Ma'at RST Differentiation Framework: Middle and High School (Grades 6–12)

Section 504, IEP, and English Language Learner Supports for Research Simulation Tasks

Ma'at Cultural Curriculum Consultants, LLC · Est. 2017
Framework author: Terrence Knox
Grade pathways: 6–8, 9–10, 11–12

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Part 1. How This Framework Fits the Middle–High RST Packet

1.1 Middle–High RST packet anatomy (as published)

Packet component	What it contains now	Where differentiation attaches
Cover page	Purple Ma'at header, title, grade band, First Name and Last Name, Date, Class, Essential Question, Your Research Task, Key Vocabulary, Find Your Daily Writing Pages, NJSLS alignment	Add the Five Day Task Map (Organizer S1) and the support code key
Sources	Lettered sources (Source A, B…) with numbered paragraphs; instructional summaries labeled as such; source questions that ask students to cite a paragraph	Tiered reading scaffolds (Part 3), sourcing organizers (S3, S4)
Daily work	A labeled Do Now and Quick Write for every day with full width ruled response areas; I Do, We Do, They Do guidance in the teacher notes	Executive functioning organizers (Part 6), ELL frames (Part 4)
Maps and data	Historical maps with compass roses, legends, approximate distance scales; timelines; Five Themes practice	Map reading scaffolds; accessible map descriptions
Assessment	15 multiple choice questions	Accommodated and modified item formats (Part 7)
RACE writing	RACE planner and two dedicated writing pages with 48 ruled lines; 19 point RACE rubric and teacher exemplar	Modified RACE prompts (Part 5) and alternative rubrics (Part 7)
Digital versions	Print PDF, fillable PDF with 1,000 character fields, Google Classroom browser responses, Google Forms quiz tools	Speech to text, text to speech, extended time settings in Forms
Teacher edition	Answer key, exemplar, teaching guidance, source details and access links, standards by grade band	Insert this framework as the standard differentiation chapter

This anatomy is drawn from the First World War product page and sample (https://maatculturalcurriculum.com/first-world-war-rst.html; https://maatculturalcurriculum.com/packet-previews/first-world-war-sample.pdf) and the Middle–High catalog (https://maatculturalcurriculum.com/resources.html). The catalog states that original readings and advanced content are retained, with scaffolding or

extension by grade band (https://maatculturalcurriculum.com/first-world-war-rst.html). This framework follows the same rule: the readings stay intact, and the supports change how students reach them.

1.2 Grade pathway expectations

Pathway	Reading demand	Writing demand	Default scaffolding
6–8	Grade 6 literacy level with content extensions	One paragraph RACE, building to two	Frames available to all; glossary; guided sourcing
9–10	Grade level secondary and primary sources	Multi paragraph RACE with counterclaim	Frames on request; sourcing organizer
11–12	Complex primary sources, historiography	Argument with qualification and limits of evidence	Minimal; extension tasks

1.3 The five day sequence and where supports concentrate

Day	RST Method focus	Highest need for support
1 · Frame the Question	Do Now, context, first source	Vocabulary, background knowledge, task overview
2 · Compare Sources	Map evidence, identify perspectives	Sourcing, comparison organizers, reading tiers
3 · Connect Disciplines	Calculation and scientific investigation	Multi step planning, working memory, calculator access
4 · Develop a Claim	Collaborate, evaluate evidence	Discussion roles, oral rehearsal, claim building
5 · Demonstrate Understanding	15 questions and RACE	Testing accommodations, modified RACE, alternative products

Sequence as published on The RST Method page (https://maatculturalcurriculum.com/rst-method.html).

Part 2. Guardrails: Accommodation, Modification, and Language Support

2.1 Support codes

Code	Meaning	Who may receive it	Changes what is learned?
U	Universal design support	Any student	No
A	Accommodation	Students whose Section 504 plan or IEP documents it	No
M	Modification	Students whose IEP specifies modified expectations	Yes
L	Language support	English Language Learners by proficiency level	No

Accommodations change how students access instruction or show what they know, while modifications change what they are expected to learn and generally appear only in IEPs (Understood, https://www.understood.org/en/articles/the-difference-between-accommodations-and-mod

ifications). Accommodations should support valid assessment results without changing learning expectations, while modifications lower expectations and are determined by the IEP team (NCEO Brief #33, https://files.eric.ed.gov/fulltext/ED653008.pdf).

2.2 Legal foundation in brief

- Section 504 requires schools to provide aids and services designed to meet a qualified student's needs as adequately as the needs of students without disabilities are met (U.S. Department of Education, https://www.ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination/frequently-asked-questions-section-504-free-appropriate-public-education-fape).
- English Learners with disabilities must receive both language assistance and disability related services; limited English proficiency is not a basis for identifying a disability (English Learner Tool Kit, Chapter 6, https://ncela.ed.gov/sites/default/files/2026-01/chap6.pdf).
- Grading and transcript practices for students with disabilities have their own federal guidance; schools should follow district policy when modified work is graded (U.S. Department of Education, https://www.ed.gov/laws-and-policy/individuals-disabilities/special-education-laws/faqs-report-cards-and-transcripts-students-disabilities).

2.3 Teacher implementation statement (insert in every Middle–High Teacher Edition)

> Use this RST alongside each student's current Section 504 plan, IEP, and English language development plan. Implement every documented accommodation, service, and assistive technology. Supports coded A may be used for students whose plans document them. Supports coded M change learning expectations and may be used only when a student's IEP specifies modified expectations. Supports coded L match a student's English language proficiency level. Do not lower rigor because a student has a disability or is learning English. Keep the Essential Question, the lettered sources, and the African and Indigenous historical content the same for every learner. An accommodation must not change what the task measures.

2.4 The non-negotiable for Ma'at content

Simplify language, never the history. A modified version of Source A on the Berlin Conference still states that African representatives were excluded and that agreements among empires did not make conquest consensual or just (Ma'at, First World War sample, https://maatculturalcurriculum.com/packet-previews/first-world-war-sample.pdf). A shortened text on the Taíno still names the Taíno and Boriken. Differentiated texts must preserve agency, resistance, sovereignty, and the distinction between evidence and interpretation.

Part 3. Multi-Tiered Reading Comprehension Scaffolds

3.1 Tier definitions

Tier	Who	Format	Frequency
Tier 1	All students	Packet routines, whole class modeling (I Do, We Do, They Do)	Every day
Tier 2	Students needing targeted skill support (sourcing, inference, vocabulary, fluency)	Small group pre teaching and guided rereading	2 to 4 times per RST cycle, 15 to 20 minutes
Tier 3	Students with intensive needs, often with IEPs; students reading several years below grade level	Individualized, explicit, with modified text versions when IEP permits	Daily

3.2 Before reading

Support	Tier 1 (U)	Tier 2 (A / L)	Tier 3 (A / M)
Key Vocabulary	Packet vocabulary box read aloud and discussed	Frayer model for 4 to 6 terms (sovereignty, partition, consent, Ujamaa)	3 essential terms with visuals; personal glossary with home language or AAC symbols
Background	Timeline and map preview	Picture walk; 3 minute context video; "What I know, what I need" chart	Concrete anchor: map with the region outlined; one sentence summary of each source given in advance
Purpose	Read the Essential Question and Your Research Task	Break the Essential Question into parts (cause, effect, perspective)	One focus question per source
Names and places	Pronunciation of names (Nyerere, Nkrumah, Madikizela Mandela, Boriken, Agüeybaná)	Pronunciation card with syllables	Audio pronunciation recorded in the fillable PDF or classroom platform

3.3 During reading

Support	Tier 1 (U)	Tier 2 (A / L)	Tier 3 (A / M)
Text access	Silent reading followed by teacher read aloud of key paragraphs	Text to speech; audio version; partner reading; enlarged print	Teacher led reading paragraph by paragraph; modified text (M) of 4 to 6 sentences per source, with original paragraph numbers retained so students can still cite
Chunking	Numbered paragraphs (already in packets)	Stop and summarize after each paragraph in the margin (Organizer S2)	One paragraph at a time with a single question per paragraph
Annotation	Underline claims; circle names, dates, places	Code: C claim · E evidence · ? question · ! surprise	Teacher pre highlights two key sentences; student labels each
Perspective	Ask "Whose voice is present? Whose is missing?"	Perspective tracker (Organizer S4)	Choose from three perspective cards

3.4 After reading

Support	Tier 1 (U)	Tier 2 (A / L)	Tier 3 (A / M)
Source questions	Answer and cite a paragraph	Frame: "In paragraph __, the source states __, which shows __."	Multiple choice version of the source question with a cite the paragraph step
Quick Write	Full width ruled response	3 to 5 sentences using a frame bank	Dictated or AAC response; 1 to 2 sentences (M)
Comparison	Compare two sources in writing	Venn or T chart before writing	Sort statements into Source A, Source B, or Both

3.5 Text-specific scaffolds for African and Indigenous historical texts

1. **Sovereignty first framing (U).** Before reading about colonization, students read one short statement about the society's own political institutions. The First World War sample already models this: "African societies had their own political institutions and interests" (https://maatculturalcurriculum.com/packet-previews/first-world-war-sample.pdf).
2. **Instructional summary vs. quotation label (U).** Packets already note that readings are instructional summaries unless marked as quotations. Teach students to check this label before citing, and keep the label on any modified text.
3. **Evidence, interpretation, testimony (U).** The Conyers RST teaches that official archives often preserve powerful institutions more fully than ordinary people, and that an absence in one archive does not automatically prove a competing claim (https://maatculturalcurriculum.com/packet-previews/james-lee-conyers-sample.pdf). Organizer S3 turns this into a three column routine for every source.
4. **Colonial vocabulary alert (U).** Some primary sources use dehumanizing or colonial terms. Flag them with a margin note: "This is the source's word, not ours. Why might the author use it?" The Amistad 9–12 units already ask students to analyze dehumanizing categories in records (https://maatculturalcurriculum.com/packet-previews/amistad-grades-9-12-sample.pdf).
5. **Map literacy supports (A, U).** Provide a text description of each historical map for students with visual impairments; a "map reading steps" card (title, date, legend, compass, scale, question); and a modern reference map side by side when packets distinguish modern from historical maps.
6. **Living peoples reminder (U).** Close each Indigenous focused reading with a present day connection so that modified or shortened texts do not imply that a nation exists only in the past.
7. **Claims and evidence for contested topics (U).** RSTs such as Dr. Delbert Blair ask students to compare claims with suitable evidence (https://maatculturalcurriculum.com/resources.html). Give struggling readers a claim card and an evidence card to sort, rather than removing the contested material.

Part 4. English Language Learner Supports

4.1 Key Language Uses in the Middle–High RST

WIDA organizes school language into Narrate, Inform, Explain, and Argue (WIDA, https://wida.wisc.edu/teach/standards/eld). In grades 6–8, Argue includes interpreting multiple sources to develop claims and counterclaims and contextualizing and evaluating primary and secondary sources (WIDA ELD Standards Framework, Grades 6–8, https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-6-8.pdf). In grades 9–12, Explain includes identifying multilayered causal relationships in social phenomena, and Argue includes anticipating what evidence an audience will need (WIDA ELD Standards Framework, Grades 9–12, https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-9-12.pdf).

RST component	Key Language Use	Sample language objective
Do Now	Narrate or Argue	Students will state an initial position on representation and consent using "I think… because…"
Lettered sources	Inform	Students will summarize a source by identifying who, what, when, and whose interests, using passive and active voice (were excluded / excluded)
Chronology and causation	Explain	Students will distinguish an underlying cause from an immediate trigger using "led to," "as a result," "the immediate cause was"
RACE	Argue	Students will support a claim with paragraph citations and explain reasoning using "This demonstrates that…," "However…"

4.2 Supports by English language proficiency level

Level	Reading (L)	Discussion (L)	Writing and RACE (L)
1 Entering	Home language summary of each source; visual glossary; bilingual dictionary	Respond with gestures, home language, or single words; partner translation	Labeled diagram; word bank; copy and complete one frame
2 Emerging	Simplified English summary paired with original paragraph numbers	Short phrase frames: "Source A shows…"	Paragraph frame with blanks for R, A, C, E
3 Developing	Original text with glossed key terms and margin summaries	Discussion stems for agreeing, disagreeing, adding	Frames for C and E; transition word bank
4 Expanding	Original text with targeted vocabulary support	Academic stems on an anchor chart	Full RACE; frames for counterclaim
5 Bridging	Original text; preview of discipline specific terms	Independent	Full RACE; feedback on precision and cohesion
6 Reaching	Original text	Independent	Full RACE

4.3 Home language and cultural assets

1. **Cognates (L).** Imperialism and imperialismo; colonization and colonización / colonisation; sovereignty and soberanía / souveraineté; independence and independencia / indépendance; revolution and revolución / révolution / revolisyon (Haitian Creole). Highlight these in the Key Vocabulary box.
2. **Source language connections (L, U).** Several RSTs center French, Spanish, Portuguese, Swahili, or Haitian Creole speaking societies (Côte d'Ivoire, Boriken, Brazil, Uruguay, Tanzania, Haiti). Invite multilingual students to translate a key term (for example, Ujamaa, often rendered "familyhood") and explain its meaning to the class.
3. **Home language drafting (L).** Allow students at Levels 1 to 3 to draft the RACE plan in the home language before writing in English.
4. **Translation tools (L, A).** Permit approved translation tools for instruction. For assessments, follow district and state rules.

4.4 Dually identified students

Plan supports with the ESL teacher and the case manager together, and provide language and disability supports concurrently. Use the Tool Kit's Tool #2, which considers whether learning behaviors reflect language difference or disability, and Tool #3, the checklist for developing an IEP for an English Learner with a disability (https://ncela.ed.gov/sites/default/files/2026-01/chap6.pdf).

Part 5. Modified RACE Writing Prompts

5.1 RACE expectations by pathway

Letter	6–8	9–10	11–12
R · Restate	Restate the question as a topic sentence	Restate with context (time, place, actors)	Frame the historical problem
A · Answer	Clear claim answering all parts	Defensible claim with reasoning preview	Nuanced, qualified thesis
C · Cite	Two citations by source letter and paragraph	Three or more citations from at least two sources	Corroboration across sources; at least one primary source
E · Explain	Explain how each citation supports the claim	Explain and address a counterclaim	Explain, qualify, and identify limits of the evidence

5.2 Prompt ladder

Every RACE prompt appears in four versions, all with the same Essential Question and historical content.

- **Version 1 · Standard (U)** · the packet prompt
- **Version 2 · Scaffolded (A / L)** · stepped prompt with frames and word bank

- **Version 3 · Accommodated response (A)** · same prompt; oral, recorded, typed with speech to text, or AAC
- **Version 4 · Modified (M, IEP only)** · reduced parts or complexity, same topic

5.3 Example A · The First World War: The Berlin Conference and the Partition of Africa

Essential Question: How did European imperialism in Africa contribute to the conditions before the First World War, and how did the war affect African peoples?

Version 1 · Standard

> Explain how the Berlin Conference contributed to the conditions that existed before the First World War. Distinguish an underlying cause from the immediate trigger of 1914. Explain the significance of the absence of African consent. Cite sources by letter and paragraph number.

Version 2 · Scaffolded

> R: "The Berlin Conference of 1884 to 1885 contributed to the conditions before the First World War by _____."
> A: "An underlying cause was _____. The immediate trigger in 1914 was _____."
> C: "Source A, paragraph __, states that _____." · "Source __, paragraph __, shows _____."
> E: "This evidence shows _____ because _____. The absence of African consent matters because _____."
> Word bank: imperialism · partition · sovereignty · consent · rivalry · alliance · militarism · nationalism · trigger · excluded

Version 3 · Accommodated response

> Respond to the Version 1 prompt orally, by recording, or with speech to text. Use the Cause and Trigger organizer (S6) as your notes. The teacher scores with the same rubric.

Version 4 · Modified (IEP only)

> Use Source A. Answer two questions.
>
> 1. Who was at the Berlin Conference, and who was excluded? Cite a paragraph.
> 2. Finish: "This was unjust because _____."

ELL frames

- Level 1 to 2: "African people were _____ from the Berlin Conference." (excluded) · "European countries took _____." (land)
- Level 3: "Source A says that African representatives were excluded. This means _____."
- Level 4 to 5: "Although European powers claimed the right to divide Africa, Source A, paragraph 2, explains that _____. This demonstrates _____."

5.4 Example B · Julius Nyerere Biography and Research Simulation Task

Focus: Ujamaa, education for self reliance, African liberation, and the relationship between ideals and policy (https://maatculturalcurriculum.com/resources.html).

Version 1 · Standard

> Evaluate the relationship between Julius Nyerere's ideals and the policies used to carry them out. Use evidence from at least two sources and address one limitation or counterargument.

Version 2 · Scaffolded

> R: "Julius Nyerere's ideals of _____ shaped Tanzania's policies by _____."
> A: "Overall, his policies _____ (matched / partly matched / did not match) his ideals."
> C: "Source __, paragraph __, explains _____."
> E: "This shows _____. However, one limitation is _____."
> Word bank: Ujamaa · self reliance · liberation · policy · ideal · village · education · independence

Version 3 · Accommodated response

> Present your evaluation as a recorded two minute speech, a slide with speaker notes, or an AAC supported response using the same prompt.

Version 4 · Modified (IEP only)

> Define Ujamaa in your own words using one source. Then give one example of how Nyerere tried to put it into action.

5.5 Example C · Indigenous Caribbean: Boriken and Spanish Colonization

Version 1 · Standard

> How did Taíno communities in Boriken respond to Spanish colonization, and what do surviving sources reveal and conceal about those responses? Cite at least two sources and explain one limitation of the colonial record.

Version 2 · Scaffolded

> R: "Taíno communities in Boriken responded to Spanish colonization by _____."
> A: "The most important response was _____ because _____."
> C: "Source __, paragraph __, shows _____."
> E: "This source was created by _____, so it may _____ (leave out / exaggerate / show only) _____."

Version 3 · Accommodated response

> Create an annotated map or a museum exhibit card set (three cards) that answers the prompt; present it orally.

Version 4 · Modified (IEP only)

> Name one way the Taíno resisted Spanish control. Cite one source. Tell who wrote that source.

5.6 Example D · Dr. James Lee Conyers Jr.: Africana Studies and Historiography (11–12 extension)

Version 1 · Standard

> How did Dr. James Lee Conyers Jr.'s scholarship advance the study of African and African American history? Using the readings, explain how historians evaluate archives that preserve some voices more fully than others.

Version 2 · Scaffolded

> R: "Dr. Conyers's scholarship advanced African and African American history by _____."
> A, C, E frames as above, plus: "An absence in the archive does not prove _____ because _____."

Version 4 · Modified (IEP only)

> Define historiography using the reading. Give one example of a source that might be missing from an official archive.

5.7 Counterclaim and qualification frames (9–12)

- "Some historians argue _____. However, Source __ suggests _____."
- "This evidence is strong because _____, but it cannot show _____."
- "A more complete answer would require _____ (oral testimony / African archival records / data)."

Part 6. Graphic Organizers for Executive Functioning

Secondary RSTs demand planning across five days, multiple lettered sources, and a 48 line final response. These organizers externalize planning, working memory, and self monitoring. Print one per page; provide fillable versions with the 1,000 character field limit in mind.

Organizer S1 · Five Day Task Map

Day	Pages	Tasks	Materials	Due	✓
1	p. 1–3	Do Now · Source A · Source Question 1 · Quick Write	Packet, highlighter	End of class	☐
2	p. 4–5	Do Now · Sources B and C · comparison · Quick Write			☐
3	p. 6–7	Do Now · map, chronology, or calculation · Quick Write	Calculator		☐
4	p. 8–9	Do Now · discussion · claim draft · Quick Write	Evidence tracker		☐

Day	Pages	Tasks	Materials	Due	✓
5	p. 10–19	15 questions · RACE planner · two writing pages	All organizers		☐

Page numbers mirror the "Find Your Daily Writing Pages" box on each packet cover; adjust per title.

Organizer S2 · Paragraph by Paragraph Summary

Source and paragraph	Summary in 10 words or fewer	Helps answer the EQ?	Cite later?
A ¶1		Yes · No · Partly	☐
A ¶2			☐
A ¶3			☐

Organizer S3 · Evidence, Interpretation, or Testimony

Statement from source (cite letter and ¶)	Documented fact	Historian's interpretation	Oral or descendant testimony	What else would confirm it?
	☐	☐	☐	
	☐	☐	☐	

Organizer S4 · Sourcing and Perspective Tracker

Source	Creator	Date	Intended audience	Purpose	Whose voice is centered?	Whose voice is missing?	What it can establish	What it cannot establish
A								
B								
C								

Organizer S5 · RACE Builder (color coded)

Color	Step	Draft	Source and ¶	Self check
Red	R · Restate			☐ Includes time, place, and people
Orange	A · Answer / claim			☐ Answers every part
Green	C · Evidence 1			☐ Letter and paragraph cited
Green	C · Evidence 2			☐ Different source if possible
Blue	E · Explain 1			☐ Uses "this shows" or "this demonstrates"
Blue	E · Explain 2			☐ Connects to the claim
Purple	Counterclaim or limit (9–12)			☐ Addresses another view or evidence gap

Organizer S6 · Cause and Trigger Chart (First World War and other causation RSTs)

Long term conditions (underlying)	Medium term developments	Immediate trigger	Effects on African peoples

Organizer S7 · Claim Ladder (Day 4)

Rung	Prompt	My response
1	What is my first answer?	
2	What is my strongest evidence?	
3	What evidence complicates my answer?	
4	What is my revised claim?	

Organizer S8 · Time and Effort Planner (Day 5)

Task	Estimated minutes	Start time	Actual minutes	Break after?
Questions 1–5				☐
Questions 6–10				☐
Questions 11–15				☐
RACE planner				☐
Writing page 1				☐
Writing page 2 and proofread				

Organizer S9 · Discussion Role Card (Day 4)

Role	Job	Sentence starter
Evidence Keeper	Points the group to cited paragraphs	"Look at Source __, paragraph __."
Perspective Checker	Asks whose voice is missing	"Who is not represented here?"
Challenger	Raises a counterclaim	"Another way to see this is…"
Summarizer	States the group's claim	"So our claim is…"

Assign roles in advance for students who need predictability. Allow written or chat participation as an alternative to speaking when documented.

Part 7. Sensory and Environmental Accommodations

7.1 Setting and environment (A)

Need	Accommodation
Attention	Seating near instruction and away from high traffic; study carrel or separate setting for the 15 questions and RACE
Auditory	Noise reducing headphones; written copies of oral directions; captions on any video
Visual	Enlarged print; high contrast; one source per page; text descriptions of maps and images; screen reader compatible fillable PDF
Regulation	Scheduled breaks during Day 5; break pass; access to a designated regulation space
Movement	Standing option; permission to move during group work
Fine motor and writing	Keyboard; speech to text; scribe; reduced copying (provide printed question stems)
Light	Seat away from glare; screen brightness and dark mode settings

7.2 Timing and scheduling (A)

- Extended time as documented. In Google Forms quizzes, set no timer or a documented extended window.
- Split Day 5 across two sessions: 15 questions first, RACE second.
- Allow the RACE planner to be completed on Day 4 so Day 5 begins with writing.
- Provide the five day calendar in advance and send it home for students with documented planning needs.

7.3 Digital access (A, U)

- Fillable PDF and browser responses work with text to speech and speech to text tools; verify on student devices before Day 1.
- The 1,000 character limit per field may cut off longer responses from students using speech to text; provide a continuation field or an uploaded document.
- Ensure all images and maps in the digital version have alternative text.

7.4 Emotional safety with difficult history (U)

Middle–High RSTs address enslavement, colonial violence, apartheid, land dispossession, racist statements by public figures, and coups. Protect students without diluting the history.

1. Give advance notice of graphic content and the reason it is being studied.
2. Pair accounts of harm with accounts of resistance, organizing, and self determination.
3. Never assign simulations or role plays of enslavement, conquest, or atrocity.
4. Provide an opt in alternative source of equal rigor for an especially graphic primary document, when a student's plan addresses trauma.
5. Debrief after heavy content and connect students with counseling when needed.

6. Avoid singling out students as spokespeople for their own heritage.

Part 8. Alternative Assessment Formats and Rubrics

8.1 Item level accommodations and modifications

Item type	Accommodations (A)	Modifications (M, IEP only)
15 multiple choice questions	Read aloud of questions and answer choices when reading comprehension is not the construct; text to speech; mark in booklet; extended time; separate setting; five items per sitting	Fewer items; three answer choices; items aligned to modified targets
Source questions	Dictation; speech to text; graphic organizer as response	Selected response version
RACE (48 lines)	Oral, recorded, typed, AAC; organizer counted as planning	Modified RACE prompt; shorter length target; frames

Read aloud must not change the construct. When a question measures the student's own reading of a primary source, consult the IEP or 504 plan and district testing policy before reading it aloud.

8.2 Alternative product menu

All products answer the same Essential Question with the same source requirements.

Product	Format	RACE evidence
Recorded argument	2 to 4 minute audio or video	R and A spoken in opening; C and E with source letters stated aloud
Annotated map	Historical map with labeled evidence and a caption claim	Labels cite source and paragraph
Museum exhibit cards	Three to five object or document cards with an introduction panel	Introduction panel is the claim; cards are evidence and explanation
Podcast segment with partner	Structured interview	Each partner must cite independently
Socratic seminar with tracker	Discussion with evidence log	Scored with the seminar tracker
Visual essay	Slides or poster with speaker notes	Each slide has one claim, one citation, one explanation

8.3 Rubric A · Accommodated RACE Rubric (same expectations, any format)

Use when a student responds in an accommodated format. The criteria match grade level expectations, so the score is comparable to written responses. Teachers may continue to use the packet's 19 point RACE rubric for written responses; this rubric is designed for any format.

Criterion	4 Advanced	3 Proficient	2 Approaching	1 Beginning
R · Restate and context	Frames the question with accurate time, place, and actors	Restates the question accurately	Partial restatement	Missing
A · Claim	Precise, defensible, and qualified claim	Clear claim answering all parts	Claim answers part of the question	No claim
C · Evidence	Three or more accurate citations by letter and paragraph from multiple sources	Two accurate citations	One citation or vague reference	No evidence
E · Reasoning	Explains how each piece of evidence supports the claim; addresses counterclaim or limits	Explains how evidence supports the claim	Summarizes evidence without explaining	No reasoning
Historical accuracy and agency	Accurately represents African or Indigenous peoples as political, intellectual, and cultural actors	Accurate representation	Minor inaccuracies or generalized terms	Inaccurate or stereotyped
Source evaluation	Distinguishes fact, interpretation, and testimony; names what sources cannot establish	Identifies creator and perspective	Identifies one source feature	Not addressed

Total: 24 points. Scoring note for accommodated formats: score the thinking and evidence. Do not reduce scores for oral delivery, dictation, spelling, or handwriting unless writing conventions are the assessed standard.

8.4 Rubric B · Modified RACE Rubric (IEP only)

Criterion	3 Met independently	2 Met with support	1 Not yet	Support level
Identifies the people, place, and event in the source				I · V · G · M · P
States an answer to the modified prompt				I · V · G · M · P
Cites one source by letter (and paragraph if targeted)				I · V · G · M · P
Gives one reason the evidence supports the answer				I · V · G · M · P

Support level key: **I** independent · **V** verbal prompt · **G** gestural or visual prompt · **M** model · **P** full support. Report modified scores according to district grading policy.

8.5 Rubric C · Alternative Product Rubric

Criterion	4	3	2	1
Answers the Essential Question	Insightful, complete	Complete	Partial	Missing
Uses sources	Multiple sources cited precisely within the product	Two sources cited	One source	None

Criterion	4	3	2	1
Explains reasoning	Clear links between evidence and claim throughout	Links present	Links unclear	Missing
Historical and cultural accuracy	Accurate, specific, centers agency	Accurate	Some errors	Inaccurate
Communication in chosen format	Clear, organized, purposeful design	Clear and organized	Somewhat organized	Disorganized

8.6 ELL scoring guidance

1. Score content knowledge and reasoning separately from English language conventions.
2. Accept home language terms when accurate; note them for vocabulary instruction.
3. Record the proficiency level and frames used so growth on the Argue Key Language Use is visible over time.
4. Do not penalize developing grammar when the claim, evidence, and reasoning are clear.

Part 9. Progress Monitoring and IEP Alignment

9.1 Sample goal stems linked to RST skills

Examples only; IEP teams write goals from each student's present levels.

- Given a grade level source with numbered paragraphs and a sourcing organizer, the student will identify the creator, purpose, and perspective of the source with 80 percent accuracy across three RST cycles.
- Given a color coded RACE builder, the student will write a response that includes a claim, two cited pieces of evidence, and an explanation for each, scoring 3 or higher on the accommodated rubric in 3 of 4 opportunities.
- Given a five day task map, the student will complete each day's tasks by the end of class with no more than one teacher prompt in 4 of 5 days.

9.2 RST cycle data sheet

Student	Plan type (504 / IEP / ELL / dual)	Supports used	Day 1–4 completion	15 question score	RACE score and rubric	Support level	Next step

Part 10. Implementation Checklist

Before Day 1	Daily	After Day 5
☐ Review each 504 plan, IEP, and ELL level	☐ Post objectives and the day's tasks	☐ Score with the correct rubric
☐ Choose packet versions and modified texts for IEP students	☐ Pre teach vocabulary and names	☐ Record support levels and data
☐ Prepare organizers S1 to S9	☐ Deliver documented accommodations	☐ Share data with case managers and ESL teachers
☐ Configure Google Forms timing and read aloud tools	☐ Monitor emotional safety	☐ Adjust Tier 2 and 3 groups
☐ Verify assistive technology works with fillable PDFs	☐ Collect organizers as planning evidence	☐ Note sources that need additional scaffolding

Part 11. Proposed Wording for the RST Middle–High Page

> **Section 504, IEP, and English Language Learner Differentiation.** Every Grades 6–12 RST Teacher Edition includes the Ma'at Differentiation Framework: tiered reading scaffolds for lettered sources, WIDA aligned language supports by proficiency level, four version modified RACE prompts, executive functioning organizers, sensory and environmental accommodations, and alternative assessment rubrics. Original readings and advanced content are retained. Teachers select and implement supports according to each student's current Section 504 plan, IEP, and English language development plan.

Publish this wording only after the framework has been added to every Middle–High title in both print and fillable versions.

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- Understood. The difference between accommodations and modifications. https://www.understood.org/en/articles/the-difference-between-accommodations-and-modifications

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