Adapting and Modifying Curriculum and Activities to Ensure Meaningful Access and Participation

Jessica Saum

*Collaboration and Inclusion Coordinator at Cabot, previously- special education teacher
*2021 Cabot Public Schools Teacher of the Year
*2022 Arkansas Teacher of the Year
*Association of American Educators and Arkansas State Teachers Association Advocacy Fellow
*Advisor to the Arkansas Council for Military Children
*Ambassador of Education Five and Thrive
*Presidential Leadership Scholar
*Professor Reach University

Jessica Saum
*Married to Shane and mom to Tucker
and Magnolia
*Play roller derby
*Love to travel
*Love being an educator

Before we start, let's agree to consider a few things please...

All *students* are *general education* students.

lead inclusion.

"Inclusion does not mean 100% of the students 100% of the day."

~Stetson and Associates 2023

IDEA Placement

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that—

(e) A child with a disability **is not removed** from education in age-appropriate regular classrooms **solely because of needed modifications in the general education curriculum**.
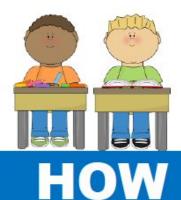
Talk about it!
Say hello to a neighbor and share a quick thought!

"Nobody rises to low expectations."

-Calvin Loyd

livingtree

ACCOMMODATIONS vs MODIFICATIONS

ACCOMMODATIONS change **HOW** a student accesses instruction and demonstrates proficiency They do NOT change learning expectations

MODIFICATIONS change **WHAT** the student is expected to learn. Course or activity expectations ARE modified to meet the needs of the student

HOW

WHAT

Original Phonics First Page

Lesson 2–10A — Phonics First® Fluency Practice

A. Words for Fluency Practice

bl-	cl-	fl-	gl-	pl-	sl-
blot	clap	flag	glob	plum	sled
bled	clef	flex	glen	plod	slam
blip	clip	flip	glib	plug	slip
block	clam	floss	glass	plan	slop
blab	cluck	flub	glug	plus	slug

B. Nonsense Words for Fluency Practice

| blaj | glid | plet | slad | flun | clom |

C. Sentences for Fluency Practice

1. Do not let your flag slip.
2. Slip the slop into the pigpen.
3. Flip all the clams into the pot.
4. Fix the block so it does not slip.
5. Do not block her sled on the hill.
6. The plan is to plug in the laptop.
7. Do not slam your leg on the glass.
8. Is your plan to plug it in and flip it on?

---

blot   clap   flag   glob   plum   sled

clef   flex   glen   slip   block   glass

Do not let your flag slip.

Slip the slop into the pigpen.

Flip all the clams into the pot.

Fix the block so it does not slip.

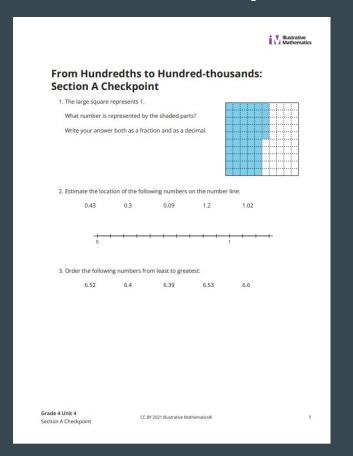Do not block her sled on the hill.

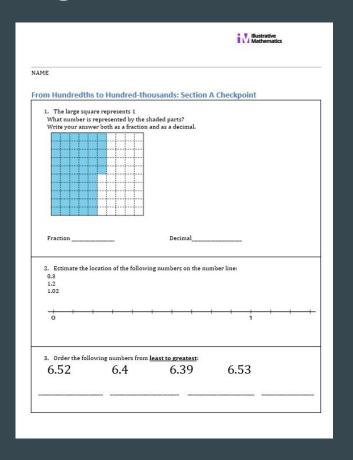- Reduce number of words and sentences
- Enlarge text

- Provide words only in larger font

slip	plan
slug	slot
slam	slob
flax	slat
glom	sled
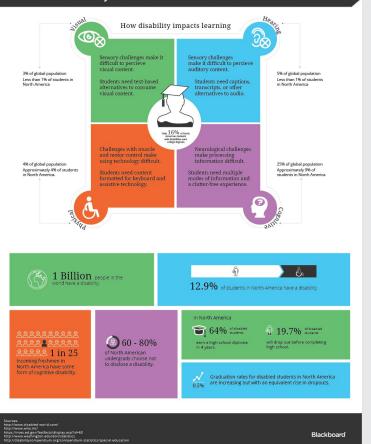
www.phonicswordlist.com

Provide visual checkpoints on any assignment

From Hundredths to Hundred-thousands: Section A Checkpoint

1. The large square represents 1.

   What number is represented by the shaded parts?

   Write your answer both as a fraction and as a decimal.

2. Estimate the location of the following numbers on the number line:

   0.43   0.3   0.09   1.2   1.02

3. Order the following numbers from least to greatest:

   6.52   6.4   6.39   6.53   6.6

Grade 4 Unit 4
Section A Checkpoint

CC BY 2021 Illustrative Mathematics®

1

NAME

From Hundredths to Hundred-thousands: Section A Checkpoint

1. The large square represents 1
   What number is represented by the shaded parts?
   Write your answer both as a fraction and as a decimal.

   Fraction _____   Decimal_____

2. Estimate the location of the following numbers on the number line:
   0.3
   1.2
   1.02

3. Order the following numbers from **least to greatest**:

   6.52   6.4   6.39   6.53

   _____   _____   _____   _____

Why is Accessibility for ALL Learners Important?

Accessibility in Education in North America

How disability impacts learning

Visual

Sensory challenges make it difficult to perceive visual content.

Students need text-based alternatives to consume visual content.

3% of global population
Less than 1% of students in North America

Hearing

Sensory challenges make it difficult to perceive auditory content.

Students need captions, transcripts, or other alternatives to audio.

5% of global population
Less than 1% of students in North America

Only 16% of North American students with disabilities earn college degrees.

Physical

Challenges with muscle and motor control make using technology difficult.

Students need content formatted for keyboard and assistive technology.

4% of global population
Approximately 4% of students in North America.

Cognitive

Neurological challenges make processing information difficult.

Students need multiple modes of information and a clutter-free experience.

25% of global population
Approximately 9% of students in North America

1 Billion people in the world have a disability.

12.9% of students in North America have a disability.

1 in 25 incoming freshmen in North America have some form of cognitive disability.

60 - 80% of North American undergrads choose not to disclose a disability.

In North America

64% of disabled students earn a high school diploma in 4 years.

19.7% of disabled students will drop out before completing high school.

0.5% Graduation rates for disabled students in North America are increasing but with an equivalent rise in dropouts.

Blackboard

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What Can I do to Make my Classroom and Instruction for Accessible for ALL

Universal Design for Learning (UDL) is a set of curriculum design and delivery principles aimed at creating an inclusive and accessible learning experience for students.

Engagement

Offer options and supports to stimulate motivation and sustained enthusiasm for learning

Representation

Present information in different ways to support access and understanding

Action & expression

Offer options and supports to all so everyone can create, learn, and share

Universal Design for Learning: 3 principles

How can UDL principles support assistive technology for learning and assessing in a standard, unit, or lesson?

Consider how students:
1. Can engage in the lesson or instruction aligned to the standard
2. Access the content
3. Show what they know and can do

How do I apply UDL?

A collaborative project of the Post-Secondary Accessibility Working Group

Offer multiple ways to engage

- Give students choices and independence.
- Make sure learning is relevant and has context.
- Build in collaboration and communication.
- Encourage students to trust themselves and reflect on their learning.

Offer multiple ways to represent & present content

- Use a variety of media.
- Let students choose how content is displayed.
- Give clear instructions and answer questions.
- Contextualize new concepts.

Offer multiple ways act & express

- Use a range of communication tools & media.
- Help students plan and set goals.
- Carefully organize course content and workload.

Differentiated Instruction vs. UDL

DAILY

During Planning

	Differentiated Instruction	Universal Design for Learning
When	During instruction when the teacher notices the students' needs	When designing the curriculum
How	Makes changes or adjustments to the curriculum	Builds resources and options into the curriculum

Both types of differentiation are important to engaging, equitable, and robust student learning.

Begin with the end in mind.

You can't add blueberries at the end and call it a blueberry muffin.

~ Cordelia Dillon

Effective supports should be pre- planned (and taught!) to make instruction and assessment accessible.

Universally designed classrooms are not a reality (yet) for all schools, but the goal today is for you to leave with actionable strategies and resources to better support diverse students in any setting.

First, Why This Matters: Our Diverse Classrooms Today
How do you define 'diverse learner' ?

Students with IEPs/504s

English Language Learners (ELLs)

Students with executive function challenges

Students with socio-emotional needs

Gifted learners

Students from varied cultural and socio-economic backgrounds

Potential Challenges Diverse Learners May Face

-Academic gaps

-Social isolation/feeling misunderstood

-Difficulty with traditional instruction methods

-Lack of appropriate accommodations or modifications

-Language barriers

-Behavioral challenges especially those stemming from unmet needs

Practical Strategies for Differentiating Content and Supporting Student Needs -
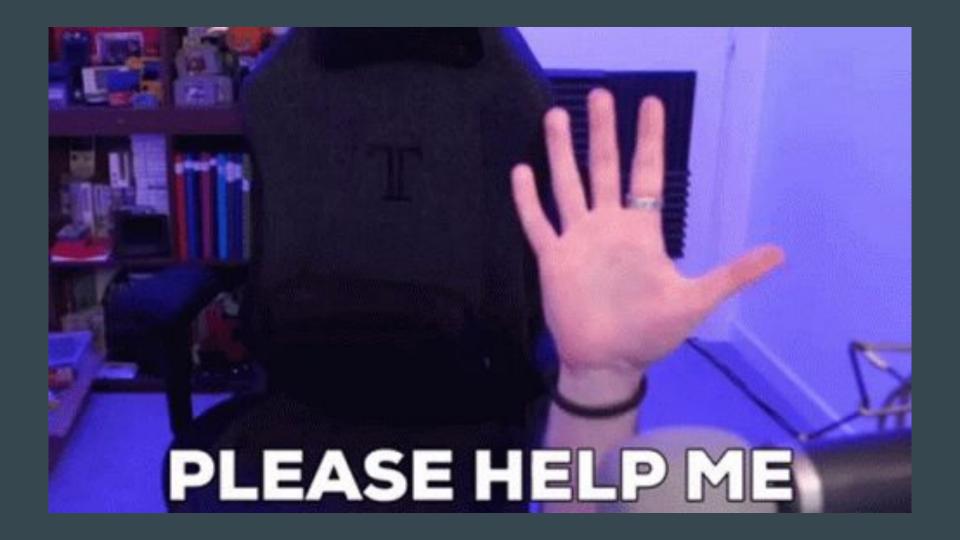
Tiered Readings/Texts: Providing texts on the same topic at different Lexile levels.

Graphic Organizers/Visual Aids: Scaffolding comprehension for complex concepts.

Vocabulary Support: Pre-teaching, word walls, glossaries.

Access to various media: Videos, audiobooks, hands-on manipulatives.
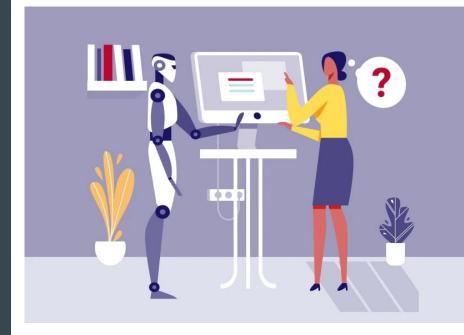
Pre-assessments: Informing what content needs to be reviewed or can be skipped.

PLEASE HELP ME
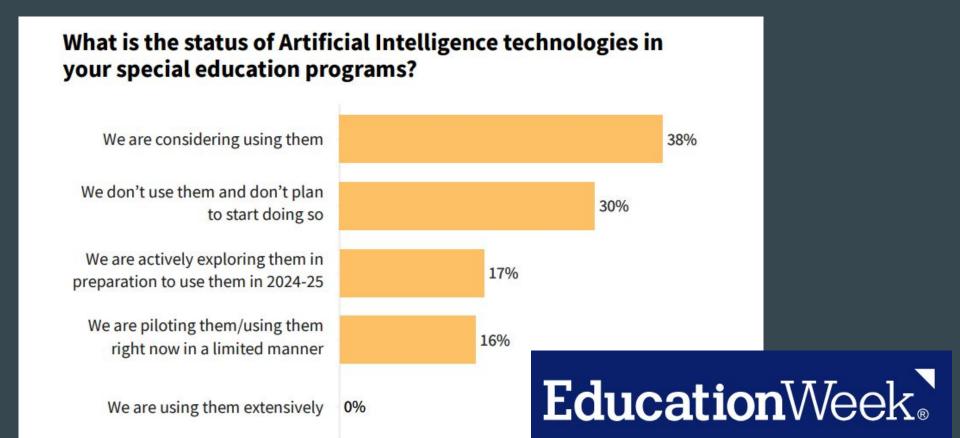
How can I quickly and effectively make the work accessible for my diverse students?

AI can help educators:
Reduce the paperwork burden,
make lessons more accessible,
tailor support for students, and
generate resources and tools...
and all of these are FREE for
educators!

What is the status of Artificial Intelligence technologies in your special education programs?

- We are considering using them — 38%
- We don't use them and don't plan to start doing so — 30%
- We are actively exploring them in preparation to use them in 2024-25 — 17%
- We are piloting them/using them right now in a limited manner — 16%
- We are using them extensively — 0%

https://www.edweek.org/technology/the-pros-and-cons-of-ai-in-special-education/2024/05

Adapt text to match reading levels

Present content in varied formats

Ask for differentiated teaching strategies
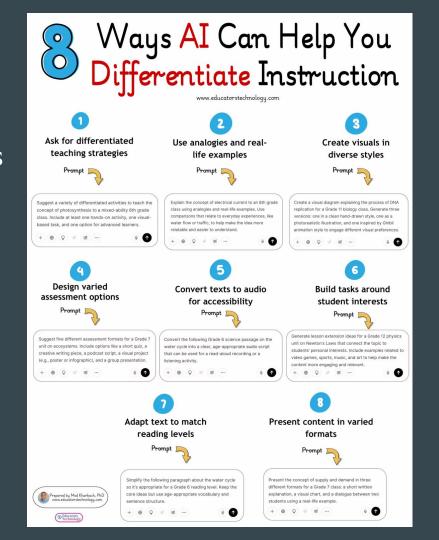
Use analogies and real-life examples

Create visuals in diverse styles

Design varied assessment options

Produce audio support for texts
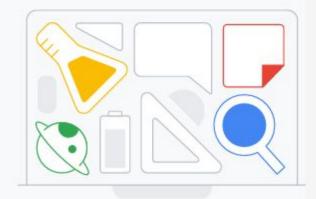
Build tasks around student interests

Help every student learn how they learn best

Provide every student with individualized support and an equitable learning experience with easy-to-use, built-in accessibility tools.

1 in 10 children worldwide are living with a disability.

Source: https://www.unicef.org/disabilities

AI for assisting with accessibility: Google Gemini

Google
ACCESSIBILITY TOOLS
TO REACH ALL LEARNERS!

The Shake Up Learning® SHOW

Gemini

Let's brainstorm ways to make "Water Seeker" more accessible for struggling readers. We'll focus on strategies that address common reading challenges like decoding, comprehension, and engagement.

I. Text Modifications:

- **Simplified Vocabulary:** Identify complex words and replace them with simpler synonyms. For example, "perseverance" could become "keep trying." Create a glossary of challenging terms with kid-friendly definitions.

- **Shorter Sentences:** Break down long, complex sentences into shorter, more manageable ones. This improves readability and reduces cognitive overload.

- **Chunking Text:** Divide the text into smaller, more digestible chunks. Use visual cues like extra spacing, headings, or subheadings to separate these chunks. This can make the text less intimidating.

- **Larger Font and Increased Spacing:** Use a larger, easy-to-read font (like Arial or Comic Sans) and increase the spacing between lines and letters. This can reduce visual strain and improve tracking.

- **Consistent Formatting:** Use consistent formatting for headings, subheadings, and paragraphs. This helps readers navigate the text more easily.

- **Audio Support:** Provide an audiobook version of "Water Seeker" so students can listen along while reading. This can help with fluency and comprehension. Consider using text-to-speech software as well.

- **Visual Aids:** Incorporate illustrations, diagrams, maps, or other visual aids to support comprehension and make the text more engaging. Visuals can help readers visualize the story and understand complex concepts.

V. Technology Integration:

- **Interactive Whiteboard Activities:** Use interactive whiteboard activities to make learning more engaging and interactive.

- **Online Reading Platforms:** Explore online reading platforms that offer features like text-to-speech, highlighting, and note-taking.

- **Digital Dictionaries and Thesauruses:** Provide students with access to digital dictionaries and thesauruses to help them understand the meaning of unfamiliar words.

	A	B	C	D	E	F	G	H
	🙂	Great Behavior- Following directions, staying on task, using a safe body, staying in designated area						
	☹️	Really Struggled to follow directions, staying on task, safe body, roaming, eloping						
	😐	Struggled some. Had moments of following directions and moments of not following directions, staying on task, roaming.						

Student Daily Behavior Form

File   Edit   View   Insert   Format   Data   Tools   Extensions   Help

Share

	Monday	Notes	Tuesday	Notes	Wednesday	Notes	Thursday	No
🙁								
😐			Early Dismissal Conferences -				Early Dismissal Conferences	
7:50 – 8:00 Unpack Morning Work					🙂			
8:00 – 8:30 Resource Mrs. Teacher	🙂				🙂			
8:30-9:10 Writing/Language					🙂	wasn't able to complete a 7 min timer for staying in his area; but he did not roam the room		
9:10-9:30 Wellness					🙂			
9:30-9:50					🙂			

✦ Convert to table

Gemini

2.5 Flash ⌄

write a scale 1-5 of behaviors to rate, where 1 is complete noncompliance and 5 is fully meeting expectations without more than 1-2 redirections

✦

Enter a prompt for Gemini

+ ⓠ Deep Research ⬚ 🎤

📄 Behavior Rating Scale (1-5) ☁ ↩ ↪ ⋮   🔗   Create ⌄   ✕

Here's a 1-5 rating scale for behavior, where 1 is complete noncompliance and 5 is fully meeting expectations:

1 - Complete Noncompliance:

- The individual refuses to follow directions or engage in the expected behavior.
- Ignores instructions and actively works against them.
- Requires significant intervention and multiple staff members to redirect.
- Behavior may pose a safety risk to self or others.

2 - Significant Noncompliance:

- The individual shows minimal effort to comply with directions.

Change length

| 1-5 Rating Scale							
1	**Complete Noncompliance:** The individual refuses to follow directions or engage in the expected behavior. Ignores instructions and actively works against them. Requires significant intervention and multiple staff members to redirect. Behavior may pose a safety risk to self or others.						
2	**Significant Noncompliance:** The individual shows minimal effort to comply with directions. Requires frequent prompting and redirection (more than 3-4 times). May demonstrate passive resistance or reluctance. Brief engagement in expected behavior, but quickly reverts to noncompliance.						
3	**Partial Compliance:** The individual inconsistently follows directions. Requires repeated prompting and redirection (2-3 times). Demonstrates some effort to comply, but struggles to maintain the behavior. May need frequent reminders to stay on task.						
4	**General Compliance-** The individual follows directions with minimal prompting. Requires occasional redirection (1-2 times). Exhibits the expected behavior for most of the time. May need occasional reminders to maintain focus or effort.						
5	**Full Compliance-** The individual follows directions promptly and willingly. Independently engages in the expected behavior without redirection. Maintains focus and effort throughout the task or activity. Demonstrates a clear understanding of expectations.						
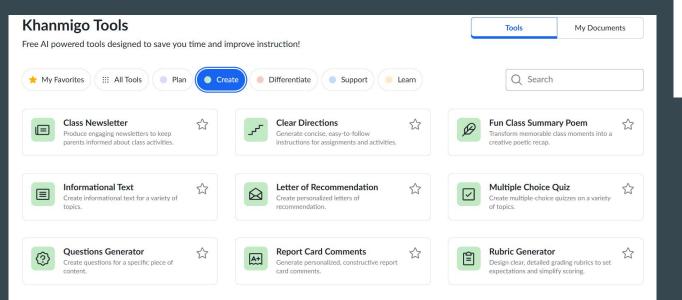
Make a modified math worksheet where the original assignment is adding fractions with like denominators and a student is working on identifying fractions

Gemini

Problems:

1.

> What fraction of the rectangle is shaded?
>
> _____

2.

> What fraction of the circle is shaded?
>
> _____

Part 2: Label the Fraction

Instructions: For each fraction, label the **numerator** and the **denominator**.

7.

$$\frac{2}{5}$$

Numerator: _____
Denominator: _____

8.

$$\frac{7}{8}$$

Numerator: _____
Denominator: _____

Kahnmigo

Leveler

Adjust the complexity of a given text.

Text title*

Original text*

This works best for informational texts that are less than 1,500 words long. Literary texts are likely to lose much of the author's craft with re-leveling.

New reading level*

Khanmigo Tools

Free AI powered tools designed to save you time and improve instruction!

Tools | My Documents

⭐ My Favorites   ⠿ All Tools   ● Plan   ● Create   ● Differentiate   ● Support   ● Learn

🔍 Search

Class Newsletter
Produce engaging newsletters to keep parents informed about class activities.

Clear Directions
Generate concise, easy-to-follow instructions for assignments and activities.

Fun Class Summary Poem
Transform memorable class moments into a creative poetic recap.

Informational Text
Create informational text for a variety of topics.

Letter of Recommendation
Create personalized letters of recommendation.

Multiple Choice Quiz
Create multiple-choice quizzes on a variety of topics.

Questions Generator
Create questions for a specific piece of content.

Report Card Comments
Generate personalized, constructive report card comments.

Rubric Generator
Design clear, detailed grading rubrics to set expectations and simplify scoring.

KHANMIGO
by 🅚 Khan Academy

KHANMIGO
by Khan Academy

Blooket Generator
Create Blooket questions on a variety of topics.

Chunk Text
Break complex texts into manageable sections for easier student comprehension.

Class Newsletter
Produce engaging newsletters to keep parents informed about class activities.

Class Snapshot
Review your students' performance and trends.

Clear Directions
Generate concise, easy-to-follow instructions for assignments and activities.

Discussion Prompts
Craft engaging prompts to stimulate meaningful classroom discussions.

Exit Ticket
Create quick end-of-lesson assessments to check student understanding.

Fun Class Summary Poem
Transform memorable class moments into a creative poetic recap.

IEP Assistant
Streamline the creation of Individualized Education Plans.

Informational Text
Create informational text for a variety of topics.

Learning Objective(s)
Develop clear, measurable learning objectives to guide instruction.

Lesson Hook
Plan compelling lesson starters to engage students.

Earth's Systems

Earth's Materials

- All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (7-ESS2-1)

- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (7-ESS2-2)

Plate Tectonics

- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (7-ESS2-3)

Roles of Water on Earth's Processes

- Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (7-ESS2-2)

Informational Text

Create informational text for a variety of topics.

KHANMIGO
by Khan Academy

Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.(7-ESS2-3) - Informational text

Note: This tool needs your expertise to be excellent. Texts about sensitive subjects may be moderated for safety. The reading level is an approximation. Be sure to double-check this text for accuracy and relevance before providing it to your students!

Have you ever wondered how scientists know what Earth looked like millions of years ago? One way they figure this out is by making maps of ancient land and water patterns. These maps are made by studying rocks and fossils found in different places around the world. By looking at these clues, scientists can see how Earth's plates have moved over time.

Earth's surface is made up of large pieces called plates. These plates fit together like a puzzle, but they are always moving, even if we can't feel it. Sometimes, plates move apart from each other. Other times, they crash into each other or slide past one another. This movement is called plate tectonics.

Rocks and fossils help scientists understand where land and water used to be. For example, if a fossil of a sea creature is found on a mountain, it means that place was once under the ocean. By finding the same types of rocks and fossils on different continents, scientists can tell that those continents were once joined together. This is how we know that South America and Africa used to be connected.

Maps made from these investigations show that Earth's plates have moved great distances. For example, the Atlantic Ocean is getting wider because the plates on either side are moving apart. In other places, like the Himalaya Mountains, plates have collided and pushed up the land to form tall mountains.

KHANMIGO
by Khan Academy

Common IEP Accommodation: Short step by step directions to complete a task or assignment

Narrative Writing Directions for 6th Graders with Reading Difficulty

Note: This tool needs your expertise to be excellent. Be sure to edit these instructions for clarity and relevance!

Assignment directions

This assignment asks you to write a story about a topic you choose. Your story should have a clear beginning, middle, and end. Use details to help your reader understand what is happening.

Here are the steps:

1. Think about a topic or event you want to write about. It can be real or made up.

2. Plan your story by deciding what will happen first, next, and last.

3. Write your story using complete sentences. Try to include details that make your story interesting.

4. Check your story to make sure it makes sense and has a clear order.

5. Fix any mistakes you find in spelling, punctuation, or grammar.

6. Share your story with a classmate, family member, or teacher if you can.

Remember, your story should tell about something that happens and include details to help your reader picture it. Take your time and do your best!

Recommended For You ⓘ

Vocabulary List Generator ☆ Generate a list of vocabulary words based on a subject,...	**Behavior Intervention Sugg...** ☆ Generate suggestions for intervention based on the...	**Choice Board (UDL)** ☆ Create a choice board for a student assignment based ...
Decodable Texts ☆ Generate a decodable text based on the Science of...	**Song Generator** ☆ Write a custom song about any topic to the tune of the...	**Get More Recommendations** ›

Behavior Intervention Suggestions

Generate suggestions for intervention based on the behaviors of a student that needs support.

Grade level: *

Kindergarten

Areas to Support: *

🎤 Student wanders around the classroom, does not stay in the assigned seat, or come to the carpet and participate with peers, already has access to a calm down corner when frustrated with sensory tools

📎

Behavior Intervention Suggestions

Behaviors to support:

- Wandering around the classroom
- Not staying in the assigned seat
- Not participating with peers during carpet time

1. **Movement Breaks** - Incorporate scheduled movement breaks throughout the day. Short, structured activities like dancing or stretching can help the student release excess energy. This intervention may reduce the urge to wander by providing regular opportunities for movement, helping the student focus when it's time to sit down.
2. **Seating Options** - Provide flexible seating arrangements, such as wobble stools or floor cushions, to allow the student to choose a comfortable spot. This intervention may help the student feel more engaged and less constrained, encouraging them to stay in their designated area while still allowing for movement.
3. **Peer Buddy System** - Pair the student with a peer buddy during carpet time and group activities. The buddy can help model appropriate behavior and encourage participation. This intervention promotes social skills, making it easier for the student to engage with peers, thus reducing wandering and encouraging them to join the group.

Behavior Intervention Sug...
Generate suggestions for intervention based on the...

Classroom Management
Generate suggested solutions for specific...

Common Misconceptions
Generate common misconceptions on any top...

Sentence Starters
Provide sentence starters for any topic, assignment,...

Assignment Scaffolder
Break assignments down into manageable steps for...

Quote of the Day
Generate quote of the day suggestions based on any...

AI Resistant Assignments
Improve assignments to make them more difficult f...

Support Goals Creator
Create a SMART goals tracker for students aligne...

Tongue Twisters
Create challenging tongue twisters to say out loud.

MAGIC SCHOOL FREE

Rubric Generator
Generate a custom rubric for any assignment.

Writing Feedback
Generate feedback on student writing based on...

Informational Texts
Generate original informational texts for your...

Professional Email
Generate a professional email communication.

YouTube Video Questions
Generate guiding questions aligned to a YouTube video.

Text Proofreader
Proofread any text - correcting grammar,...

Text Summarizer
Summarize any text in whatever length you choose.

Report Card Comments
Generate report card comments with a student's...

Text Dependent Questions
Generate text-dependent questions based on any text.

Song Topic: *

🎤 We stay where we are supposed to when it is time we work

Details to Include in the Song: *
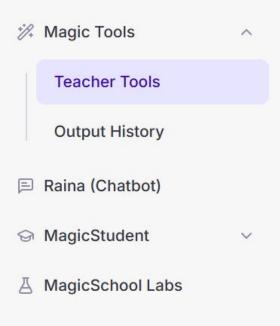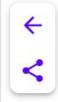
🎤 The student this song is for wanders around the room and does not like to sit with the class, write a song
about being a good classmate, staying in your place, and remaining calm when frustrated, make it upbeat and
📎 appropriate for 6-7 year olds in a co-taught classroom with two teachers

←

⤳

Stay Right Here and Learn

(To the tune of Mrs. Saum's Super Students)
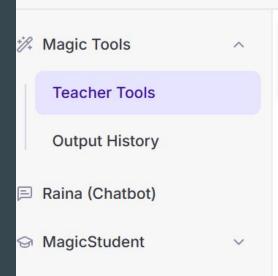
Verse 1:
In our classroom, we've got a special place
Where learning happens with a smile on our face
When it's time to work, I'll sit right here
Staying calm and focused, I'll be super clear

Chorus:
Stay right here, stay right here
Listen to our teachers, have no fear
My spot is special, my spot is mine
Staying in my space feels just so fine

Magic Tools

Teacher Tools

Output History

Raina (Chatbot)

MagicStudent

MagicSchool Labs

Chorus:
Stay right here, stay right here
Listen to our teachers, have no fear
My spot is special, my spot is mine
Staying in my space feels just so fine

Verse 2:
Sometimes I want to wander all around
But I know my learning happens when I'm sitting down
Take a deep breath when I start to feel stressed
In my own space, I can be my very best

(Repeat Chorus)

Bridge:
Good classmates stay together, we learn as a team
Sitting in our spaces makes our classroom beam
No wandering, no worries, just learning with pride
Right here is where the best adventures hide!

Chat GPT

ChatGPT
Your New Teacher Assistant

Create case studies
Create exemplar essays or mimic student writing
Create writing prompts
Create bellwork/exit ticket questions

Write test questions (including answer choices)
Generate discussion questions from an article
Create a study guide from test questions
Write a rubric for a project

Write a passage using vocabulary terms
Create a presentation from text/article
Format text as a table
Provide writing feedback for students

Write IEP Goals
Adjust reading levels of text
Write letters of recommendation
Make an assignment based on a YouTube video

Use as an idea engine
Develop station rotation activities
Chat as a historical figure
Create a recipe given available ingredients
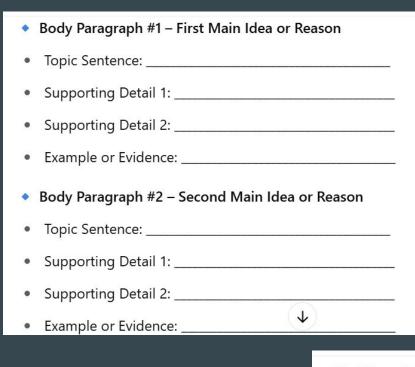
ChatGPT is a great first draft.
Be sure to review and verify information from ChatGPT prior to giving it to students.

LEARN MORE

@MrsUTeachesTech

New chat

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GPTs

Presentation Slides: Power...

Canva

◆ **Body Paragraph #1 – First Main Idea or Reason**

• Topic Sentence: _____

• Supporting Detail 1: _____

• Supporting Detail 2: _____

• Example or Evidence: _____

◆ **Body Paragraph #2 – Second Main Idea or Reason**

• Topic Sentence: _____

• Supporting Detail 1: _____

• Supporting Detail 2: _____

• Example or Evidence: _____

↓

Using this 9th grade Arkansas Standard, create a graphic organizer to help a student with written expression deficits who has an IEP: 9.W.5.P: Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

Optional Body Paragraph #3 – Additional Idea (if needed)

• Topic Sentence: _____

• Supporting Details: _____

3. Conclusion

- Restate your thesis in a new way:

  ✏ _____

- Final thought or reflection (What did you learn? Why does it matter?):

  ✏ _____

Using this 9th grade Arkansas Standard, create a graphic organizer to help a student with written expression deficits who has an IEP: 9.W.5.P: Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

✅ Student-Friendly Supports:

- Sentence starters in each section

- Visual icons to mark parts of the essay

- Scaffolded lines to chunk content
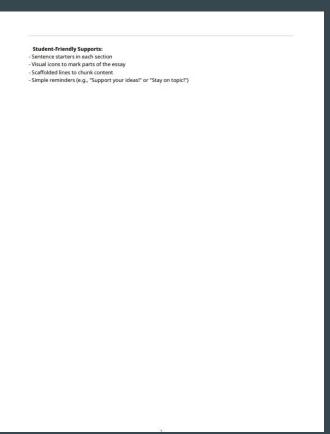
- Simple reminders (e.g., "Support your ideas!" or "Stay on topic!")

Would you like this turned into a printable worksheet or a fillable Google Doc/Slide for classroom use?

ChatGPT

Essay Writing Graphic Organizer
Aligned to Arkansas ELA Standard 9.W.5.P: Organize writing logically: introduction, body, conclusion, and/or purposeful reflection

· **1. Introduction (Hook + Thesis Statement)**

Hook (Get the reader's attention):
Write a question, quote, or interesting fact:
✎ _____
✎ _____

Thesis Statement (What is your main point?):
✎ _____
✎ _____

· **2. Body Paragraphs (Support your thesis)**

Body Paragraph #1 – First Main Idea or Reason
- Topic Sentence: _____
- **Supporting Detail 1:** ____
- Supporting Detail 2: _____
- Example or Evidence: _____

Body Paragraph #2 – Second Main Idea or Reason
- Topic Sentence: _____
- **Supporting Detail 1:** ____
- Supporting Detail 2: _____
- Example or Evidence: _____

Optional Body Paragraph #3 – Additional Idea (if needed)
- Topic Sentence: _____
- **Supporting Details:** _____

· **3. Conclusion**

• Restate your thesis in a new way:
  ✎ _____
• Final thought or reflection (What did you learn? Why does it matter?):
  ✎ _____

1

Student-Friendly Supports:
- Sentence starters in each section
- Visual icons to mark parts of the essay
- Scaffolded lines to chunk content
- Simple reminders (e.g., "Support your ideas!" or "Stay on topic!")

Using this 9th grade Arkansas Standard, create a graphic organizer to help a student with written expression deficits who has an IEP: 9.W.5.P: Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

Get student-ready resources for...

🌐 **Literally Anything**   📖 Books   🔗 Article or YouTube Link   📄 Text or PDF   ☰ Vocabulary List

1. Enter a topic, theme, or question here

e.g. "Gravity", "Why didn't the U.S. participate in Treaty of Versailles?"

Align to Standards: ELA   History   Science

2. Customize your resources

Reading Level
5th Grade ⌄

Language
English ⌄

Type of Reading
Informational Text ⌄

Diffit
For Teachers

1. Select a Book and Chapters ⚡

The Hobbit: Or There and Back Again

Start Chapter
Chapter I: An Unexpected Party ⌄

End Chapter
Chapter I: An Unexpected Party ⌄

Align to Standards: ELA History Science × AR.7.RC.1.RF × AR.7.RC.2.RF

2. Customize your resources

Reading Level
4th Grade ⌄

Language
English ⌄

Generate Resources

Diffit
For Teachers

Align to Skills or Standards ⚡
✕

Choose up to three skills or standards below. Diffit will generate a resource for those standards based on your topic or text.

Choose a Level

Arkansas ⌄   7th Grade ⌄   🔍 Search...

Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.

AR.7.RC.2.RF ✅
Determine how a central idea and/or theme of a text is developed through supporting details.

AR.7.RC.3.RF ☐
Cite text evidence to support an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

AR.7.RC.5.RL ☐
Examine how the interaction of literary elements impacts a story or drama, including how setting

× AR.7.RC.1.RF × AR.7.RC.2.RF   **Set Skills/Standards**

The Hobbit: Or There and Back Again by J.R.R. Tolkien - Chapter I: An Unexpected Party

4th Grade ⌄   Translate

🖨 Print   ☰ Forms   📄 Doc

Long-form Summary

A Hobbit's Home

In a cozy hole in the ground lived a hobbit. It wasn't a dirty or sandy hole. It was a hobbit-hole, which meant it was comfy. The door was round and green, like a ship's window, with a shiny brass knob. Inside, there was a tunnel with smooth walls and a soft floor. There were chairs and many hooks for hats and coats because hobbits liked visitors.

The tunnel went into the side of a hill. People called it "The Hill." Little round doors opened from the tunnel to rooms. There were no stairs. Bedrooms, kitchens, and pantries were all on the same floor. The best rooms had windows that looked out over a garden and a river.

This hobbit was rich. His name was Baggins. The Bagginses were known to be good people. They never had adventures or did anything strange. But this story is about a Baggins who did have an adventure. He did things he never thought he would.

Hobbits are small people, about half our size. They don't have beards like dwarves. They don't use magic, but they can hide quickly. They are a bit chubby and like to wear bright clothes. They don't wear shoes because their feet have tough skin and hairy toes. They have kind faces and laugh a lot, especially after eating.

One day, a wizard named Gandalf came to visit Bilbo Baggins. Gandalf was known for amazing stories and adventures. He wore a tall blue hat, a grey cloak, and big black boots. Bilbo greeted him, but Gandalf asked strange questions. He was looking for someone to go on an adventure, but Bilbo said he didn't like adventures. They were nasty and made you late for dinner!

Summary

- Bilbo Baggins is a hobbit who likes to live a comfortable life in his hobbit-hole.

- Gandalf the wizard visits Bilbo and invites him on an adventure with a group of dwarves to reclaim their treasure from a dragon named Smaug.

- The dwarves arrive at Bilbo's house unexpectedly and they eat all his food and make a mess, but they also sing songs about their lost treasure.

Key Vocabulary Words

hobbit (noun)
Definition: A small, human-like creature that lives in a hole in the ground.
Example: The little hobbit loved to eat cake and drink tea in his cozy home.

respectable (adjective)
Definition: Considered to be good or proper.
Example: The respectable neighbors always said hello and kept their yards clean.

luxurious (adjective)
Definition: Very comfortable and expensive.
Example: The princess lived in a luxurious castle with many servants.

wizard (noun)
Definition: A person who has magical powers.
Example: The wizard waved his wand and made a rabbit appear.
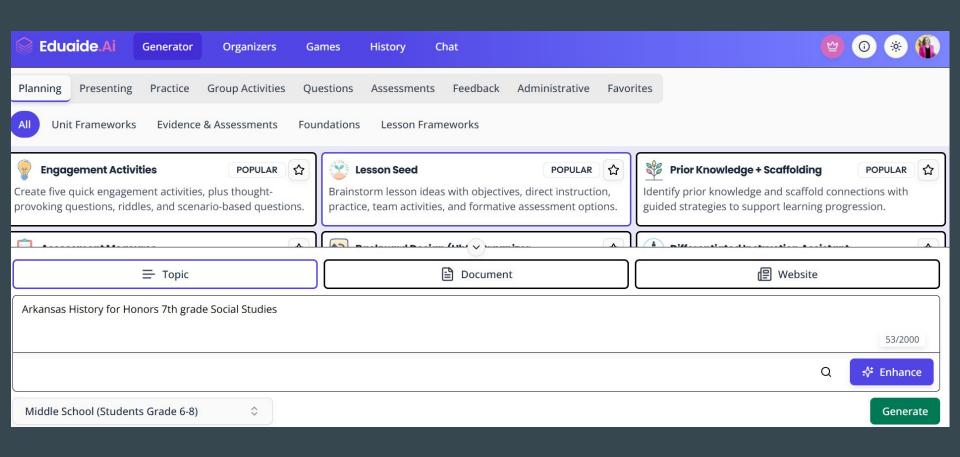
burglar (noun)
Definition: A person who breaks into a building to steal things.
Example: The burglar quietly opened the window and climbed into the house.

Diffit
For Teachers

Planning | Presenting | Practice | Group Activities | Questions | Assessments | Feedback | Administrative | Favorites

All | Unit Frameworks | Evidence & Assessments | Foundations | Lesson Frameworks

Engagement Activities POPULAR ☆
Create five quick engagement activities, plus thought-provoking questions, riddles, and scenario-based questions.

Lesson Seed POPULAR ☆
Brainstorm lesson ideas with objectives, direct instruction, practice, team activities, and formative assessment options.

Prior Knowledge + Scaffolding POPULAR ☆
Identify prior knowledge and scaffold connections with guided strategies to support learning progression.

Assessment Measures ☆

Backward Design (Ubi... ⌄ ...anning ☆

Differentiated Instruction Assistant ☆

| ☰ Topic | 📄 Document | 📑 Website |

Arkansas History for Honors 7th grade Social Studies

53/2000

🔍   ✨ Enhance

Middle School (Students Grade 6-8) ⇅

Generate

Planning ⌄

All ⌄

💡 **Engagement Activities** | POPULAR | ☆

🌱 **Lesson Seed** | POPULAR | ☆

🌿 **Prior Knowledge + Scaffolding** | POPULAR | ☆

📋 **Assessment Measures** | ☆

🔁 **Backward Design (UbD) Organizer** | ☆

🔰 **Differentiated Instruction Assistant** | ☆

^

Middle School (Students Grade 6-8) ⇕ | Generate

All Classes

+ New Class

	Name	Type	Grade	Class	Created	
☐	Arkansas History Jeopardy Game for 7th Grade Honors	📄 Jeopardy Style	Middle School	Select class... ⌄	7/5/2025	⋮
☐	Arkansas History Lesson Seed for 7th Grade Honors	📄 Lesson Seed	Upperclass	Select class... ⌄	7/5/2025	⋮
☐	Arkansas History Lesson Seed for Honors 7th Grade	📄 Lesson Seed	Middle School	Select class... ⌄	7/5/2025	⋮
☐	Adjective Usage in 8th Grade Reading	📄 Lesson Seed	Upperclass	Select class... ⌄	6/30/2025	⋮
☐	Adjective Exploration Lesson Seed	📄 Lesson Seed	Upperclass	Select class... ⌄	6/30/2025	⋮

Workspace

Arkansas History Jeopardy Game for 7th Grade Honors

Jeopardy Game Board: Arkansas History

	$200	$400	$600	$800	$1000
Category 1: Early Settlements	What was the first permanent European settlement in Arkansas?	Who was the leader of the Spanish expedition that explored Arkansas in 1541?	What year did the French establish the post at Arkansas Post?	What Native American tribe was dominant in Arkansas during early European contact?	What was the main reason for European exploration in Arkansas?
Category 2: Statehood	When did Arkansas become a state?	Which number state was Arkansas in joining the Union?	What was the first capital of Arkansas after statehood?	Who was the first governor of Arkansas?	What significant event occurred in Arkansas in 1861?
Category 3: Civil War	What was the capital of Arkansas during the Civil War?	Name one major battle that took place in Arkansas during the Civil War.	What year did the Battle of Little Rock occur?	Who was the Confederate general at the Battle of Prairie Grove?	What was the significance of the Emancipation Proclamation for Arkansas?
Category 4: Reconstruction	What was the main goal of the Reconstruction Era?	Name one significant achievement of the Freedmen's Bureau in	Who was the first African American elected to the	What year did Arkansas ratify its new constitution post-Civil	What was the impact of sharecropping on Arkansas's economy

Brisk Teaching – AI Assistant for Teachers

Powers teaching, learning, and everything in between

Create instructional materials ⌃

DOK Questions →	AI Rubric Generator →	Teaching Resource Maker →
Create Anything →	Decodable Texts →	State Practice Tests →
AI Syllabus Generator →	Progress Report Maker →	Math Word Problems →
Science Lab →	Inquiry Worksheet →	Math Spiral Review →
Lesson Plan Generator →	UDL Lesson Plan →	Quiz Maker →

Brisk Teaching – AI Assistant for Teachers

GOOGLE DOCS

← **Brisk**

| Arkansas ▾ | Science ▾ | Seventh … ▾ | Chemical Re… ▾ | 🔍 Search terms |

	Reactions	Reactions		properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Science	Seventh	Chemical Reactions	Chemical Reactions	7-PS1-5 · Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
Science	Seventh	Chemical Reactions	Chemical Reactions	7-PS1-6 · Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

Untitled document
File Edit View Insert Format Tools Ex

100% Normal

Document tabs +

📄 Tab 1 ⋮

Headings you add to the document will appear here.

Done →

Magic ToDo

Breaking things down so you don't

Spiciness level:

How much breaking down do you need?

Describe how I can get the attention of a waitress in a polite way at a busy restaurant

goblin.tools

Describe how I can get the attention of a waitress in a polite way at a busy restaurant

Make eye contact with the waitress to signal your need for assistance

Raise your hand slightly or lean forward subtly to catch her attention

Position yourself near the edge of the table or in an easily visible spot without being intrusive

Adopt a friendly and calm facial expression to convey politeness

Maintain a gentle and approachable body language to show you are waiting patiently

Wait for her to notice your signal without appearing impatient or frustrated

Once she makes eye contact or approaches, politely catch her attention with a soft smile or a gentle nod

When she is nearby, calmly raise your hand slightly or raise a finger to indicate you need help

Use a polite gesture such as a small wave or a light hand raise to signal your request respectfully

goblin.tools

Arkansas Accessibility for ALL

DIVISION OF ELEMENTARY & SECONDARY EDUCATION

LEADERSHIP SUPPORT SERVICE

Welcome to the Texthelp family

Every student in Arkansas now has access to three Texthelp tools - Read&Write, Equatio, and uPar - to help increase student achievement in reading and mathematics.

Get started

Arkansas Accessibility for ALL

Introducing our digital learning tools

Read&Write

Read&Write is a literacy support software that provides reading, writing and study skills tools for students of all ages and abilities.

Start your Read&Write journey >

Equatio

Equatio is a math and STEM support software that allows students to easily create and edit mathematical equations and expressions.
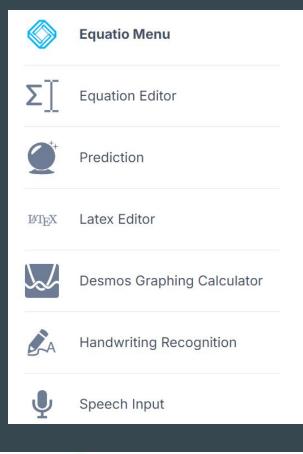
Start your Equatio journey >

uPar

uPar identifies whether students benefit from listening and seeing text using text-to-speech (TTS) to comprehend narrative and informational text.

Start your uPar journey >

Read and Write

Read&Write

Left panel

- **Check It**
- Prediction
- Topics
- Dictionary and Picture Dictionary
- Text-to-Speech
- Screenshot Reader
- Audio Maker

Right panel

- Screen Masking
- Talk and Type
- Translator
- Collect Highlights
- Vocabulary
- Simplify
- Voice Notes
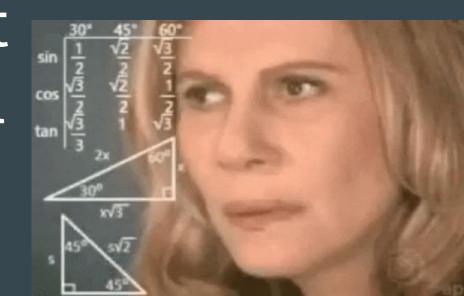
But we have scripped curriculum that we are required to follow!

Scripted Curricula

Educators are asked to use materials with integrity. If a literacy program is implemented with integrity, the program will be adapted to meet the Arkansas standards and, if necessary, to more closely align with the science of reading. The content may also be adapted to meet the needs of diverse students, including students with disabilities.

This statement was developed in collaboration with Sandy Shepard, Lead Regional R.I.S.E Specialist

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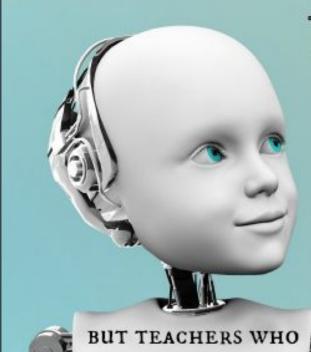
From Kisa Morman –

Educators are expected to use the math curriculum with **integrity**. This means adapting the program to meet Arkansas standards and aligning it with best practices in math instruction. Additionally, the content should be tailored to support the diverse needs of all students, including those with disabilities.

Kisa Morman

Math Public School Program Manager

Emphasis added.
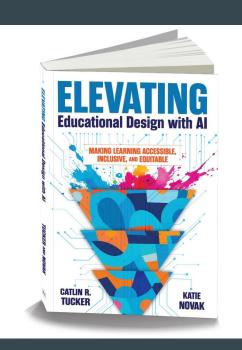
One More Resource for AI

THIS BOOK WILL HELP YOU...

Streamline workflows, personalize learning experiences, and support student learning and well-being.

Leverage AI to enhance, not replace, your role as an educator.

Design lessons that are accessible to all learners, regardless of their abilities or backgrounds.

"We don't want AI to replace the human element of education; we want *AI to elevate* it.

Catlin Tucker & Katie Novak
Elevating Educational Design with AI