

EXCERPT #1 – English Language Arts

Resource Guide to the Massachusetts Curriculum Frameworks for Students with Significant Disabilities

English
Language Arts
Strand 2
**Reading and
Literature**
General
Standard 8
5 – 6
7 – 8. 9 – 10

CONTENT English Language Arts

STRAND Reading and Literature

General Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Grade Level: 5 – 6; 7 – 8; 9 – 10

| Learning Standards as written | | Essence of the Standard(s) |
|---|--|--|
| 5 – 6 | (Continue to address earlier standards as needed.) | <ul style="list-style-type: none"> ◆ For imaginative/literary texts, identify and analyze: <ul style="list-style-type: none"> • Sensory details (e.g., imagery, style) • Figurative language (e.g., simile, metaphor, personification, hyperbole) ◆ For informational/expository texts: <ul style="list-style-type: none"> • Recognize organizational structures (see Standard 8.21) • Identify and analyze: <ul style="list-style-type: none"> ◦ Main ideas ◦ Supporting ideas ◦ Supporting details |
| | <i>For imaginative / literary texts:</i> | |
| | 8.19 Identify and analyze sensory details and figurative language. | |
| | 8.20 Identify and analyze the author’s use of dialogue and description. | |
| | <i>For informational / expository texts:</i> | |
| 8.21 Recognize organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>). | | |
| 8.22 Identify and analyze main ideas, supporting ideas, and supporting details. | | |
| 7 – 8 | (Continue to address earlier standards as needed.) | <ul style="list-style-type: none"> ◆ For imaginative/literary texts, identify and analyze with supporting evidence: <ul style="list-style-type: none"> • Genre (e.g. fiction, nonfiction, poetry, drama) characteristics • Mood and tone • Characters’ traits, emotions, motivation ◆ For informational/expository texts: <ul style="list-style-type: none"> • Identify the structural elements in expository texts • Identify evidence to support an argument • Identify theme in literature and author’s purpose in expository text |
| | <i>For imaginative / literary texts:</i> | |
| | 8.23 Use knowledge of genre characteristics to analyze a text. | |
| | 8.24 Interpret mood and tone, and give supporting evidence in a text. | |
| | 8.25 Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text. | |
| | <i>For informational / expository texts:</i> | |
| | 8.26 Recognize organizational structures and use of arguments for and against an issue. | |
| 8.27 Identify evidence used to support an argument. | | |
| 8.28 Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text. | | |
| 9 – 10 | (Continue to address earlier standards as needed.) | <ul style="list-style-type: none"> ◆ For imaginative/literary texts, identify and analyze: <ul style="list-style-type: none"> • Imagery or symbolism • Themes, with supporting evidence ◆ For informational/expository texts, analyze the logic used by an author to support an argument |
| | <i>For imaginative / literary texts:</i> | |
| | 8.29 Identify and analyze patterns of imagery or symbolism. | |
| | 8.30 Identify and interpret themes and give supporting evidence from a text. | |
| <i>For informational / expository texts:</i> | | |
| 8.31 Analyze the logic and use of evidence in an author’s argument. | | |

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Possible ENTRY POINTS to Learning Standard(s)

Less Complex

More Complex

The student will:

For text read by the student, to the student, or communicated in the student's primary mode of communication,

- ◆ Listen/respond to a variety of texts (*stories, poems, songs*) read aloud
- ◆ Answer questions in relation to a familiar text: who, what, where, when, and how
- ◆ Predict, with clues and pictures provided by the teacher, which event will occur next
- ◆ Recognize that events have causes that are separate from the events themselves
- ◆ Identify words, phrases, and sentences read aloud or encountered in print in everyday life

Continue to address earlier standards as needed

The student will:

For text read by the student, to the student, or communicated in the student's primary mode of communication,

- ◆ Distinguish what is factual (real) from what is fabricated by the writer (fictional)
- ◆ Relate personal experience to text experience
- ◆ Identify favorite and least favorite parts of a story
- ◆ Recognize the motives of characters (*why they do things*)
- ◆ Make predictions, identify clues
- ◆ Sequence key events and identify critical details (*who, what, when, where*)
- ◆ Identify key character(s), setting(s), and plot in a text

The student will:

For text read by the student, to the student, or communicated in the student's primary mode of communication,

- ◆ Identify details in a story that appeal to the senses
- ◆ Identify passages in a text that contain figurative language
- ◆ Recognize the mood and tone of an imaginative/literary text through expression of feelings invoked
- ◆ Recognize and identify the themes in an imaginative/literary text
- ◆ Identify the main idea, or most important thought/position, in an informational/expository text
- ◆ Identify the major supporting ideas/details in an informational/expository text
- ◆ Recognize that the organization of an informational/expository text can affect delivery/effectiveness of the text
- ◆ Identify an argument made by an author of an informational/expository text

Continue to address concepts in this strand that approach grade level expectations

EXCERPT #2 – Mathematics

Resource Guide to the Massachusetts Curriculum Frameworks for Students with Significant Disabilities

CONTENT Mathematics

STRAND Data Analysis, Statistics & Probability

Learning Standards for: Data & Statistics

Mathematics
Strand 5
*Data Analysis,
 Statistics &
 Probability*
Data & Statistics
7 – 8

Grade Level: 7 – 8

| Learning Standards as written | | Essence of the Standard(s) |
|-------------------------------|---|--|
| 8.D.1 | Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g. convenience sampling, responses to a survey, random sampling. | <ul style="list-style-type: none"> ◆ Describe the characteristics and limitations of a data sample and different ways to select a data sample ◆ Represent data using a variety of graphical representations ◆ Differentiate between continuous and discrete data ◆ Describe and interpret ways to measure central tendency and range |
| 8.D.2 | Select, create, interpret, and utilize various tabular and graphical representations of data, e.g. circle graphs, Venn diagrams, scatterplots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them. | |
| 8.D.3 | Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data | |

Possible ENTRY POINTS to Learning Standard(s)

| | | |
|--|--|---|
| <p style="font-size: 1.5em; font-weight: bold; margin: 0;">← Less Complex</p> <p style="text-align: center; font-weight: bold; margin: 5px 0;">The student will:</p> <ul style="list-style-type: none"> ◆ Describe characteristics of an object, picture, or manipulative ◆ Collect, match, sort, organize, and describe objects by different characteristics ◆ Sort and organize objects, pictures, or manipulatives, given two attributes ◆ Gather data on familiar objects ◆ Represent raw data on a graph or table <p style="font-style: italic; margin: 5px 0;">See entry points for earlier grade levels in this topic that are challenging and use age-appropriate materials</p> | <p style="text-align: center; font-weight: bold; margin: 5px 0;">The student will:</p> <ul style="list-style-type: none"> ◆ Understand and use the terms <i>median, mean, mode, maximum, minimum,</i> and/or <i>range</i> to describe data ◆ Make inferences, draw conclusions, and answer questions about data organized on a graph, table, or chart ◆ Match data with corresponding graphical representation ◆ Identify data on a graph and another way in which data could be displayed | <p style="font-size: 1.5em; font-weight: bold; margin: 0;">More Complex →</p> <p style="text-align: center; font-weight: bold; margin: 5px 0;">The student will:</p> <ul style="list-style-type: none"> ◆ Identify different ways to collect data ◆ Collect a data sample and make observations about data ◆ Given a representative data sample and conclusions, select the most likely conclusion ◆ Match and label a variety of tabular (tables) and graphical (graphs) representations ◆ Demonstrate knowledge of which information is correct and sufficient to answer a question (i.e., representative sample) <p style="font-style: italic; margin: 5px 0;">Continue to address skills and concepts in this subject that approach grade level expectations</p> |
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