

Literacy and Math
Resources for
Students receiving
Special Education
Services



A close-up photograph of a person's hand holding a bright yellow rectangular sticky note. The word "HELLO" is printed in large, bold, black capital letters in the center of the note. The background is a plain, light-colored surface.

HELLO

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Instructional and Assessment Resources

Literacy Resources

Mindplay
Text to Speech
Audio Books
Speech to Text
Spelling and Grammar Check
Translation to Other Languages

Math Resources

iXL
Kahn Academy

State Assessment Designated Supports



“I am not what happened to me. I am what I choose to become” – Carl Jung

“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.” – Michael Jordan



3.

Accessibility

Resources



M	T	W	T	F	S
		1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28				

Sora by

OverDrive eBooks

Available to any student



With Sora you can:

- Borrow a book and start reading with a single tap
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- Define words - and review a list of all the words that you've looked up
- Earn achievements for reading, and for completing certain tasks in Sora
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Text to Speech (TTS) with Gale eBooks

Available to any student

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Book Access

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Summer Reading

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EBOOKS

- Sora from OverDrive
- Gale Virtual Reference Library
- PebbleGo
- Professional Collection eBooks

TTS with eBooks-Gale

Available to any student



Date: 1986



From: The Scarlet Letter: A Reading
Publisher: Gale
Series: Twayne's Masterwork Studies



Document Type: Article
Pages: 8
Content Level: (Level 5)



Translate



Font Size



Listen

The Historical Context

Viewed from one perspective, the nation during the years of Hawthorne's adulthood—say, from 1825 to his death—enjoyed ideological consensus and cultural harmony; viewed from another, it was mired in turbulence and conflict. On the one hand, Americans were mostly of the same English or Scottish ethnic background; they lived between the Mississippi River and the Atlantic Ocean on farms or in small towns (in 1840 only Baltimore, Philadelphia, New York, and Boston had populations above 100,000) sharing agrarian, free-enterprise, and egalitarian values; they were passionately nationalistic—protectionist with respect to Europe, expansionist with respect to the American continent. If few people were rich, few lived in deep poverty; most hoped for simple comfort and material security rather than great luxury. They tempered their individualism with strong community values; they were optimistic believers in hard work, education, and the inevitable connection between virtue, moderation, and success.

On the other hand, Americans were divided between slave and free states, were engaged in massive relocation and extermination of the continent's Native American population, and were torn between an economy based on ownership of land and one based on control of money. In the 1840s reform movements

from 1825 to his death—enjoyed ideological consensus and cultural harmony;

Settings

Listen

Highlighting

Text highlighting

☒ On ☐ Off

Highlighting Options Word and Sentence

Word color

Underline None

Sentence color

Underline None

Text color

Enhanced text visibility

☐ On ☒ Off

Reading

Speed

☐ Slow ☒ Medium ☐ Fast

General

Automatic scrolling

☐ On ☒ Off

Close

TTS with Gale ebooks

Available to any student



Page 1

1: What? The Story

When we begin to read a novel we enter an imaginary world created through words. If it works, the novel persuades us to accept that world on its own terms, for the duration of the reading, no matter how remote or farfetched that created world may be. This ability to lift us out of our surroundings is part of the immense attractiveness of narrative art. We leave the real world, more or less quickly, more or less comfortably, partly with the aid of conventions about fiction learned so long ago, and so often repeated, that they have come to seem perfectly natural. No "real world," for example, comes in numbered or titled chapters; yet a novel without them would seem unnatural. While depending on such shared conventions, however, each novel is also unique, and must instruct readers specifically in how to live in its world. Thus every good novel, whether a work of transient popularity or a would-be classic, tells us how it should be read, and never more intensely than in the opening pages. If it does not establish rapport with readers at the beginning, the novel may have no readers at the end.

Page 2 | [Top of Article](#)

ON THE THRESHOLD

In [The Scarlet Letter](#) a very brief opening section—one separate sentence, and two longish paragraphs—is set apart as a first chapter. Such emphasis, for an amount of prose that would

More Like This

[Hawthorne, Nathaniel 1804—1864](#)
American Writers, Retrospective Supplement

[Romantic Love](#)
Archibald Lampman, 1986.

[Hawthorne, Nathaniel 1804-1864](#)
American Writers: A Collection of Literary Bio

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Highlight | Notes | Cite | Delete

stop and jot note

Save

Read Write

Google


Available to any student

en.wikipedia.org/wiki/Mount_Mazama

SBISD Bookmarks its SPED R/ICS itslearn... TSLAT Progress in the Gen... Inclusive Schools W... PaulaKluth.com - To...

Article Talk

Learn more about o

 Wiki Loves Monuments: Photograph a monument, help Wikipedia and win!
Learn more

Mount Mazama

From Wikipedia, the free encyclopedia

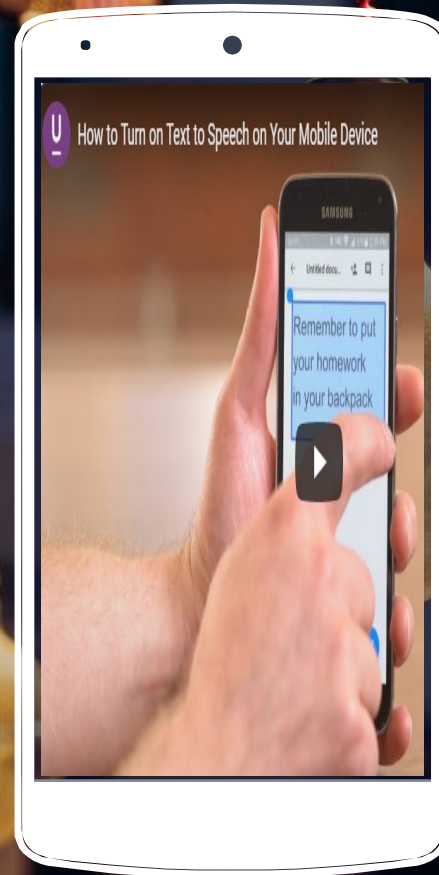
Mount Mazama (*Giiwas* in the Native American language Klamath) is a complex volcano in the state of Oregon, United States, in a segment of the Cascade Volcanic Arc and Cascade Range that was partially destroyed when it erupted about 7,700 years ago. The volcano is in Klamath County, in the southern Cascades, 60 miles (97 km) north of the Oregon-California border. Its collapse formed a caldera that holds Crater Lake. The mountain is in Crater Lake National Park. Mount Mazama originally had an elevation of 12,000 feet (3,700 m), but following its climactic eruption this has been reduced to 8,157 feet (2,486 m). Crater Lake is 1,943 feet (592 m) deep, the deepest freshwater body in the US and the second deepest in North America after Great Slave Lake in Canada.

Mount Mazama formed as a group of overlapping volcanic edifices such as shield volcanoes and small composite cones, becoming active intermittently until its eruption 7,700 years ago. The eruption, the largest known within the Cascade Volcanic Arc in a million years, destroyed Mazama's summit, reducing its approximate 12,000 feet

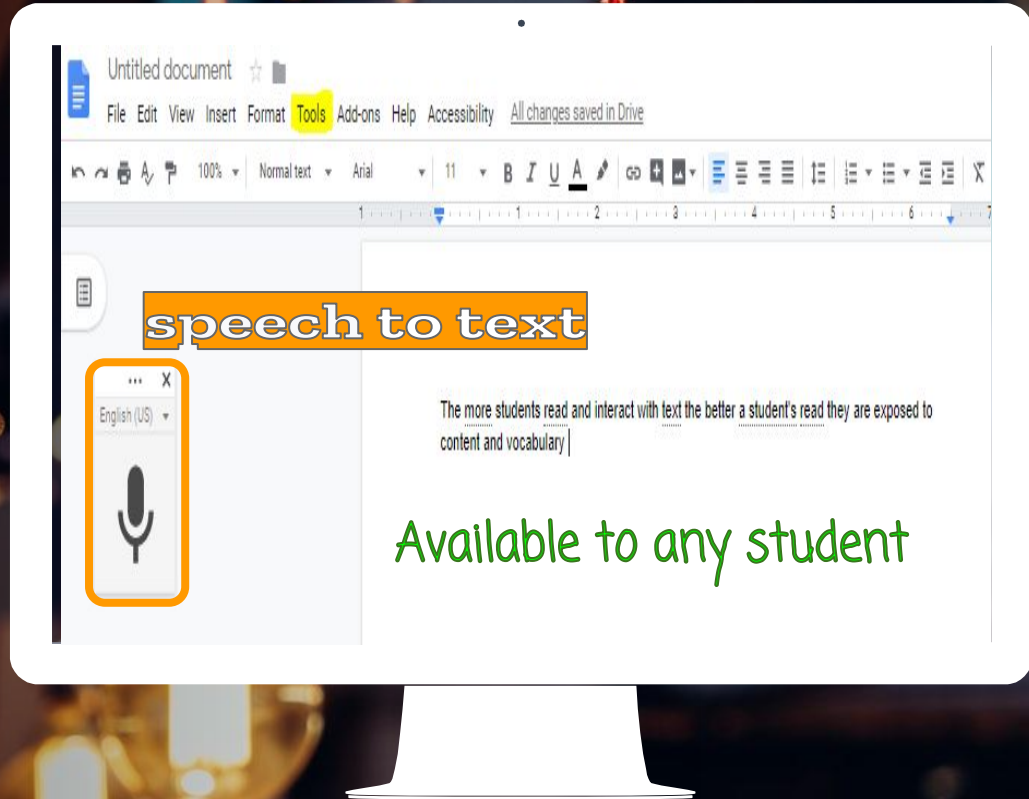
Available to any student

<https://youtu.be/-gTn4Q-9Lk8>

Accessibility
on your
mobile device



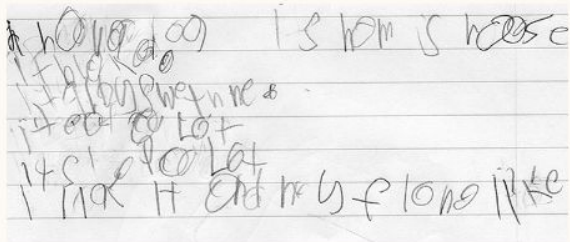
Writing help with Google Docs



Speech to text with Google Docs

Available to any student

Google Voice Typing helps turn this....

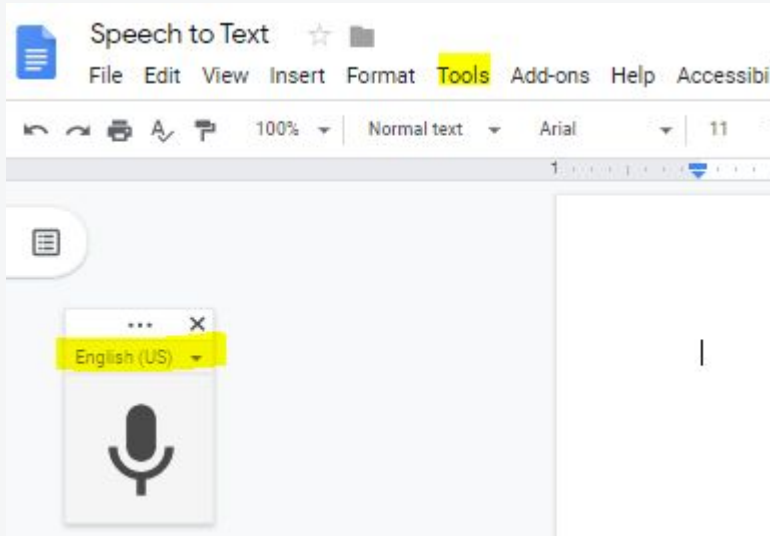


...into this

I have a dog. It's name is Rosie. It's brown.
It plays with me. It eats a lot. I like it and
my family likes it too.

Speech to text with Google Docs

Available to any student



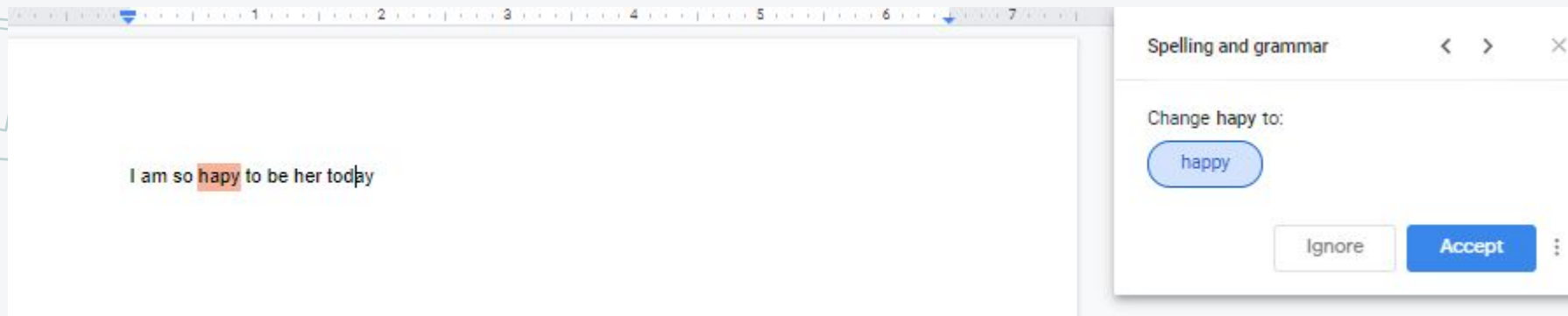
- Tools
- Voice Typing
- Click the microphone

Change the language if needed

Use Read/Write Google to read it back.

Revising and Editing with Google Docs

Available to any student



- Spell Check
- Student uses Read/Write Google Extension to Read the writing back.
 - ◆ Does it make sense?
 - ◆ Do I need to elaborate?
 - ◆ Do I need to reorganize?

STAAR/EOC

Tools used in the classroom can or are similar to what a student could have for STAAR/EOC



STAAR Online

1. **Accessibility Features** : These are procedures and materials that are allowed for any student who needs them
2. **Designated Supports**: These are locally-approved supports for students who meet eligibility criteria.

- Basic Transcribing
- Braille
- Calculation Aids
- Content and Language Supports
 - Content and Language Supports Guidelines
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids



Classroom Accommodation

STAAR (Online) Content and Language Support

The teacher isolates specific information to focus the student on the core concept being taught.

STAAR Practice STAAR A Grade 4 Writing Question 8 of 19


Tools Guideline Eliminator Writing Checklist

Read the selection and choose the best answer to each question.

Roxanne has wanted a dog for a very long time. She thinks owning a dog will help her grow up, encourage her to exercise, and give her a best friend. Roxanne has written this paper for school, but she hopes persuade her parents to let her have

(2) Mom and Dad have always said, "Dogs are to much trouble!"

Read Roxanne's paper and think about how she needs to correct it. Then answer the questions that follow.



8. What change should be made in sentence 2?

C Change too much to to much

D Insert quotation marks at the end of the sentence

1 2-7 8-13 14-19

8 9 10 11 12 13

Back Review/End Next

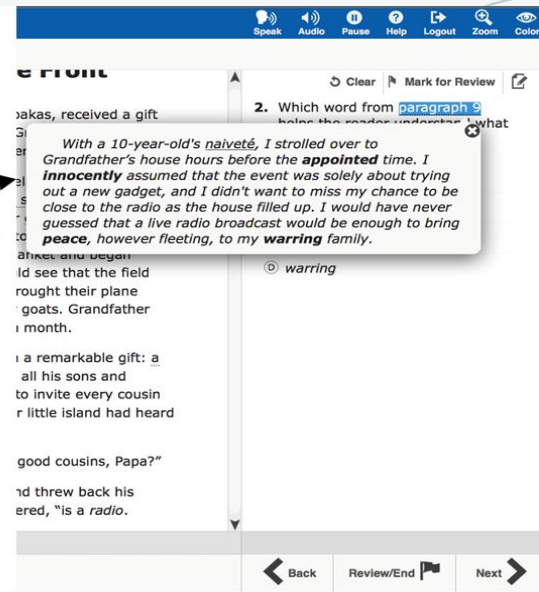
This pop-up isolates information that corresponds to each answer choice.

Classroom Accommodation

The teacher isolates specific information to focus the student on the core concept being taught.

This pop-up also isolates information that corresponds to each answer choice.

STAAR (Online) Content and Language Support



Speak Audio Pause Help Logout Zoom Color

Clear Mark for Review

2. Which word from **paragraph 5** helps the reader understand what

akas, received a gift

With a 10-year-old's **naïveté**, I strolled over to Grandfather's house hours before the **appointed** time. I **innocently** assumed that the event was solely about trying out a new gadget, and I didn't want to miss my chance to be close to the radio as the house filled up. I would have never guessed that a live radio broadcast would be enough to bring **peace**, however fleeting, to my **warring** family.

⓪ warring

a remarkable gift: a
all his sons and
to invite every cousin
r little island had heard

good cousins, Papa?"

nd threw back his
ered, "is a **radio**.

Back Review/End Next

Classroom Accommodation

The teacher directs the student (e.g., highlight, bold, point to, flag the information) to the specific part(s) of the selection, diagram, map, or figure that is being discussed

STAAR (Online) Content and Language Support

Question 61 of 68

Speak Audio Pause Help

Clear

You are about to embark upon a historic battle. After a long and arduous journey, you have striven these many months. The tide has turned! The free world is at stake. To us, you have brought the battle to Victory!

I have full confidence in your courage, devotion to duty, and skill in battle. We will accept nothing less than your best effort.

— General Dwight D. Eisenhower, June 6, 1944

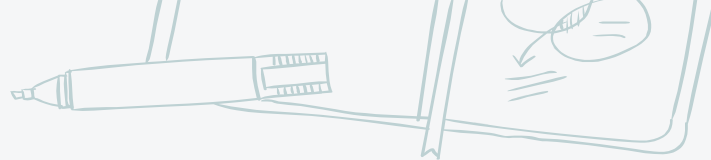
General Eisenhower provided these words of encouragement to Allied forces before they engaged in what military operation?

- (A) The Battle of the Bulge
- (B) The Sicily Campaign
- (C) The Invasion of Normandy
- (D) The Battle of the Atlantic

57 58 59 60 61 62 63 64 65 66 67 68

Back Review/Er

This pop-up provides visual representation (i.e., photograph) of a historical figure.

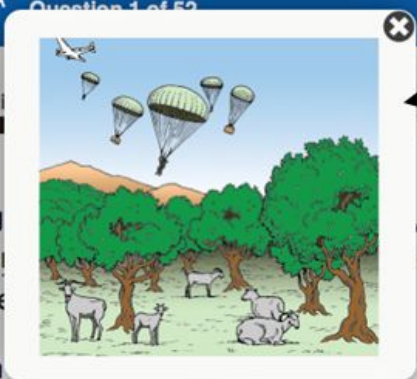


STAAR Practice STAAR A Grade 8 Reading Question 1 of 52

Tools **Guideline**

1 In 1942 my grandfather, who had been in the military during World War I, received a gift that caused a terrible memory of the longest-running wars. He had been in the military during World War I.

2 After German soldiers had been driven out of Greece, the British began parachuting in soldiers and supplies. My grandfather was out in the fields with our goats one day when a storm blew in and forced a British plane to make an emergency landing. My grandfather grabbed a red blanket and began waving it frantically, hoping the pilot would see that the field was large enough to land in. The pilots brought their plane down safely, much to the irritation of our goats. Grandfather



This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.

Classroom Accommodation

The teacher provides the formula(s) that is needed to solve a problem.

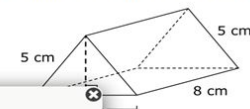
STAAR (Online) Content and Language Support

This pop-up provides a formula from the reference material.

STAAR Practice STAAR A Grade 8 Math Question 10 of 56

Tools Eliminator Formulas Graphing Calculator Graph Paper

10. A triangular prism and its dimensions are shown in the diagram.



What is the lateral surface area of this triangular prism in square centimeters?

(A) 192 cm²
(B) 128 cm²
(C) 152 cm²
(D) 144 cm²

$S = Ph$

Classroom Accommodation

- Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.

These pop-ups clarify construct-irrelevant words.

STAAR (Online) Content and Language Support

Clear Mark for Review

24. Use "The Cholla Cactus" to answer the following question.

What do the subheadings in the article help the reader understand?

- A There types knows a lot
- B The author is knowledgeable about desert animals.
- C The cholla can be used for different purposes.
- D Many animals live in severe environments.

Back

Review/End

Next

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26. Use "The Cholla Cactus" to answer the following question.

Which of these best summarizes the main points of this article?

animals and people who live in the desert desert dwellers.

- B The cholla cactus is one of the few plants that grow in the extreme climate of the desert.
- C The cholla cactus can be found in desert regions of the United States and Mexico.
- D The cholla cactus produces colorful flowers and tasty fruit that some desert animals depend on.

34 35

Back

Review/End

Next



Classroom Accommodation

- During classroom discussion, the teacher clarifies or rewords complex text or questions.

STAAR (Online) Content and Language Support

This rollover clarifies text using simpler and consistent language.

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city?

- (A) Being active at night
- (B) Eating only one type of food
- (C) Needing a large amount of space to live
- (D) Producing a very small number of offspring

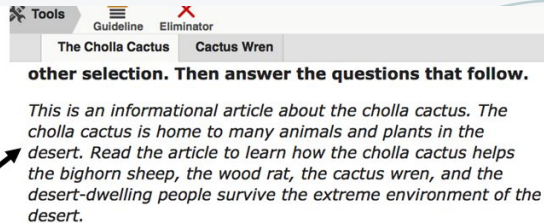
When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city?

- (A) Being active at night
- (B) Eating only one type of food
- (C) Needing a large amount of space to live
- (D) Producing a very small number of offspring

Classroom Accommodation

The teacher introduces a new book to a struggling reader prior to reading it aloud or independent reading. The topics discussed might include major concepts, difficult words, setting, characters, or prior knowledge of the subject.

STAAR (Online) Content and Language Support



The screenshot shows the STAAR online interface. At the top, there are tabs for 'Tools', 'Guideline', and 'Eliminator'. Below these are two tabs: 'The Cholla Cactus' and 'Cactus Wren'. The 'The Cholla Cactus' tab is selected. Below the tabs, the text reads: 'other selection. Then answer the questions that follow.' Below this is a paragraph of text: 'This is an informational article about the cholla cactus. The cholla cactus is home to many animals and plants in the desert. Read the article to learn how the cholla cactus helps the bighorn sheep, the wood rat, the cactus wren, and the desert-dwelling people survive the extreme environment of the desert.'

Prereading text appears before all reading and writing selections.



The Cholla Cactus

- 1 When you hear the word "cactus," you might think of tall, lanky plants covered with prickly spines. Beads of sweat may form on your forehead as you think of extreme desert heat. The thought of gritty sand burning beneath your feet might come to mind. But you may not know that cactus, one of the few plants able to survive in the extreme heat of the desert, can be beneficial to many animals and even to people.

Big Picture= Successful Transition


- Post-secondary Education and Training
- Competitive and Integrated Job Market
- Military




transitionintexas.org

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SBISD Bookmarks its SPED R/ICS itslearn... TSLAT Progress in the Gen... Inclusive Schools W... PaulaKluth.com - To... PBIS.org Home Page Think Inclusive | Incl...

 **Texas Transition**
A Bridge to the Future
A website for students, parents, educators, and agencies

Translate 

Transition Information Educators Students **Parents** Agencies/Resources

Get on waitlists for services/agencies in Pre-school/Elementary as waitlist can be 10-15 years!!!

