

**9<sup>th</sup> Grade Level Standard: Compare and contrast the elements of biographies**

Highest Level of Symbol Use

Lowest Level of Symbol Use



	<b>Grade Level</b>	<b>Alternate Achievement Standard</b>			
	Typical Expectation (Not adapted)	Abstract Symbolic Communication- <i>Going Far with Symbols</i>	Concrete Symbolic Communication- <i>Moving Forward with Symbols</i>	Presymbolic Communication- <i>Beginning with Symbols</i>	OFF THE CHART- Not linked to grade level standard
Student Symbol Use	Reads/ Writes at or near grade level	Reads sight words/ picture cues May count and recognize numbers	Recognizes pictures May also use range of objects symbolically	Uses objects or gestures to communicate; relies on immediate context to use object symbolically (e.g., show cup to drink)	
Presentation of content; Adapted for Symbol Level	Biographies of well known Americans	Adapted text; same biographies in picture form with sight word captions; text supported with symbols	Same biographies; pictures for biographies; with adapted text read aloud	Adapted biographies read aloud; familiar objects to supplement text; begin with family stories then bridge to strangers	Not biographies; pictures of unrelated people with no story
Student Performance	Concept- compare and contrast elements of biographies	Makes comparison of two life stories by putting pictures into circles for “same” and “different;” fills in sight words	Makes comparison of two life stories by putting pictures/objects into circles for “same” and “different	Select objects for biography display; first familiar (family) and then stranger; match objects to show “same”	Not focused on concept of life stories, e.g., “Show me the picture of house”
Activity (How do you teach the skill at each level?)	Silent reading of biography; answering questions about comparison; composing biographies with all elements	Reading limited to pictures and sight words; only needs to write sight words (if visually impaired may include Braille)	Relies on picture discrimination; read aloud simplifies listening comprehension with adapted text; no writing needed (if visually impaired use raised symbols)	Objects are more concrete; by labeling objects student gets incidental teaching on text (tactile symbols)	No text even incidentally; no use of term ‘biography’ to label student’s work

Modified from Browder, D. M., Wakeman, S. Y., Flowers, C., Rickelman, R., Pugalee, D., & Karvonen, M. (2007). Creating access to the general curriculum with links to grade level content for students with significant cognitive disabilities: An explication of the concept. *Journal of Special Education, 41*(1), 2-16.