



# Florida Access Points in the Self- Contained Classroom

Welcome

# Ground Rules

- **Turn cell phones to silent or vibrate**
- **Respect time – start on time, end on time**
- **Be mindful of your colleagues' learning styles**
- **Avoid sidebar conversations**
- **Participate and remain engaged**

# Agenda

- **Changing the Way We Think**
- **Florida Standards Access Points**
- **Instructional Resources and Supports**
- **Way of Work**



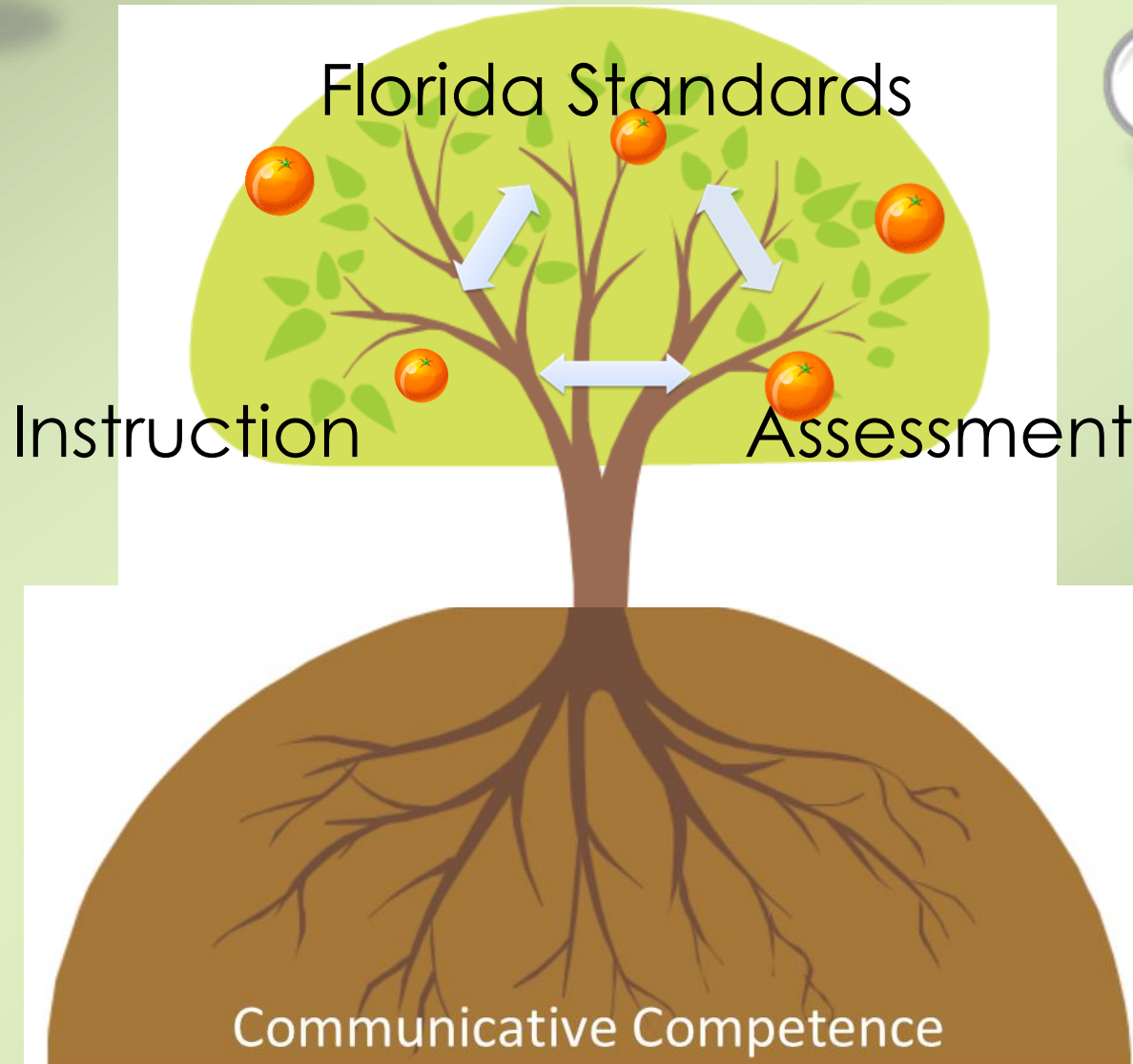
# Objectives

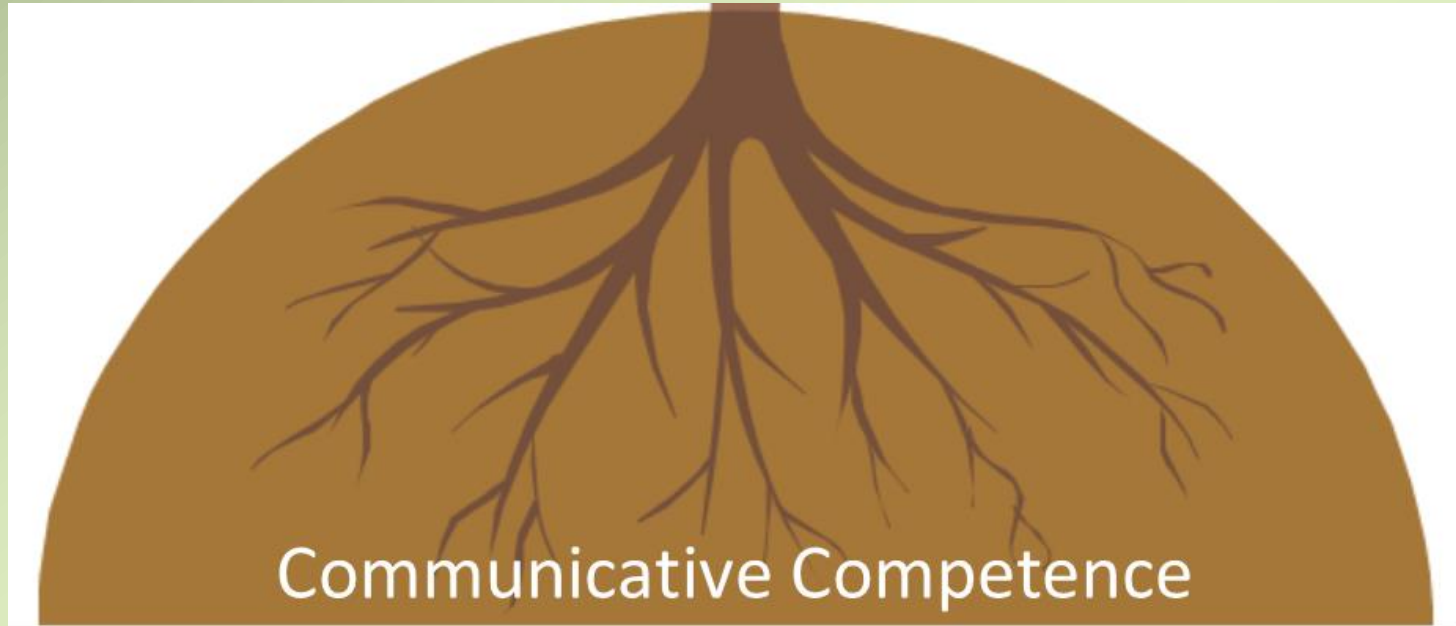
- Understand the construction of the Florida Access Points
- Discover a variety of resources to enhance implementation of Access Points
- Implement research and evidence-based practices for access to the Florida Standards for SwSCD regardless of the educational setting

# Changing the Way We Think

- 1. Do you think that the educators with whom you work believe students with significant cognitive disabilities are able to learn academic content? Explain your thoughts.**
- 2. When others act from the notion of least dangerous assumption, how does that impact interactions with students with a significant cognitive disability?**
- 3. Think of a student for whom you had preconceived notions. What would you have done differently?**

# Post Secondary Options





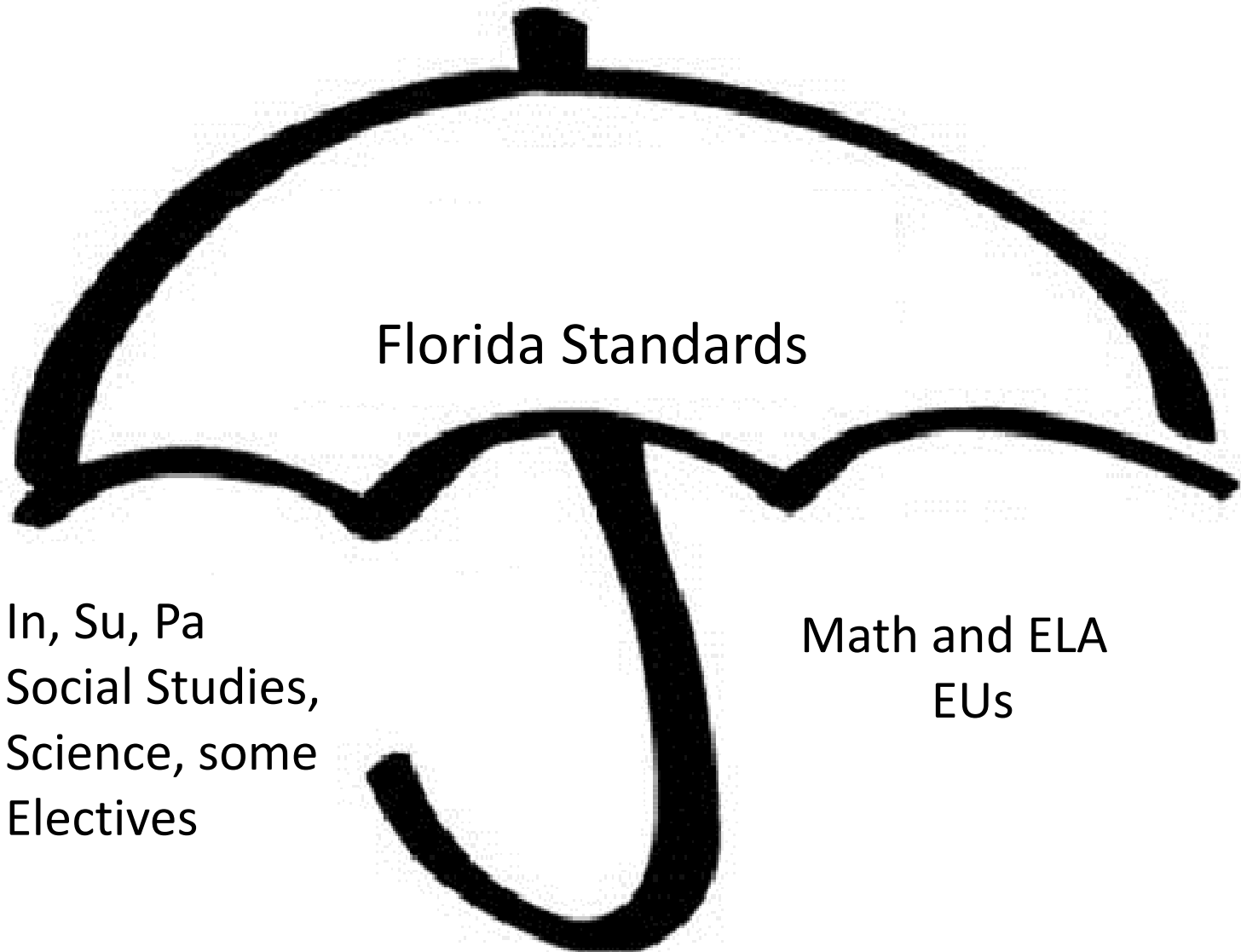
Communicative Competence







**OUR JOB IS TO TEACH IT,  
NOT TO PREDICT WHO WILL  
LEARN IT!**



Florida Standards

In, Su, Pa  
Social Studies,  
Science, some  
Electives

Math and ELA  
EUs

# Social Studies

**SS.6.E.1.3** Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

**SS.6.E.1.In.c** Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.

**SS.6.E.1.Su.c** Recognize economic concepts as they relate to early civilization, such as scarcity and trade.

**SS.6.E.1.Pa.c** Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).

# Math

MAFS.6.NS.2.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

MAFS.6.NS.2.AP.3a Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals.

## Essential Understandings Concrete:

Understand and apply the concept of addition, subtraction, multiplication and division

Identify a fraction and decimal  
Given a context, choose the correct operation (e.g., altogether, take away)

## Representation:

Relates fractions and decimals to pictorial representations

Understand symbols, concepts and vocabulary: +, -, ×, ÷, fraction and decimal ( $a/b$ ,  $.a$ )

Domain

Grade

GRADE: 5

Standard

Access Point

Cluster

Access Point

Cluster

Standard

Domain: OPERATIONS AND ALGEBRAIC THINKING

Cluster 1: Write and interpret numerical expressions.

STANDARD

Use parentheses, brackets or braces in numerical expressions, and evaluate expressions with these symbols.

ACCESS POINTS

MAFS.5.OA.1.AP.1a

Evaluate a simple expression involving one set of parenthesis.

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.

MAFS.5.OA.1.2

ACCESS POINTS

MAFS.5.OA.1.AP.2a

Write a simple expression for a calculation.

Cluster 2: Analyze patterns and relationships.

STANDARD

Generate two numerical patterns using two different rules. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Cognitive Complexity Level 2: Basic Application of Skills & Concepts

ACCESS POINTS

# Mathematics - Florida Standards

- **Counting & Cardinality (CC)**
- **Operations & Algebraic Thinking (OA)**
- **Number & Operations in Base Ten (NBT)**
- **Number & Operations – Fractions (NF)**
- **Measurement & Data (MD)**
- **Geometry (G)**
- **Ratios & Proportional Relationships (RP)**
- **The Number System (NS)**
- **Expressions & Equations (EE)**
- **Statistics & Probability (SP)**
- **Functions (F)**

# English Language Arts (ELA) – Florida Standards

- **Reading: Literature (RL)**
- **Reading: Informational Text (RI)**
- **Reading: Foundational Skills (RF)**
- **Writing (W)**
- **Speaking & Listening (SL)**
- **Language (L)**

# Acronym Soup

**CCR - College and Career Ready**

**SwSCD - Students with a Significant  
Cognitive Disability**

**CoP - Community of Practice**

**FSAA – Florida Standards Alternate Assessment**

**EUs - Essential Understandings**

**UDL - Universal Design for Learning**

The logo for the television series 'The Big Bang Theory'. It features the words 'the Big BANG THEORY' in a bold, sans-serif font. 'the' is in a smaller, lowercase font, 'Big' is in a large, bold font, 'BANG' is in a very large, bold font with a red-to-yellow gradient, and 'THEORY' is in a large, bold font. The background is a colorful, abstract gradient of purple, pink, orange, and yellow, with a faint, glowing starburst shape behind the text.

**the Big  
BANG  
THEORY**



# So What IS an Access Point?

# Access Points for ELA & Math

Access Points are alternate achievement standards built to target the salient content of the Florida Standards. They are designed to frame the instruction and assessment of students with significant cognitive disabilities allowing them to work toward the general education curriculum.



# Purpose of Access Points

Access Points are designed to contribute to a fully aligned system of content, instruction, and assessment that focuses on knowledge and skills needed at each grade level to prepare for the next.

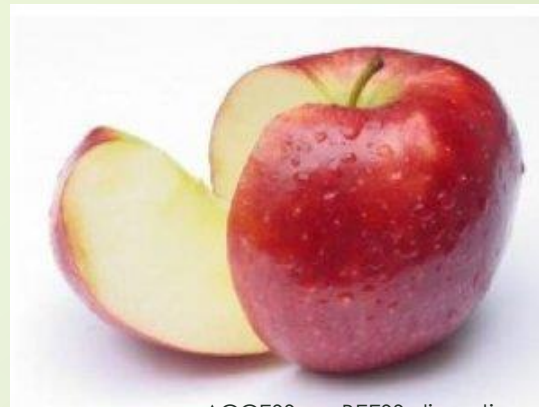


**The Access Points preserve the sequence of learning into teachable and assessable segments of content.**



A Thought....

- You want everyone to have a piece of apple
- Some students may have swallowing issues or mobility issues so you give them different forms of apple. (slices, applesauce, apple juice)
- You adapt for individual needs
- We want all students to have access to the same grade specific concepts
- Teaching standards so they do not lose the big idea



**Use your computer to access information for the rest of this workshop.**

**<https://netboard.me>**

**Look for a board titled "Access Points in the Self-contained Classroom">**



# Essential Understandings

**Essential Understandings are prerequisite skills and knowledge leading to mastery of the Access Point.**

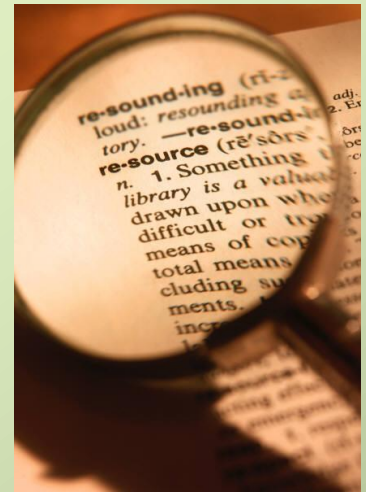


# Essential Understandings (EUs)

- EUs are **not** part of the standards
- EUs **provide** a variety of entry points where a student may begin to interact with grade level content.
- EUs **serve** as benchmarks along the continuum of learning to ensure progress toward the access points.

# Instructional Resources

- Instructional Families
- Element Cards
- Content Modules
- Curricula Resource Guides
- Instructional Resource Guide
- Webinars
- Links to additional resources



**These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by the approved grant.**

# Where do I find the Resources?

Project Access  
[Accessstofls.weebly.com](http://Accessstofls.weebly.com)

HOME

MATH RESOURCES

ELA RESOURCES

SOCIAL STUDIES

SCIENCE

WEBINARS

MORE...



Mission: To provide resources that facilitate the teaching and learning of Access Points.



Contact Christi Yu Project Manager



Contact Jeff Pruitt Project Coordinator



Contact Myrna Bowker Project Support

# Instructional Families

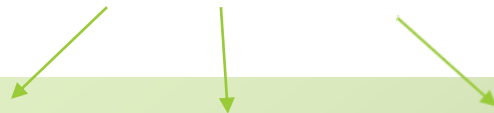
- **Organize related Math and ELA Access Points**
- **Array of views available**
  - **Distribution K-12**
  - **Grade Band (K-4 5-8 HS)**
  - **Instructional Family**

# Instructional Family

## Instructional Families: Data Analysis I

| MAFS Domain: Counting and Cardinality; Measurement and Data   | MAFS Domain: Measurement and Data; Statistics and Probability  | MAFS Domain: Measurement and Data; Statistics and Probability; Interpreting Categorical and Quantitative Data; Making Inferences and Justifying Conclusions             |
|---|--|---|
| Formulate Questions/Plan Research   | Represent and Interpret Data   | Draw Conclusions from Data Collection   |
| MAFS.K.CC.2.AP.5a<br>Select a question that is answered by collected data   | MAFS.1.MD.3.AP.4c<br>Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category | MAFS.1.MD.3.AP.4f<br>Compare the values of the 2 categories of data in terms of more or less  |
| MAFS.1.MD.3.AP.4a<br>Select questions that ask about "How many" and represent up to three categories that can be concretely represented                                 | MAFS.1.MD.3.AP.4d<br>Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for 2 or more categories          | MAFS.2.MD.4.AP.10d<br>Compare the information shown in a bar graph or picture graph with up to 4 categories. Solve simple comparisons of how many more or how many less |
| MAFS.1.MD.3.AP.4b<br>Identify 2 categories resulting from a selected question   | MAFS.1.MD.3.AP.4e<br>Interpret a picture graph to answer questions about how many in each category   | MAFS.6.SP.1.AP.3b<br>Explain or identify what the mean represents in a set of data  |
| MAFS.6.SP.1.AP.1a<br>Identify statistical questions and make a plan for data collection   | MAFS.2.MD.4.AP.10b<br>Analyze data by sorting into categories established by each question   | MAFS.6.SP.1.AP.2b<br>Explain or identify what the mode represents in a set of data  |
| MAFS.7.SP.1.AP.1a<br>Determine sample size to answer a given question   | MAFS.2.MD.4.AP.10c<br>Organize data by representing categorical data on a pictorial graph or bar graph   | MAFS.6.SP.2.AP.5b<br>Explain or identify what the median represents in a set of data  |
| MAFS.912.S-ID.2.AP.5a<br>Design study using categorical and continuous data, including creating a question, identifying a sample, and making a plan for data collection | MAFS.2.MD.4.AP.9a<br>Organize data by representing continuous data on a line plot  | MAFS.6.SP.2.AP.5c<br>Use measures of central tendency to interpret data including overall patterns in the data  |
|   | MAFS.2.MD.4.AP.10a<br>Identify the value of each category represented on picture graph and bar graph or each point on a line plot                    | MAFS.7.SP.2.AP.3a<br>Make or select a statement to compare the distribution of 2 data sets  |
|   | MAFS.3.MD.2.AP.3a<br>Collect data, organize into picture or bar graph  | MAFS.7.SP.2.AP.4c<br>Analyze graphs to determine or select appropriate comparative inferences about two samples or populations  |

Families covered on this view



Formulate Questions/ Plan Research

Represent and Interpret Data

Draw Conclusions from Data Collection

Develop and Use Probability Models

Draw Inferences About a Distribution



# Grade Band (K-4, 5-8, HS)

## Overview of APs: Data Analysis I

| (5-8) Middle School Learning Targets  |  |  |  |
|---|--|--|--|
| <i>Design investigations and gather data to answer questions about multiple populations.</i> <ul style="list-style-type: none"> <li>• <i>Formulate questions, gather data, and build representations;</i></li> <li>• <i>Compare populations by analyzing distributions in terms of variability and measures of central tendency.</i></li> </ul> |  |  |  |
| Formulate Questions/ Plan Research  |  | Represent and Interpret Data   | Draw Conclusions from Data Collection  |
| Grade 5   | Grade 6  | Grade 7  | Grade 8  |
| MAFS.5.MD.2.AP.2a<br>Collect and graph data: bar graph, line plots, picture graph (e.g., average height among 3 classrooms, # of boys and girls)  | MAFS.6.SP.1.AP.1a<br>Identify statistical questions and make a plan for data collection  | MAFS.7.SP.1.AP.1a<br>Determine sample size to answer a given question  | MAFS.8.SP.1.AP.4b<br>Construct a two-way table summarizing data on two categorical variables collected from the same subjects; identify possible association between the two variables |
|   | MAFS.6.SP.1.AP.2a<br>Find the range of a given data set  | MAFS.7.SP.2.AP.4a<br>Identify the range (high/low), median (middle), mean, or mode of a given data set                         | MAFS.8.SP.1.AP.1a<br>Graph data using line graphs, histograms, or box plots  |
|   | MAFS.6.SP.2.AP.4a<br>Collect and graph data: bar graph, line plots, dot plots, histograms  | MAFS.7.SP.2.AP.3a<br>Make or select a statement to compare the distribution of 2 data sets                                     | MAFS.8.SP.1.AP.1b<br>Graph bivariate data using scatter plots and identify possible associations between the variables   |
|   | MAFS.6.SP.1.AP.3a<br>Solve for mean of a given data set  | MAFS.7.SP.2.AP.4c<br>Analyze graphs to determine or select appropriate comparative inferences about two samples or populations | MAFS.8.SP.1.AP.1c<br>Using box plots and scatter plots, identify data points that appear to be outliers  |
|   | MAFS.6.SP.2.AP.5a<br>Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for a given data set |  | MAFS.8.SP.1.AP.4a<br>Analyze displays of bivariate data to develop or select appropriate claims about those data   |
|   | MAFS.6.SP.1.AP.3b<br>Explain or identify what the mean represents in a set of data   |  |  |
|   | MAFS.6.SP.1.AP.2b<br>Explain or identify what the mode represents in a set of data   |  |  |
|   | MAFS.6.SP.2.AP.5b<br>Explain or identify what the median represents in a set of data   |  |  |
|   | MAFS.6.SP.2.AP.5c<br>Use measures of central tendency to interpret data including overall patterns in the data                           |  |  |

# Reading Literary Text: Distribution of Learning Targets and Instructional Families (Florida Standard Anchors & Anchor Standards)

|  | (K-4) Elementary School Learning Targets   |         |         |         |         | (5-8) Middle School Learning Targets   |         |         |         | (9-12) High School Learning Targets   |             |
|--|--|---------|---------|---------|---------|--|---------|---------|---------|---|-------------|
|  | <i>Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.</i> |         |         |         |         | <i>Identify and interpret use of text structures, genre-specific features, and literary devices and techniques (e.g., narrative hook, pacing, back-story) to comprehend and analyze a range of literary texts.</i> |         |         |         | <i>Analyze the use of text structures, literary devices, and techniques, complex plotlines and subtexts, and universal themes to comprehend and critique increasingly more diverse texts and formats.</i> |             |
| <b>Instructional Families<br/>LAF Anchors &amp; Anchor<br/>Standards (AS))</b> | Grade K  | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5  | Grade 6 | Grade 7 | Grade 8 | Grade 9/10  | Grade 11/12 |
| <b>Key Ideas and Details</b>   |  |         |         |         |         |  |         |         |         |   |             |
| LAF AS include:  |  |         |         |         |         |  |         |         |         |   |             |
| L1. Using Details to Describe Text   |  |         |         |         |         |  |         |         |         |   |             |
| L2. Describing the Central Message / Theme                                     |  |         |         |         |         |  |         |         |         |   |             |
| L3. Analyzing Relationships  |  |         |         |         |         |  |         |         |         |   |             |
| <b>Draft and Structure</b>   |  |         |         |         |         |  |         |         |         |   |             |
| LAF AS include:  |  |         |         |         |         |  |         |         |         |   |             |
| L4. Understanding Words and Phrases  |  |         |         |         |         |  |         |         |         |   |             |
| L5. Recognizing Organization and Features of Text                              |  |         |         |         |         |  |         |         |         |   |             |
| L6. Distinguishing a Point of View   |  |         |         |         |         |  |         |         |         |   |             |
| <b>Integration of Knowledge and Skills:</b>                                    |  |         |         |         |         |  |         |         |         |   |             |
| LAF AS include:  |  |         |         |         |         |  |         |         |         |   |             |
| L7. Connecting Diverse Media and Formats                                       |  |         |         |         |         |  |         |         |         |   |             |
| L9. Analyzing across Texts   |  |         |         |         |         |  |         |         |         |   |             |
| L10. Range of Reading and Text Complexity                                      |  |         |         |         |         |  |         |         |         |   |             |

## Reading Literary Text: Key Ideas and Details Grades K-2

**Learning Target:** *Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.*

### RL1: Using Details to Describe Text

- LAFS.K.RL.1.AP.1a With prompting and support, answer questions about key details in a story.
- LAFS.1.RL.1.AP.1a Answer questions about key details in a story (e.g., who, what, when, where, why).
- LAFS.1.RL.1.AP.1b Ask questions about key details in a familiar story.
- LAFS.1.SL.1.AP.2c Ask questions about key details in a story or information presented orally or through other media.
- LAFS.2.RL.1.AP.1a Answer who, what, where, when, why and how questions using key details from text.

### RL2: Describing the Central Message / Theme

- LAFS.K.RL.1.AP.2b With prompting and support, sequence a set of events in a familiar story.
- LAFS.K.RL.1.AP.2c With prompting and support, identify the beginning, middle and ending of a familiar story.
- LAFS.K.RL.1.AP.2d Retell a familiar story (e.g., What was the story about?).
- LAFS.K.RL.1.AP.2a With prompting and support, retell a favorite story, including key details.
- LAFS.1.RL.1.AP.2b Use details to tell what happened in a story.
- LAFS.1.RL.1.AP.2c Retell the sequence of events in a story.
- LAFS.1.SL.2.AP.4a Retell a text, including key details.
- LAFS.1.RL.1.AP.2a Retell a favorite text, including key details.
- LAFS.2.RL.1.AP.2a Use details to recount stories, including fables and folktales from diverse cultures.
- LAFS.2.RL.1.AP.2b Determine the central message, lesson or moral of fables and folktales from diverse cultures.

### RL3: Analyzing Relationships

- LAFS.K.RL.1.AP.3a With prompting and support, identify characters in a story.
- LAFS.K.RL.1.AP.3b With prompting and support, identify major events in a story.
- LAFS.K.RL.1.AP.3c With prompting and support, identify a setting in a story.
- LAFS.1.RL.1.AP.3e Answer questions regarding key events of stories.
- LAFS.1.RL.1.AP.3b Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.
- LAFS.1.RL.1.AP.3c Identify and/or describe the characters from a story.
- LAFS.1.RL.1.AP.3d Identify and/or describe a major event from a story.
- LAFS.1.RL.1.AP.3a Identify events in a familiar story.
- LAFS.1.RL.1.AP.3f Identify and/or describe a setting in a story.
- LAFS.1.RL.1.AP.3g Describe feelings of characters.
- LAFS.2.RL.1.AP.3a Describe or select a description of a major event or problem in a story.
- LAFS.2.RL.1.AP.3b Describe or select a description of how characters respond to major events or problems in a story.

# Element Cards

- **Promote understanding of how students move toward Florida Standards**
- **Contain one or more Access Points**
- **Assist teachers in developing instructional lessons**

Florida Standard

Standard

**FLS: MAFS.2.MD.4.10**

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take apart, and compare problems using information presented in a bar graph.

Access Point

AP

**AP: MAFS.2.MD.4.AP.10d**

Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.

Instructional Family

Instructional Family

**Family: Draw Conclusions from Data Collection**

**Progress Indicator:** *Describing and comparing data and beginning to identify what the data do or do not show (e.g., bar graphs, line plots, picture graphs)*

Essential Understandings

EUs

Essential Understandings

**Concrete Understandings:**

- Identify the categories in a graph.
- Understand the concept of more and less.
- Count sets within a category
- Understand how data is organized on a picture graph.
- Can match to correct category (match to same)

**Representation:**

- Understand that each person can only represent on piece of data.
- Identify data set with some number (e.g., bar graph representing 5 pencils).
- Identify a picture or bar graph.

Suggested Instructional Strategies

Strategies

**Suggested Instructional Strategies:**

- Teach the concept of more or less using example, non-example; apply to data on graph.
- Use or create a graph that provides a visual of the values in each category such as a bar graph.
- Teach the concept of more or less using a number line.
- Task analysis
  - Select two categories for graph for comparison.
  - Count or identify the total for the first category.
  - Mark the total on a graphic organizer with a number line (see below for example).
  - Repeat for second category.
  - Identify which category has more OR which category has less.
  - Based on the category that you identified in the previous step, (e.g., the category that has more), count up or back to the remaining category by jumping the numbers.
  - Record the number of jumps.

Supports and Scaffolds

UDL

**Supports and Scaffolds:**

- Number line
- Concrete objects for graph
- Graphic organizer with number line and question to be answered

# Florida Standards

## APs with EUs

## Strategies

## UDL

### Grades 3 – 5 Reading Element Card – Literary Text

| Grade 3 students:   | Grade 4 students:  | Grade 5 students:  |
|---|--|--|
| <b>FLS:</b> LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                               | <b>FLS:</b> LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <b>FLS:</b> LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.      |
| <b>PI:</b> Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.   | <b>PI:</b> Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.  | <b>PI:</b> Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view). |
| <b>Access Points</b><br>LAFS.3.RL.1.AP.1b Answer literal questions and refer to text to support your answer.  | <b>Access Points</b><br>LAFS.4.RL.1.AP.1b Refer to details and examples in a text when explaining what the text says explicitly.                           | <b>Access Points</b><br>LAFS.5.RL.1.AP.1 Refer to details and examples in a text when explaining what the text says explicitly.                      |
| <b>Essential Understanding:</b><br>Recall information in a text (e.g., repeated story lines).<br><br>Predict what might happen in a text.<br><br>Refer to text to support a prediction. | <b>Essential Understanding:</b><br>Recall a detail in a text.<br><br>Explain what a text says.   | <b>Essential Understanding:</b><br>Recall a detail in a text.<br><br>Explain what a text says.   |

#### Suggested Instructional Strategies:

##### Write to Understand

###### **Inference Chart:**

- Use T-Chart to keep running record of important development(s) or event(s) on left and make prediction on right.
- Book-walk referring back to text to look for cue words or same/similar text.
- System of least prompts\* (e.g., verbal [re-read] large amount of text such as a paragraph with correct information and then re-read specific sentence with correct information], model, physical).
- Prime for questions (e.g., "Listen as we read *Diary of a Wimpy Kid* for the name of Greg's older brother."). Teach students to highlight text as appropriate related to primed questions.
- Use context clues to gain meaning from statements within the text.

##### Discuss to Understand

**Small Group Discussion:** In a small guided reading group, the teacher can ask literal questions to a small group of like readers, asking students to specifically refer to the text for answer support.

**Whole Group Discussion:** As a whole class, the teacher can read aloud a literary text and ask literal questions in which students should refer to the text to support their responses.

##### Model to Understand

###### **Story Events Chart (whole class)**

- Provide main events of story on separate chart pages.
- Students recall details about each event and add to the corresponding chart page (e.g., the event listed on chart "there was a storm" and students add details about the storm from the text – "the streets flooded": "several trees were uprooted": "electricity went out")

##### Scaffolds and Supports

- Highlighted important information from the text
- Picture/object/tactile representations to illustrate important events in the text
- Sentence strips from the text
- Repeated story lines across chapters that include details
- Stimulus prompting within text and response options
- Technology (e.g., interactive whiteboard, books read by the computer that highlights text)

**Additional Resources:** <http://www.wiltshire.gov.uk/primary-literacy-questioning-sept-08.pdf>  
<http://www.project-read.com/types-of-comprehension-questions/>

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

# Content Modules

- **Provide explanations and examples of concepts contained in the Florida Standards**
- **Promote an understanding of concepts to assist the teacher in planning instruction**
- **Contain potential adaptations and modifications to consider when designing instruction**
- **Built in a consistent format**

# Content Module Design

- **Time for Take Off:** Key Vocabulary
- **Floating on Air:** List of skills covered at each grade level
- **Sharing the Sky:** Ideas for Universal Design for Learning (UDL)
- **Prepare for Landing:** Real-world applications



# 15 Content Module Topics

## ELA

- Author's Purpose
- Expository Writing
- Main Idea & Theme
- Narrative Writing
- Persuasive Writing
- Summarizing & Inferencing
- Text Structure
- Vocabulary

## Math

- Coordinate Plane
- Equations
- Expressions
- Fractions & Decimals
- Perimeter & Area
- Radicals & Exponents
- Ratios & Proportions

# Time for Take Off

## Time for Take Off

### What is Vocabulary?

Vocabulary is knowledge of words and word meaning in both oral and print language and in productive (speaking and writing) and receptive (listening and reading) forms. Knowing a word by sight and by sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts.



### Selecting Vocabulary Words

How do we know what words are important to teach? When choosing which vocabulary to teach, it is most important that the teacher selects the most important or most frequently used vocabulary for each lesson. Beck, McKeown, and Kucan (2008) suggest that words can be divided into a system of three tiers. Tier one words are basic words that rarely require instruction including words like clock, baby, and happy. These words are important especially for ELLs. Tier two words are high frequency words that students will encounter often and are found across many domains including words such as fortunate and adapt. Tier three words are low frequency and tend to be domain specific. For example, content area words like isosceles, peninsula, and bucolic are tier three words. Provide instruction for tier three words when the need arises. When selecting words for instruction, teachers will want to focus on tier two words that represent familiar concepts, are more precise or complex words, have high importance or utility, and enhance conceptual understanding. Select approximately 2-5 tier two words depending on the level of the learner(s) to teach from books being read aloud, read independently, or those related to content area reading (i.e., science, social studies, etc.)

**Check for understanding.** Click on the PDF to review how to choose words for vocabulary instruction.

Choosing Vocabulary Words for Instruction PDF

[https://wiki.ncscpartners.org/mediawiki/images/d/d0/Choosing\\_vocabulary\\_words\\_for\\_instruction.pdf](https://wiki.ncscpartners.org/mediawiki/images/d/d0/Choosing_vocabulary_words_for_instruction.pdf)

### *Vocabulary Journal/Vocabulary Bookmarks*

Another approach to selecting words for further exploration is to give students opportunities to collect words they do not understand. The vocabulary log allows students to record any interesting, new, or unknown words they come across in their reading. It asks them to write down the word, the date they found it, where they found it, and what they think it means. Students can record their words onto bookmarks such as the sample found below as an alternative approach. Each week or two, the teacher will bring students together to share the words they've collected, record on a large chart paper, and discuss. Collectively, choose 2-3 words to study in depth over the next few

# Floating on Air



## Floating on Air

Below is a list of skills from the Language strand of the English Language Arts Florida Standards. You will also find the Standard for Vocabulary Acquisition and Use broken down by grade level in the chart below. Before you begin teaching students these skills, it's important to deepen your understanding of effective instructional strategies and approaches to help students be successful with this important learning standard. You will find several instructional strategies provided for each of the skills listed below. Some of these strategies may be familiar to you. For strategies that you need more information about, please view the examples as well as the provided additional resources and instructional templates where appropriate.

### Skills from LAFS.ELA-Literacy.L.4

- Determine unknown and multiple meaning words based on grade-level reading and content using a range of strategies.
- Use context as a clue to word meaning.
- Use frequent root words, affixes as a clue to word meanings.
- Use common Greek and Latin roots to determine word meanings.
- Use digital and print references (i.e., dictionaries, thesauri, and glossaries) to determine word meanings.

### ELA Florida Standards: Vocabulary Acquisition and Use - Grades K-8

|   |   |
|---|---|
| K | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .<br>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).<br>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.  |
| 1 | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Use frequently occurring affixes as a clue to the meaning of a word.<br>c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).   |
| 2 | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).<br>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).<br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |

## Sharing the Sky

### UNIVERSAL DESIGN FOR LEARNING



# Sharing the Sky

|                       | Visual Impairment or Deaf/Blind  | Physical Impairment: Little/ No Hand Use   | Lacks Basic Concepts   | Motivational/ Attention Issues  |
|-----------------------|--|--|--|---|
| <b>Representation</b> | Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent vocabulary words and their meanings; use online dictionaries that will pronounce the words and read the definitions aloud. Use matching picture cards with words and their meanings. | Student scans an array of possible options and uses a switch to select the correct vocabulary word or meaning; use computer representation of word meanings that can be manipulated with switch; place vocabulary words on a slant board or eye gaze board; create a vocabulary matching exercise in the classroom that the student can walk or ride in wheelchair to find the matching words and meanings (this can include picture clues). | Have student use online dictionary to pronounce and define words. Use online visual dictionary. Students can use one to one correspondence to match words with definitions. Preteach vocabulary. Highlight vocabulary words within the context of the print. | Use motivating objects (e.g., pizza, coloring markers in a box, piece of a Lego set) to incorporate key vocabulary. Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select words for study. |
| <b>Expression</b>     | Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols that mean vocabulary word and meaning   | Uses a switch to indicate correct answers; uses an eye gaze board to select answer; uses a blink response to count parts or select answer; phrase questions so that they require a "yes/no" response.  | Student selects vocabulary words or meanings versus writing them; selection of correct answer is done after a model; student answers "yes/no" questions.   | Have students express word meanings with images, drawing, interactive computer programs, etc.   |
|                       | <b>Visual Impairment or Deaf/Blind</b>   | <b>Physical Impairment: Little/ No Hand Use</b>  | <b>Lacks Basic Concepts</b>  | <b>Motivational/ Attention Issues</b>   |
|                       |  | these can easily be answered using an eye gaze, head turn, two switches, etc.  |  |   |
| <b>Engagement</b>     | Teach students to use their hands to scan the raised parts of each whole item; use talking calculator for computing the area; start with simple, clearly defined fractions; use items that are familiar and reinforcing to students.   | Use bright colors to call attention to vocabulary words; use a computer with AT where the student can click to answer; use word cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to create word and meaning matches.   | Student uses online dictionaries that pronounce the words and read the definitions.  | Create games in which students interact with partners to determine word meanings (i.e., word matching game like Memory).  |

# 8 Curricula Resource Guides

## ELA

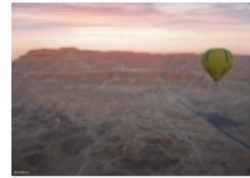
- **Reading Literacy**
- **Read Foundational**
- **Vocabulary Acquisition**
- **Writing**

## Math

- **Data Analysis**
- **Equations**
- **Measurement & Geometry**
- **Fractions & Decimals**
- **Ratio & Proportions**

# Prepare for Landing

## Prepare for Landing



Below you will find ideas for linking vocabulary acquisition to real-world applications, the college and career readiness skills addressed by teaching these concepts, module assessments for teachers, sample general education lesson plans incorporating Universal Design for Learning framework, blog for teachers to share their ideas, and a place to upload and share lesson plans from teachers who completed this module.

One way to help assist in a special educator's development within this curricular area is through collaboration with other teachers in your building. Often these skills are practiced outside of an ELA classroom in other curricular areas as well as during everyday tasks. Some activities with real world connection include:

- Associate vocabulary learned in class to current events happening in the world. This allows the student to see the word used without the context of the book or text. This supports students understanding of the relevance of content and will increase engagement.
- Vocabulary can be grouped according to real world context: countries, activities, cleaning, cooking, and conversations.

In addition to the real-world applications of these concepts, skills taught within this content module also promote the following college and career readiness skills.

### Communicative competence

Students will increase their vocabulary to include concepts related to "vocabulary acquisition and use." They will also be increasing their ability to effectively communicate with others due to increased vocabulary. Students will begin to understand the importance of written and spoken correspondence with others.

### Fluency in reading, writing, and math

Students will have opportunities to increase their fluency and comprehension as their vocabulary skills increase. By having stronger background knowledge in vocabulary studies, students will be able to process text at a faster pace. They will also understand the text in greater depth.

### Age appropriate social skills

Students will engage in peer groups to discover new vocabulary and communication.

### Independent work behaviors

Students will engage in independent reading. They will have an increased understanding of words in the real-life context.

### Skills in accessing support systems

At times, students will need to ask for assistance to complete activities related to "vocabulary acquisition and use" which will give them practice in accessing supports.

# Curricula Resource Guides

- **Provide guidance for teaching Florida Standards to SwSCD**
- **Examples of differentiated instruction for SwSCD**
- **Delineates the necessary skills and knowledge students need to acquire in order to master specific learning targets**
- **Helps educators build content knowledge of the Florida Standards**
- **Examples of formative assessment questions**

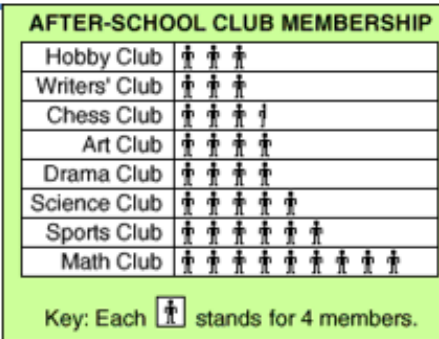
# Vocabulary Definitions Examples

## Definition

## Example

### Pictograph

Pictographs display data using pictures/symbols. Usually the pictures/symbols represent a specific quantity. Data are usually displayed in rows or columns. Pictographs require a key to allow the reader to interpret the data.

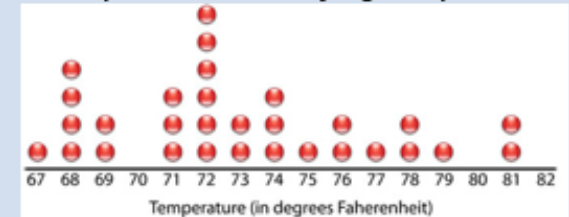


[http://www.asd4.org/curriculum/math/Math\\_ISAT\\_Word\\_Definitions\\_K-8.htm](http://www.asd4.org/curriculum/math/Math_ISAT_Word_Definitions_K-8.htm)

### Line Plot

A line plot is a method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.

### Sample Line Plot for Daily High Temperatures

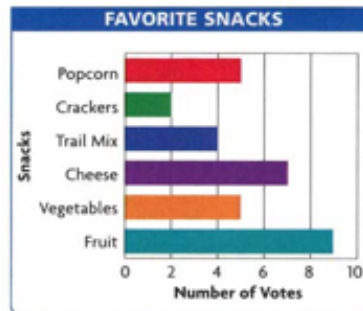


[http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L287>

### Bar Graphs

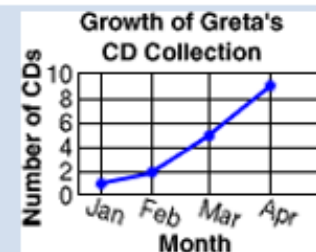
Bar graphs are used to compare data. The data displayed is usually categorical (divided into categories). Bar graphs can be horizontal or vertical. The bars provide a visual display of the data that allow for comparisons to be made. When reading bar graphs, it is important to pay attention to the scale of the graph when interpreting data.



<http://www.future-edge.com/blackboard/MathM3E122/index.html>

### Line Graphs

Line graphs are usually used to demonstrate changes in data over time. The horizontal axis usually represents the quantity and the vertical axis represents units of time. Data are plotted by using the comparison of two variables (bivariate data). Line graphs can be used to observe possible trends in data.



















[http://www.asd4.org/curriculum/math/Math\\_ISAT\\_Word\\_Definitions\\_K-8.htm](http://www.asd4.org/curriculum/math/Math_ISAT_Word_Definitions_K-8.htm)

### 1a.3 Prior Knowledge/skills needed (can be taught concurrently)

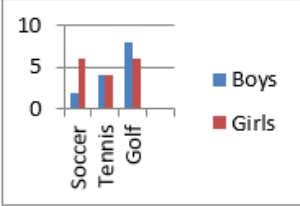
- Number identification
- More/less
- One to one correspondence
- Same/different

## 2. What are some of the types of activities general educators will use to teach this skill?

### 2.1 Activities from General Education Resources

- 4 1 3 Ask students to collect data (e.g., time students spend playing video games or types of video games played) and then have them select the correct graphical representation to display the data.
- 1 4 Have students collect graphs from a variety of sources (internet, magazines, etc.) and sort them by type.
- 4 3 Create a scaled pictograph representing classmates' favorite sport.<sup>2</sup>
- 4 1 Use line graph which charts height and weight of an individual to answer questions about the pattern of her growth.<sup>2</sup>
- 2 1 Give students data, such as responses to a survey about favorite dessert, and have them develop a graph with an appropriate scale to represent the data.<sup>3</sup>
- 1 3 1 Provide the same data set displayed in two different forms: Bar graph and circle graph. Ask students to compare and contrast the information obtained from each graph.<sup>4</sup>
- 2 4 Provide students with list of numbers and ask them to calculate the average.<sup>4</sup>

# Performance Examples

| Grade 7   |   |   |  |  |      |       |      |   |  |
|---|---|---|--|--|------|-------|------|---|--|
| Access Point  | Performance Example   | Essential Understandings: Concrete Understandings and Representations |  |  |      |       |      |   |  |
| <p>Data:</p> <p><b>MAFS.7.SP.2.AP.4c:</b><br/>Analyze graphs to determine of select appropriate comparative inferences about two samples or populations</p> <p><b>MAFS.7.SP.2.4</b></p> | <p>Show the students the following bar graph. Say "The students in Mr. <u>Kinnamore's</u> class took a poll of their favorite sports. The results are shown this graph. Boys are shown in blue and girls are shown in red. The sports are printed across the bottom and how many students liked that sport is shown on the left. For example: 6 girls like soccer and 2 boys like soccer." Ask the students the following questions:</p>  <p style="text-align: center;"> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3">"Do more boys or girls like golf?"</td> </tr> <tr> <td style="width: 33%; text-align: center;">boys</td> <td style="width: 33%; text-align: center;">girls</td> <td style="width: 33%; text-align: center;">Same</td> </tr> </table> </p> <p>Compare the mode for the favorite sports for boys and for girls. Remember, mode is the most commonly voted for sport. What is the difference number of boys who voted for the mode for boys and the number of girls who voted for the mode for girls?"</p> | "Do more boys or girls like golf?"                                    |  |  | boys | girls | Same | <p><b>Concrete Understandings:</b></p> <ul style="list-style-type: none"> <li>Understand basic information from simple graphs (e.g., interpret a bar graph using the understanding that the taller column on a graph has a higher frequency, the shorter column on a graph has a lower frequency).</li> <li>Identify a representation of two bar graphs (one category apiece) as having greater or less frequency of members/events related to a single variable. (e.g., compare number of boys in soccer to girls in two graphs.)</li> <li>Make a comparison between two graphs</li> </ul> | <p><b>Representation:</b></p> <ul style="list-style-type: none"> <li>Identify a pictorial representation of two bar graphs (one category apiece) as having greater or less frequency of members/events related to a single variable. (e.g., compare number of boys in soccer to girls in two graphs.)</li> </ul> |
| "Do more boys or girls like golf?"  |   |   |  |  |      |       |      |   |  |
| boys  | girls   | Same  |  |  |      |       |      |   |  |

# Webinars

**Environmental Inventory**

**Communicative Competency 1 & 2**

**Universal Design for Learning 1 & 2**

**Element Cards**

**Formative Assessment**

**What Admins need to know**

**What Teachers need to know**

**Learner Characteristic Inventory**

**Including SwSCD 1 & 2**

**Adobe Connect Tour**

**Grading Rubrics**

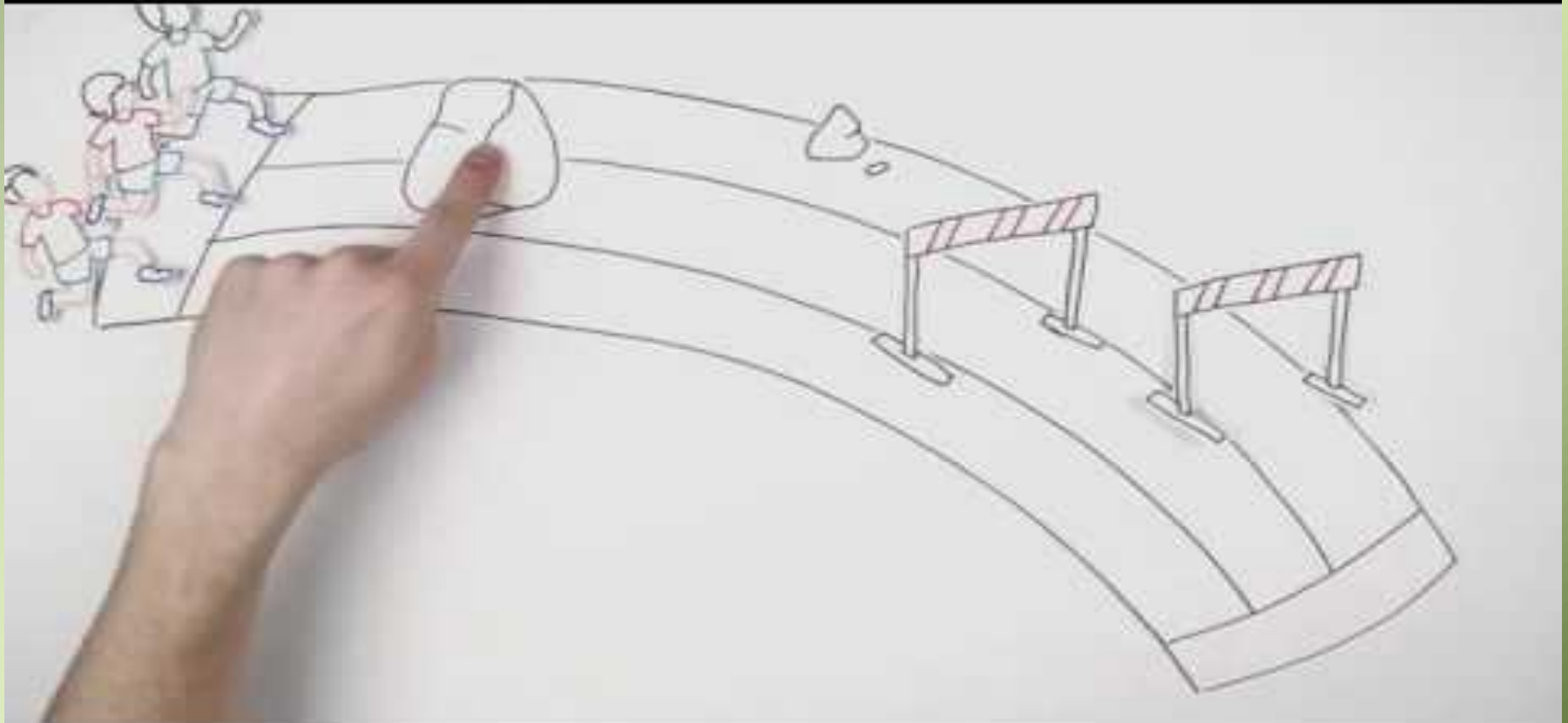




# These resources are great, BUT... How do I teach students on Access Points?

- Assistive Technology
- Universal Design for Learning (UDL)
- Scripted Systematic Instruction
- Instructional Strategies

# Universal Design for Learning (UDL)



# UDL Framework

## **Multiple Means of Engagement**

The Why of Learning

Does the lesson provide options that help learners sustain effort and motivation?

## **Multiple Means of Representation**

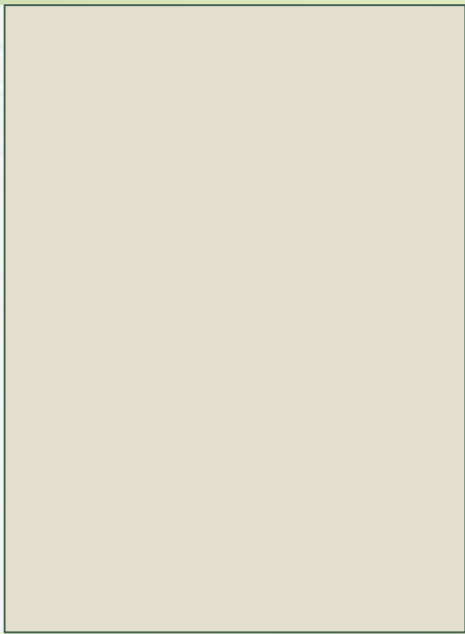
The What of Learning

Does the information provide options that help all learners reach higher levels of comprehension and understanding?

## **Multiple Means of Action and Expression**

The How of Learning

Does the activity provide options that help all learners express themselves fluently?



## 6.2 Incorporate UDL: Universal Design of Learning When Teaching Data Analysis

Some examples of options for teaching Data Analysis to students who may present instructional challenges due to:

|                            | Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness  | Physical Disability or Motor Differences (such as weakness or motor planning difficulty)  | Extremely limited evidence of experience/ skill or motivation/attention.   | Lack of or extremely limited use of speech.   |
|----------------------------|--|---|--|---|
| Options for Representation | <p><b>Provide auditory options</b></p> <ul style="list-style-type: none"> <li>Text-to-speech software or voice recordings to read aloud story problems</li> <li>Single message sequence voice-output devices to count aloud</li> <li>Captioning software that presents auditory information visually</li> <li>Provide student with tally counter that they can click for each count of the data value</li> <li>Use talking calculator</li> </ul> <p><b>Provide tactile options:</b></p> <ul style="list-style-type: none"> <li>Object cues, using miniature objects or other tangible symbols to assist with problem comprehension</li> <li>Create graphs out of tactile materials</li> <li>Use raised textured surfaces to demonstrate bars on graphs</li> </ul> <p><b>Provide visual and manipulative options to scaffold representation of concepts:</b></p> <ul style="list-style-type: none"> <li>Provide manipulatives for quantities, such as Cuisenaire rods or counting cubes</li> <li>Use Wiki sticks to raise grid lines</li> </ul> | <p><b>Reduce Physical Effort</b></p> <ul style="list-style-type: none"> <li>Place materials on slant board or eye gaze array</li> <li>Display flip chart, interactive white board or other teaching materials at student eye level</li> <li>Student can scan an array of possible options and use a switch to select the quantity to complete the graph</li> <li>Use computer representation of figures that can be manipulated with switch</li> <li>Create large scale graphs on walls or floor so that students can easily navigate to or gesture towards components of the graphs</li> </ul> | <p><b>Illustrate through multiple media</b></p> <ul style="list-style-type: none"> <li>Display data and graphs on the interactive whiteboard</li> <li>Incorporate interactive websites that provide nonlinguistic tools for exploring math concepts:</li> </ul> <p>Illuminations<br/> <a href="http://illuminations.nctm.org/ActivitySearch.aspx">http://illuminations.nctm.org/ActivitySearch.aspx</a></p> <p>Math Open Reference<br/> <a href="http://www.mathopenref.com/">http://www.mathopenref.com/</a></p> <p>There are many resources listed here:<br/> <a href="http://www.udlcenter.org/implementation/examples">http://www.udlcenter.org/implementation/examples</a></p> <ul style="list-style-type: none"> <li>Have students create graph related to personal interests such as sports, music, movies, food, etc.</li> <li>Allow student to select topic for survey.</li> <li>Make activity hands-on.</li> </ul> | <p><b>Provide customized display of information</b></p> <ul style="list-style-type: none"> <li>Consistently model by utilizing modes of communication used by students (point to symbols representing concepts, operations)</li> <li>Teacher model competent use of AAC during instruction</li> </ul> |

Ideas  
For  
UDL



# Scripted Systematic Instructed Lessons

Sample scripted lessons for math and ELA, organized in grade bands and utilizing:

- Prompt hierarchy
- Reinforcement procedures like restatement
- Data collection
- Evidence based best practices
- Builds from essential understandings and increasingly more difficult

# Sample of a Scripted Lesson

## 6<sup>th</sup> 7<sup>th</sup> BUILD A GRADE ALIGNED COMPONENT: Creating an Equation

## 8<sup>th</sup> BUILD ESSENTIAL UNDERSTANDING: Symbol Concept

**INTRODUCE PROBLEM:** Display “Shawn” story problem. **We are going to solve these problems. In both of the problems there is a number we don’t know yet. We will solve the problem using a variable. A variable is a letter that can be used in place of a number you don’t know yet.**

**MODEL THE PROCESS:** Model using Equation Template. **Let’s review our story problem about Shawn. I am going to read the three sentences. One doesn’t have a number. We’ll use a letter when we don’t know the number. Let’s put them in our equation as we go. “Shawn has 5 dollars in his hand.” How many dollars are in his hand? Provide wait time for students to respond. Yes, 5. Write five on line. He has more in his pocket? Provide wait time for students to respond. We don’t know do we? There isn’t a number. Let’s use a “p” for pocket. Write + p. I am writing “+ p” because we know that Shawn had 5 dollars in his hand AND some dollars in his pocket. I want to add the 5 and the p. Point to last line in problem. He has 12 dollars in total. How many in total? Provide wait time for students to respond. Yes, 12. So my equation is  $5 + p = 12$ .**



**STUDENT PRACTICE:** Display “Slade” story problem. Provide student with the Equation Template. Use SYSTEM OF LEAST PROMPTS script as needed to help students with each step.

### CHECK AND SCORE

| Step | Teacher Says/Does   | Student Response   |
|------|---|--|
| 2.   | <b>Let’s read the problem together. “Slade bought 2 candy bars. Later he bought more candy. He ate 4 pieces total.” Write the equation that represents this problem. Use the letter c to represent the unknown amount of candy. Write the first number.</b><br>** Have the students write the numbers/digits on the template, but do not score writing ability. If students are unable to write the number, they can use number/letter stamps or direct the teacher to write it for them. | <i>Student writes/stamps/uses Velcro numbers/points to/eye gazes to write 2.</i><br><br>**The full correct answer is $2 + c = 4$<br>(This is broken down into task analyzed steps) |
| 3.   | Wait for students to independently write plus or say <b>“What do you write next?”</b>   | <i>Student writes/stamps/uses Velcro numbers/points to/eye gazes to the plus sign.</i>   |
| 4.   | Wait for students to independently write c or say <b>“What do you write next?”</b>  | <i>Student writes/stamps/uses Velcro numbers/points to/eye gazes to write c.</i>   |
| 5.   | Wait for students to independently write equal or say <b>“What do you write next?”</b>  | <i>Student writes/stamps/uses Velcro numbers/points to/eye gazes to the equal sign.</i>  |
| 6.   | Wait for students to independently write 4 or say <b>“What do you write next?”</b>  | <i>Student writes/stamps/uses Velcro numbers/points to/eye gazes to write 4.</i>   |



This may be a good stopping point. Have the student have a classroom student election (they can vote on class president for a day or student of the day). Students can fill out ballots, turn them in, count out the results, and mark them on a table and create a bar graph. There is a generalization worksheet with this level. You can use this for additional guided practice or to send home as homework.

|   | <b>Teacher Says/Does</b>  | <b>Student Response</b>   | <b>Error Correction</b>   |
|---|---|---|---|
| <b>INDEPENDENT PRACTICE:<br/>Data Analysis Skills Test</b>  | Give each student the <i>Data Analysis Skills Test 1</i> . <b>Read directions for each problem and have student select response. Record whether response is correct or incorrect.</b> | Only provide praise for completing assessment (if student needs encouragement). Do not provide specific praise for correct answers while student is testing.  | Once the student has completed the test, review missed problems with the student. |
| <i>NOW</i><br>Stop the lesson here and repeat tomorrow if student is not yet getting at least 20 independent correct responses. Score responses 1-34 on the <i>Data Analysis Progress Monitoring Sheet</i> if you did not do so while teaching. |   | <i>NEXT</i><br>Remember the goal is for students to be able to examine the data in further detail using tables and bar graphs, move into the second half of the lesson to hit the target CCC for this grade level. You can skip this <i>Conceptual Foundation</i> section to move on. |   |

- Intended to be taught over multiple days
- Stop signs are suggested stopping points in the lesson

# Progress Monitoring

Student Name: \_\_\_\_\_

## Middle School Equations Progress Monitoring

Directions: Score each step during instruction or as soon as the lesson is complete. Score the step as unprompted correct with a "+" or prompted correct with a "p."  
Graph the number of unprompted correct responses to monitor progress.

### BUILD ESSENTIAL UNDERSTANDINGS – CONCEPT AND SYMBOLS: Identifying the Number from a Sentence

**6<sup>th</sup> 7<sup>th</sup> BUILD A GRADE ALIGNED COMPONENT: Creating an Equation**

**8<sup>th</sup> BUILD ESSENTIAL UNDERSTANDING: Symbol Concept**

| Materials and Directions for Teacher           | Instructional Cue  | Student Expected Response<br>Date:                                     |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| 1. Student has "Shawn" story problem.          | Circle the numbers.  | Student circles/eye gazes to numbers in story problem.                 |  |  |  |  |  |  |  |
| 2. "Slade" story problem and equation template | Write the first number.  | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "2".  |  |  |  |  |  |  |  |
| 3. See above.                                  | Wait for students to independently write plus or say "What do you write next?"   | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "+".  |  |  |  |  |  |  |  |
| 4. See above.                                  | Wait for students to independently write c or say "What do you write next?"  | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "c".  |  |  |  |  |  |  |  |
| 5. See above.                                  | Wait for students to independently write equal or say "What do you write next?"  | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "=".  |  |  |  |  |  |  |  |
| 6. See above.                                  | Wait for students to independently write 4 or say "What do you write next?"  | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "4".  |  |  |  |  |  |  |  |
| 7. "Jacob" story problem and equation template | Write the equation that represents this problem. Use the letter g to represent the unknown cost of the game. Write the first number. | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "4".  |  |  |  |  |  |  |  |
| 8. See above.                                  | Wait for students to independently write plus or say "What do you write next?"   | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "+".  |  |  |  |  |  |  |  |
| 9. See above.                                  | Wait for students to independently write g or say "What do you write next?"  | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "g".  |  |  |  |  |  |  |  |
| 10. See above.                                 | Wait for students to independently write equal or say "What do you write next?"  | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "=".  |  |  |  |  |  |  |  |
| 11. See above.                                 | Wait for students to independently write 10 or say "What do you write next?"   | Student writes/stamps/uses Velcro numbers/points to/eye gazes to "10". |  |  |  |  |  |  |  |
|  |  | NUMBER CORRECT:  |  |  |  |  |  |  |  |

# Instructional Resource Guide

**Guidance on evidence-based prompting and instructional strategies**

**Sample scripts for each strategy**

- **Constant Time Delay**
- **System of Least Prompts**
- **Model, Lead, Test**

**Ideas for finding a response mode**





## Constant Time Delay (CTD)

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CTD is a form of errorless learning that can be used with discrete responses (e.g., number ID; vocabulary words, matching). If a student makes a lot of errors through guessing, it may take longer to learn the response. CTD teaches the student to WAIT for help if unsure of the correct answer, but ANTICIPATE (answer before the prompt) when sure.

First, use a zero delay round to introduce the skill. Give the cue to respond and prompt together to ensure correct responding. The student can only make an error if he or she does not imitate this response (if this happens, a better prompt may be needed or the student may need to be reminded to attend closely).

After a few trials (or sessions), wait a few seconds before giving the prompt to allow the student to anticipate the correct answer.

### Zero Delay Round

Provide the task direction and immediately give the controlling prompt to teach the child the correct response. Reinforce the child's correct response.

For example (number identification):

1. Teacher says "Find three" while pointing to the number 3.
2. Student responds by pointing to the number 3.
3. Teacher reinforces the correct response by saying, "Good, that is three," and records the data (prompted correct).

### Time Delay Round

After several trials/sessions at zero delay, move to a 3-5 second delay (pick a delay time that is appropriate for your student to start responding, but do not vary that delay length).

The task direction is given (target stimulus); wait 3-5 seconds delay time for the student to respond.

If no response after delay, then the controlling prompt is used. After the student gives the correct response offer praise. Record Data (prompted correct: P).

If an incorrect response is given, provide error correction procedures (usually the controlling prompt to prompt a correct response) and remind the student to wait if not sure.







If multiple errors occur, return to the zero delay condition.

For example:

1. Teacher says "Find three" and waits 4 seconds (allowing the student to have a chance to answer).

# Sample Script for Math & ELA

## 🕒 Sample Script for CTD (Teaching Expressive Symbol Identification)

| Materials   | Teacher Says/Does                         | Student Response  | Teacher Feedback   |
|---|---|---|--|
| <b>Zero Delay Round (Complete multiple trials/days as needed at the zero delay round)</b>                 |   |   |  |
| Card with + on it:<br>   | "What symbol is this?<br>Plus"            | "Plus"  | "Good, this is the plus sign, we use it to add."   |
| Card with = on it:<br>   | "What symbol is this?<br>Equal"           | "Equal"   | "Good, this is the equal sign, it means the same."   |
| Card with - on it:<br>   | "What symbol is this?<br>Subtraction"     | "Subtraction"   | "Good, this is the subtraction sign, we use it to subtract."                                       |
| <b>4 Second Delay Round</b>   |   |   |  |
| Card with + on it:<br>   | "What symbol is this?"<br>Wait 4 seconds. | Student responds "plus" before additional prompting.        | "Good! You got it! This is the plus sign, which we use to add."                                    |
|   |   | Student responds incorrectly before additional prompting.   | "Plus, this is the plus sign. If you don't know the answer, wait and I'll help you."               |
|   |   | Student waits (does not respond within 4 seconds).          | "Plus, say plus. Good."  |
| Card with = on it:<br>  | "What symbol is this?"<br>Wait 4 seconds. | Student responds "equal" before additional prompting.       | "Good! You got it! This is the equal sign, it means the same."                                     |
|   |   | Student responds incorrectly before additional prompting.   | "Equal, this is the equal sign. If you don't know the answer, wait and I'll help you."             |
|   |   | Student waits (does not respond within 4 seconds).          | "Equal, say equal. Good."  |
| Card with - on it:<br> | "What symbol is this?"<br>Wait 4 seconds. | Student responds "subtraction" before additional prompting. | "Good! You got it! This is the subtraction sign, which we use to subtract."                        |
|   |   | Student responds incorrectly before additional prompting.   | "Subtraction, this is the subtraction sign. If you don't know the answer, wait and I'll help you." |
|   |   | Student waits (does not respond within 4 seconds).          | "Subtraction, say subtraction. Good."  |

# It's your turn...

- Find a standard that you will be teaching in the next few weeks.
- Use the website... [accesstofs.weebly.com](http://accesstofs.weebly.com) to find the corresponding access point
- Use any of the materials from the website to create a lesson plan.
- Remember to reflect the differentiation in the lesson for all students
- Also designate what roles and responsibilities each educator (teachers and paraprofessionals) has when working with students and this material.

# Remember Carly?



