



GRADE 8 LITERACY: FORENSIC ANTHROPOLOGY

SUPPORTS FOR STUDENTS WITH DISABILITIES

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Instructional Supports for Students with Disabilities using UDL Guidelines

Background Information: Pre-reading/Writing Activities

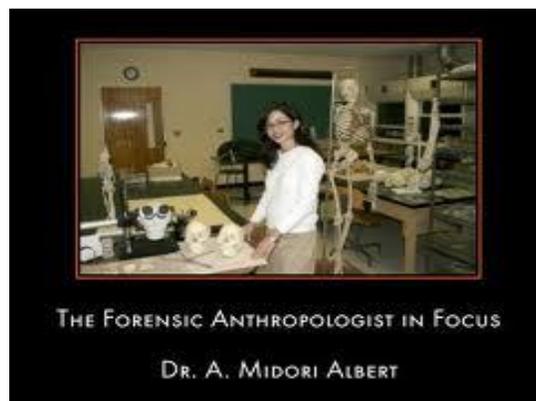
“Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); may require different ways of approaching content.” [from UDL Guidelines **Version 2.0, Principle I (P1)**] They may process language in different ways and at different speeds. “...Learning, and transfer of learning, occurs when multiple representations are used...” (**UDL, P1**)

Teachers need to **“activate background knowledge by utilizing frontloading activities”** Information is more accessible and likely to be assimilated by learners when it is presented in a way that primes, activates, or provides prerequisite knowledge.

Teachers can familiarize students with vocabulary and new concepts through the use of *Frontloading* strategies. These activities can be used before reading to assess student-knowledge that may be necessary for success on reading or writing tasks. Instructional activities and texts can then be monitored or revised to respond to students need.

Implementation Examples:

- Anchor instruction by linking to and activating relevant prior knowledge(e.g., using visual imagery)



- Pre-teach critical prerequisite concepts and vocabulary

Vocabulary Word	Definition
<i>Forensic Anthropology</i>	
<i>DNA</i>	
<i>Pathology</i>	

- Provide multiple means of representation (to address hearing impairments, vision impairments, receptive and expressive language delays, auditory processing, language acquisition)
- Provide Free applications for all subjects: <http://udltechtoolkit.wikispaces.com/>
- Provide an article of one of the authors read for this assignment <http://www.cbsnews.com/stories/2002/03/13/60II/main503634.shtml>
- Provide text-to-speech capabilities <http://www.naturalreaders.com/index.htm>
- Provide an online visual dictionary <http://visual.merriam-webster.com/>

Activities to guide information processing, visualization, and manipulation:

“Successful transformation of information into useable knowledge often requires the application of mental strategies and skills for “processing” information. These cognitive, or meta-cognitive, strategies involve the selection and manipulation of information so that it can be better summarized, categorized, prioritized, contextualized and remembered.”

Implementation Examples:

- Give explicit prompts for each step in a sequential process
- Provide options for organizational methods and approaches

Assessment Task 1

In 2 paragraphs, explain literal and figurative meaning of the phrase, “Giving Faces to the Lost” using evidence from the chapter.

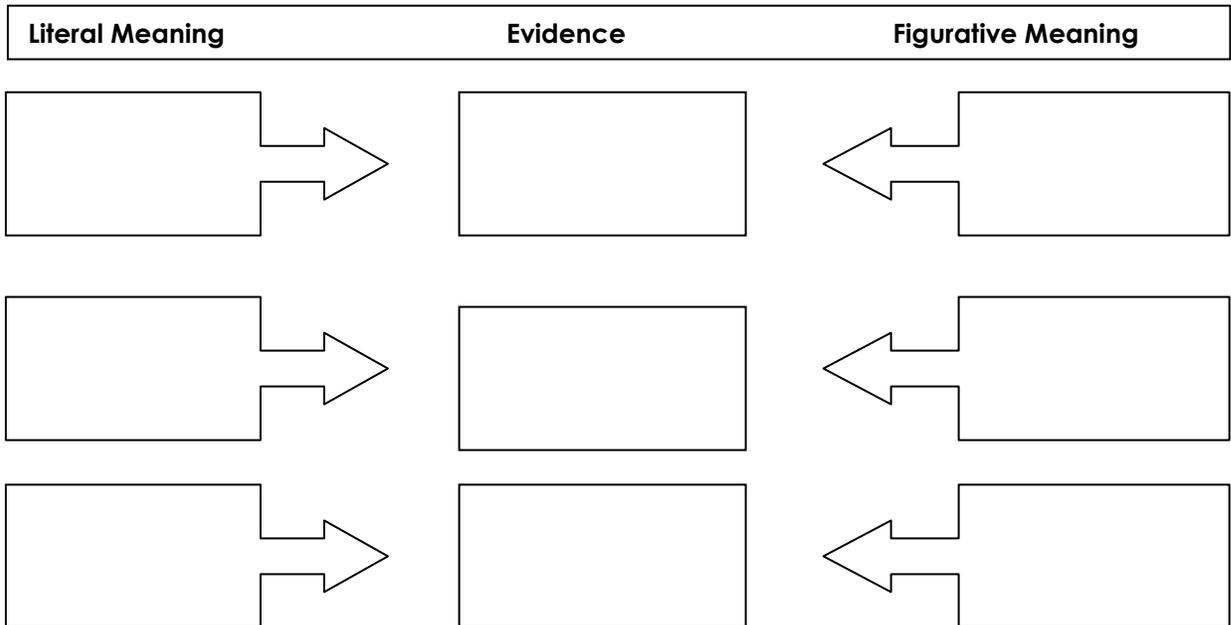
Sample Graphic Organizers that Support Task 1

Giving Faces to the Lost

Organizer 1

Literal Meaning	Evidence	Figurative Meaning	Evidence

Organizer 2



Assessment Task 2

Using evidence from 2 texts to write informative/explanatory essay

Sample Graphic Organizers that Support Task 2

Organizer 1 – Preparing to write

<u>The Ways the Dead Tell their Tales</u>			
<u>"Giving faces to the Lost"</u>	<u>"Dead Men Talking"</u>	<u>"Identifying the Victim"</u>	<u>"What is Forensic Anthropology?"</u>

Organizer 2 – Writing the First Draft:

Introduction <i>How do the dead tell tales?</i>	<i>Introduction strategy: (question, quote, data, anecdote, etc.)</i> <i>Thesis statement:</i>
Body <i>How do the dead tell tales?</i>	Evidence. For each manner or way you list (evidence), write the source (where the information is located). Way 1: Way 2: Way 3
Conclusion <i>How do the dead tell tales?</i>	<i>Summarize evidence.</i>

Assessment Task 3

Using textual evidence from 2 of the 4 texts read write an informative/explanatory essay in which you explain the steps you will take and the people you will consult.

Sample Graphic Organizers that Support Task 3

Organizer – Steps Taken to Identify Body (After calling police)

Step 1	Why	Supporting Text



Step 2	Why	Supporting Text



Step 3	Why	Supporting Text



People to Consult		
Who	Why	Supporting Text

Developing Appropriate Goal Setting

It is important that learners develop the skill of effective goal setting. The UDL framework embeds graduated scaffolds for learning to set personal goals that are both challenging and realistic.

Rubrics and checklists help learners become more strategic in using a variety of options that prompt them to “stop and think;”

Implementation Examples:

- Provide prompts and scaffolds to estimate effort, resources, and difficulty
- Provide guides and checklists for scaffolding goal-setting

❖ Sample Checklist that Supports Task 3

Did you . . . ?	
Explain three steps you will take to identify the body and your reasons why?	
Identify the people with whom you will consult and explain why you will consult them?	
Use evidence from at least two texts?	
Use transition words that clarify the relationship among steps and ideas?	
Use vocabulary forensic anthropologists would use to explain decisions?	
Write one or two page essay applying English writing conventions?	

❖ Rubric for Checking Grammar Conventions

Writer's Grammar, Mechanics, and Usage Checklist

Did I Capitalize properly?

- The first word in each sentence.
- The pronoun “I”.
- The title before a person's name.
- All proper nouns (names of particular persons, places, or things.)
- The first word in a direct quotation.
- Each important word in the title of books, movies and magazines.
- Acronyms. Example: ELA (English Language Arts)

❖ Did I Punctuate My Sentences Correctly?

- A period is written at the end of a statement or command sentence.
- A period is written at the end of an abbreviation
- A question mark is written at the end of a question sentence
- An exclamation mark is written at the end of a sentence that shows strong feeling.
- A comma is written between words in a series of three or more things.
- A comma is written before a direct quotation.
- A comma is written between the day and year in a date.
- A comma is written between the city and state.
- An apostrophe is used to show possession of something.
- An apostrophe is used for contractions.

❖ **Check Word Endings – Verbs and adverbs**

Check agreement

- Subject-verb
- Noun-pronoun
- Subject-verb and Noun-pronoun
- Check sentence completion

❖ **Sample Checklists to Support Task:**

Paragraph Writing Checklist	
Each paragraph begins with a topic sentence telling what the paragraph is about.	
Supporting sentences explain, describe, or defend your topic sentence.	
The last sentence wraps up the paragraph with a final comment about the topic discussed.	
The habit of rereading is an important practice. Edit spelling, grammar, or mechanics errors. Revise sentences for clarity, smoothness, and relevance.	

Did You...			
	Use your notes or ideas listed in the organizer to write your response?		Conclude your essay with a brief closing remark?
	Introduce essay focus?		Reread your essay and check for clarity?
	Explain the figurative meaning of text title?		Check grammar, usage, and mechanics?
	Explain the literal meaning of the text title?		Check your work using the rubric?
	Provide evidence for each meaning?		