made it taste better and the tough meat easier to chew.



##### The Chili Queens

The inventors of chili were a group of women known as “the chili queens.” These women made and sold chili from carts on the streets of San Antonio even before Texas became a state. They sold a bowl of chili for a few cents to anyone on the street. They competed with one another to see who could serve the best chili and attract the most customers.



**Stimulus 3b**

Chili used to cost just a few cents.

Chili must be cooked for a long time.

\* Chili was first made in San Antonio.

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds "Chili was first made in San Antonio" in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find "Chili was first made in San Antonio" in Stimulus 3b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul data-bbox="867 1087 1419 1213" style="list-style-type: none"><li>• Highlight the words in the text that correspond to the answer choices. <b>OR</b></li><li>• Have the student identify details from each section.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Chili was first made in San Antonio" in Stimulus 3b,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "Chili was first made in San Antonio" in Stimulus 3b,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: Here is the last section, "A Texas Tradition," from the article "It's Chili in Texas."
- Direct the student to Stimulus 4a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice in Stimulus 4b.
- *Communicate*: Find the question that can be answered from this section of the article.

### Stimulus 4a

Table of Contents	
The First Chili.....	2
The Chili Queens.....	3
A Texas Tradition.....	4

#### A Texas Tradition

People all over Texas were either making chili or eating chili. One man who sold chili from a wagon decided to sell his chili in cans. Since the canned chili could not spoil, it could be eaten at a later time. He named the chili after his pet wolf. Wolf Brand Chili can still be found in grocery stores today.

Chili became popular throughout the United States during the Great Depression. A bowl of chili was a cheap, filling meal for people who didn't have much money.

In San Antonio the tradition of eating chili on the street came to an end. The health department passed strict rules about the preparation and serving of food outdoors for safety reasons. Some of the chili queens opened their own restaurants in different parts of San Antonio.

For many Texans today, chili is more than just an everyday food. People compete in chili-making contests all over the state. Chili has been called a "bowl of blessedness."





**Stimulus 4b**

\* Why is chili no longer sold on the streets in San Antonio?

Why were the women who made chili called "chili queens"?

Why was chili called a "bowl of blessedness"?

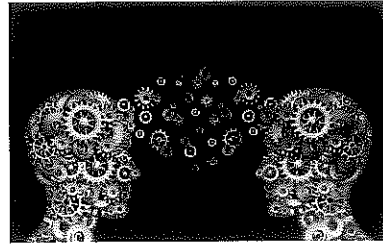
**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds "Why is chili no longer sold on the streets in San Antonio?"	⇒	mark <b>A</b> for question 4 and move to question 5.
If the student does not find "Why is chili no longer sold on the streets in San Antonio?"	⇒	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Why is chili no longer sold on the streets in San Antonio?"	⇒	mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "Why is chili no longer sold on the streets in San Antonio?"	⇒	mark <b>C</b> for question 4 and move to question 5.

## Think-Aloud Statements

*Model these often!*

When reading with students,  
share your thinking about the text.



“The first thing I notice is...”

“I’m noticing...”

“I wondering...”

“I’m feeling...”

“A connection I’m making (to another book, event, idea or myself) is...”

“ I can see...”

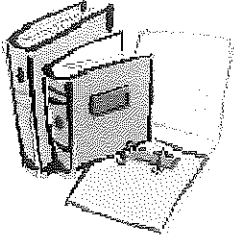
“I can picture...”

“I think the author is saying...”

“I’m asking myself...”

“I’m predicting...”

“I’m confused by...” (We have to show students what we do when we are confused. What are our fix-it-up strategies?)



## Reading Strategy: *Fix-up Strategies*

### Strategy Description

To use fix-up strategies is to identify when comprehension breaks down and then solve the problem. When we use fix-up strategies we:

- Stop and think about the meaning of what is read
- Know that there are ways to solve the problem
- Make more than one attempt to construct meaning

### Introduce Strategy

- Explicitly name the strategy, describe it, and then tell when and why it is used.
- Make a poster with this key information.
- Model using a passage or selection that is two or three grade levels above due to its challenging words or more complex sentence structure.
- Think aloud to clearly distinguish between when comprehension begins to break down and the strategy that is used to fix-up the comprehension. Think aloud to show what kinds of questions can be asked while reading:
  - “Is this making sense?”
  - “Where did it stop making sense?”
  - “What do I remember so far?”
  - “What do I understand so far?”
  - “I think I should re-read, but how far should I go back?”
  - “Should I slow up?”
  - “Should I read ahead?”
  - “Should I speed up or slow down?”
  - “Should I code the text?”
  - “Should I take notes?”
- Demonstrate how to use fix-up strategies

### Shared Reading

- Select another short selection that is two years above grade level.
- Name the strategy, "*Fix-Up Strategies*," introduced previously. Ask students to recall what that means, cover up your definition, use large sticky notes or chart paper to capture definitions in students' own words and place under strategy title.
- Read the selection aloud.
- Provide at least one think aloud to demonstrate how you are monitoring comprehension to construct meaning while reading.
- As you continue to read aloud, ask students to raise their hand when something does not make sense and how they will solve the problem.
- Work together as a class to apply fix-up strategies when reading comprehension breaks down.
- Revisit "Fix-up Strategies" often during Shared Reading for students to internalize the term, describe what it means, and tell when and how to use it.

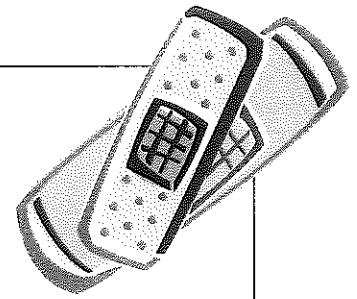
### Guided Reading

- Select a leveled text that is at the students' instructional level to practice during a guided reading group.
- Practice monitoring comprehension and applying fix-up strategies while reading by using "Code the Text." Indicate monitoring comprehension with a question mark when things don't make sense.
- Provide opportunities for students to "Notice and Share" a particular strategy they used while reading, including monitoring comprehension and fix-up strategies.
- Discuss different ways to construct meaning.
- Guide practice for monitoring comprehension by asking which fix-up strategies might be most effective for constructing meaning.

### Independent Reading

- Each student uses a sticky note to "Code the Text" for monitoring comprehension while reading independently.
- Each student independently notes the fix-up strategies they tried and if they were helpful.
- Conference with individual students during independent reading to discuss where comprehension broke down and what decisions were made when applying fix-up strategies.
- Sharing time at the conclusion of Readers' Workshop should focus on strategies individual children found useful in their independent reading for the day, and how the strategy enhanced their comprehension.
- Refer to the Reading Comprehension Rubric for standards-based scoring of ability to demonstrate the strategy.

## Fix-Up Strategies



When I get confused, I can...

- Reread to see if the confusion is clarified
- Read on to see if the confusion is clarified
- Read the confusing part aloud
- Read more slowly
- Check the punctuation to see if that clarifies
- Look carefully at the illustrations
- Think about whether the text structure or format gives any clues
- Identify any confusing words. Does the surrounding text help? Is this a creative or figurative use of language? Use a resource to look up the word
- Talk about the confusion with a friend. Retell the main points and try to identify the specific confusion. Consider whether purpose will be met if move on
- Ask someone for help

**Tip: Class/Group Discussion** sentence starters (use these to help you contribute to discussion).

**Agreeing**

- "I agree with \_\_\_\_ because \_\_\_\_."
- "I like what \_\_\_\_ said because \_\_\_\_."
- "I agree with \_\_\_\_; but on the other hand, \_\_\_\_."

**Disagreeing**

- "I disagree with \_\_\_\_ because \_\_\_\_."
- "I'm not sure I agree with what \_\_\_\_ said because \_\_\_\_."
- "I can see that \_\_\_\_; however, I disagree with (or can't see) \_\_\_\_."

**Clarifying**

- "Could you please repeat that for me?"
- Paraphrase what you heard and ask, "Could you explain a bit more, please?"
- "I'm not sure I understood you when you said \_\_\_\_."
- "Could you say more about that?"
- "What's your evidence?"

**Confirmation**

- "I think \_\_\_\_."
- "I believe \_\_\_\_."

**Confusion**

- "I don't understand \_\_\_\_."
- "I am confused about \_\_\_\_."

**Extension**

- "I was thinking about what \_\_\_\_ said, and I was wondering what if \_\_\_\_."
- "This makes me think \_\_\_\_."
- "I want to know more about \_\_\_\_."
- "Now I am wondering \_\_\_\_."
- "Can you tell me more about \_\_\_\_?"

A few other useful lists for discussion starters...

[Science Penguin](#)  
[TeachThought](#)

And specifically for Socratic Seminars

**Expressing an Opinion**

I think/believe that ...  
It seems to me that ...  
In my opinion ...

**Asking for Clarification**

What do you mean?  
Will you explain that again?  
I have a question about that.

**Soliciting a Response**

What do you think?  
We haven't heard from you yet.  
Do you agree?  
What answer did you get?

**Reporting a partner's idea**

\_\_\_\_\_ indicated that ...  
\_\_\_\_\_ clarified that ...  
\_\_\_\_\_ pointed out to me that ...  
\_\_\_\_\_ emphasized that ...

**Predicting**

I guess/predict/imagine that ...  
Based on ..., I infer that ...  
I hypothesize that ...

**Paraphrasing**

So you are saying that ...  
In other words, you think ...  
What I hear you saying is ...

**Acknowledging Ideas**

My idea is similar to/related to \_\_\_\_\_'s idea.  
I agree with (a person) that ...  
My idea builds upon \_\_\_\_\_'s idea.

**Partner and Group Reporting**

We decided/agreed that ...  
We concluded that ...  
Our group sees it differently.  
We had a different approach

## Example Social Stories

### Good Classroom Listening

During class time, when the teacher is talking, students are quiet and need to listen. During the teaching time, the teacher needs students to look at the teacher or at information shared on the board. When students have a question or an idea they want to share, they raise their hands.

When I am in class, I listen to the teacher. When I listen, my voice is quiet. My body is still. I am looking at the teacher or at the board. If I have a question or idea to share, I will raise my hand and wait for the teacher to call on me. If I have to wait for the teacher to finish talking, I write my question or idea down so I don't forget.

When I'm using good listening skills, I will understand what I need to do in class. When I'm using good listening skills, I will learn.

### Writing for School

Writing for school means writing for teachers and other students, who are neuro-typical. The language and imagery used for school writing needs to be politically correct and match the writing assignment directions. Writing for school prepares me to write for work (because I might not get a job writing like Stephen King for a living).

Writing can be a fun and entertaining way to express oneself. People write funny stories and gross stories, silly poems, and sad poems. They write persuasive paragraphs trying to get their way and informative essays to teach others about important or interesting topics. Good writing has voice or personality that comes through when the author makes interesting word choices; however, some writing cannot include gruesome descriptions, callous inhumane remarks, swearing or sarcasm.

When I write for school, I need to remember that my audience is my teacher and maybe my neuro-typical peers. I have an assigned topic and format that I must follow. I can draft a version that is funny, gross, or insensitive, but I must put that version aside once it is out of my system. Then I need to write with the correct, assigned topic, format, and audience. To be successful when writing for school, I need to follow the social conventions of writing with respect for my audience.

---

Social Stories don't have to be long. They do need to be readable by the student who will be using it. They can include illustrations and even photographs of the student, who will be using it, doing the expected activities correctly.

Social stories have 3 components.

1. Descriptive Sentences
2. Perspective Sentences
3. Directive Sentences

For more explanation- <http://www.child-autism-parent-cafe.com/how-to-write-a-social-story.html>

Social Stories are read aloud by a student to reinforce desired behaviors. Sometimes one oral reading is enough for the student to understand the lesson, but often students need to read the story more than once or even each day for several days.