

MAKING GENERAL EDUCATION INSTRUCTION IN ENGLISH LANGUAGE ARTS ACCESSIBLE

Produced by:
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Welcome to the National Center State Collaborative module Making General Education Instruction in English Language Arts Accessible. This presentation is intended to review how to unpack the standards in general education lessons and make the lessons accessible to students using Universal Design for Learning.



This printable PDF version of a NCSC module has been provided for your convenience. The PDF version of the module will be very similar to the online module, with a few revisions to eliminate features that are only necessary in the online learning environment. Because the PDF presentations are the content of the online courses and retain the formatting and some of the features of the modules, we have included the following description. The NCSC professional development courses each consist of one or more modules. To help the learner navigate in the courses, the modules have a uniform design and format. All learning modules follow four themes: plot the course, explore the terrain, check the map, and expand your horizons. In plot the course learners discover what is covered in the module, including their learning objectives and other steps they will follow while viewing the module. In explore the terrain, the learner will engage with the content and learn about the topic covered in the module. In check the map the learner has the opportunity to review and self-assess their understanding. Some of the PDF presentations (printable versions of the modules) will not contain Check the Map sections as there are no self-assessments in the printable PDFs. Finally, expand your horizons offers ways in which the learner can explore the content further, or apply what they have learned. Theme Indicators appear on most slides to tell the user what type of content is contained in the slide.

MODULE GOALS



Ensure that instruction on the Common Core State Standards is accessible for all students.

Understand how to use the principles of Universal Design for Learning (UDL) to design/plan instruction.

Identify areas within instruction that need to be made accessible.



In this module, we are going to discuss how to ensure instruction to the grade specific Common Core State Standards through general education lessons is accessible for all students. By the end of this module, you should know what the principles of Universal Design for Learning are and begin to use them when planning instruction. You should also be able to identify areas within instruction that are not yet accessible for all students.

RELATED CONCEPTS



Here are some concepts that will be discussed in this module.

- Grade level content standards or Common Core State Standards
- Universal Design for Learning




In this module reference is made to the following concepts:

- Grade level content standards from your state or, if adopted, from the Common Core State Standards
- Universal Design for Learning

**RELATED CONCEPTS - CCSS
COMMON CORE STATE STANDARDS**

Your State has either developed their own grade level state standards or has adopted the Common Core State Standards to establish guidelines for learning in Math and English Language Arts from kindergarten through 12th grade.

Achieving the learning goals put forth in the standards will prepare students for college and career.



We based our work in all these modules on the CCSS and the College and Career Readiness Standards. You can apply the same process with your state standards. The best resource of general education lessons on which to base **your** lessons is the general education teacher or your district content person. These lessons will be anchored in the grade level standards you need to use. This module will help you learn how to modify and adapt grade level lessons.


Your State has either developed their own grade level state standards or has adopted the Common Core State Standards to establish guidelines for learning in Math and English Language Arts from kindergarten through 12th grade. These are based on the **College and Career Readiness Standards**.

The actual implementation of the standards, including how they are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels.

RELATED CONCEPTS - UDL
UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a set of principles that guide development of curriculum.

- Multiple Means of Engagement
- Multiple Means of Representation
- Multiple Means of Action and Expression



Universal Design for Learning (UDL) is a set of principles that guide development of curriculum. When implemented, UDL provides opportunities for learning to all individuals by utilizing:

- Multiple Means of Engagement to provide options for self-regulation, develop reflective skills and sustain interest. Promoting motivational techniques, fostering collaborative learning, providing feedback and opportunities to participate in classwide activities, and using incentives to encourage effort are all examples of multiple means of engagement.
- Multiple Means of Representation focusing on big ideas, themes, and patterns to provide options for comprehension. Customizing the display of information, using auditory methods and other alternatives to visual presentation for conveying content, using multimedia presentations, clarifying symbols, vocabulary, and structures are all examples of multiple means of representation.
- Multiple Means of Action and Expression to provide options for demonstrating understanding and strategizing. Providing multimedia and other mediums to students for their work, providing tools and strategies for conveying learned information, scaffolding or graduated levels of support for instruction and practice, optimizing access to tools and assistive technology are all examples of multiple means of action and expression.

INSTRUCTIONS FOR COMPLETING THE MODULE



- Review the Common Core State Standards in English Language Arts
- Complete the 5 self assessment items located throughout this module
- Review the additional resources listed at the end of this module



Having a basic understanding of the Common Core State Standards in English Language Arts and the content taught at your student’s age appropriate grade level will be helpful before starting this module. Complete the 5 self assessment items located throughout this module as you go and review the reference and resource documents for more detailed information.



This section of the module will identify the physical and instructional environments of a classroom or lesson and how to address the barriers that teachers may find. The key words to Universal Design for Learning or UDL are expression, representation and engagement. How do you break down what's hindering each student's learning? Let's start with the environments.

RECOGNIZING CHARACTERISTICS OF A LESSON



Physical

Accessibility

Chairs and tables are of appropriate height

Appropriate space to maneuver

Instructional

Pace of Lesson

Method of delivery of content (e.g., lecture, audio)


Complexity of academic content

Accessibility of materials (e.g., printed text books, written assignment)

High expectations




Lets look at what we mean by barriers. People automatically think about physical barriers – a table that is not high enough for a wheelchair, schools that require everyone to go up stairs to get into the building, but we often miss the instructional barriers. For instruction, consider the pace of the lesson, the method of delivery, how complex the academic content is and if the student can access the material. Think about barriers within our own lives.



HAS AN ACCESSIBLE LEARNING ENVIRONMENT BEEN PROVIDED ?
Within the context of what all students are learning/doing

1. Have all students been provided a way to organize information shared during instruction? **Representation**
2. Have all students been provided a way to communicate about their learning and demonstrate knowledge? **Expression**
3. Have all students been provided a way to interact with materials provided during instruction? **Representation/Engagement**
4. Have all students been provided a way to remain interested long enough to learn? **Engagement**



How do we create an accessible learning environmental? Ask yourself these 4 questions for guidance in the areas of support for students. Does the student have a way to organize information, communicate their learning and knowledge and interact with the material? Are they interested in the lesson? If you cannot answer yes to these questions then the environment still needs some work. What is in the way of the student comprehending information? What is in the way of communicating what they know, and their interaction with material provided during instruction? What are these barriers?

WHAT IS MEANT BY GRADE LEVEL OR GRADE-APPROPRIATE?

Grade-appropriate text is: text that students in a specific grade would read from interest or be required to read as part of the curriculum

It DOES NOT mean the student is given the text and has to read the words himself or herself

“Mark Twain wrote a story about Tom Sawyer.”

read out loud

read this

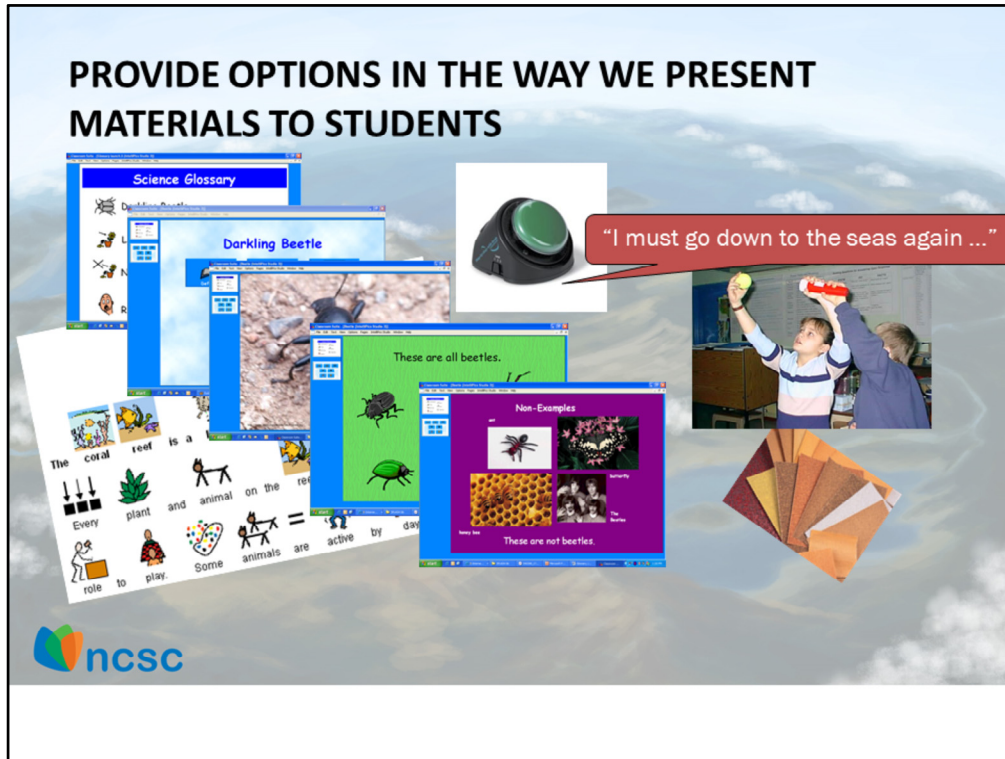
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Access to the general curriculum assumes grade appropriate texts. An assessment that is linked to grade level also assumes grade appropriate text. The next few slides are designed to make clear what is meant by grade appropriate or grade level text.

Grade level does not mean reading level – it is the content that has to be at grade level or grade appropriate. Most instruction requires students to interact with grade level print materials. Always pay attention to places where text is used.

Grade appropriate text does not mean students must read text word-for-word. However, students must have access to the grade appropriate text.

For younger students, greater complexity is not what the students read but what the teacher reads to them.



So let's think about the multiple ways we can present materials/information to students. Not just multiple ways but multiples of the same material as appropriate to the lesson.

For example, in a science lesson, multiple vocabulary or in this case 'bug' cards help to generalize the lesson.

A switch can be used to play a key part of the text, especially recurring phrases.

The story can be adapted with the student's mode of communication. For many students, this may be picture symbols,

for others a key concept like sand may be represented by a sandpaper or a flashlight and a ball may be used to demonstrate the sun's light on planets.

PROVIDE OPTIONS IN THE WAY WE EXPECT A RESPONSE



Circling a prediction in a science experiment

Making a selection using an eye-gaze board



Using symbol-based text vocabulary cards

Completing a graphic organizer to compare and contrast



Using a switch to start a science experiment



Another component of universal design is providing multiple options or ways for the student to respond to material and lesson. Here are a few examples

- Using symbol based text vocabulary cards
- Circling a prediction in a science experiment
- Making a selection using an eye gaze board
- Using a switch to start a science experiment
- And completing a graphic organizer to compare and contrast

PROVIDE OPTIONS IN THE WAY WE CAPTURE STUDENT INTEREST AND KEEP STUDENTS ENGAGED



Use media to capture a student's interest in a book ; the student could use a switch to activate each sound (Backpacks of Literacy, Abner)



Use mini-schedules to support student's efforts and help them plan.



Working with friends

Providing multiple ways to present material and respond to material are not enough if the student isn't engaged in the lesson.

For example, Use media to capture a student's interest in a book ; the student could use a switch to activate each sound

Use mini-schedules to support student's efforts and help them plan.

Promote students working with friends to create or heighten interest.

ACCESSIBLE GRADE LEVEL OR GRADE-APPROPRIATE TEXT

a summary (whole book, chapter, or important points)

Island of the Blue Dolphins by Scott O'Dell

As leaders of the Blue Dolphins learn, Karana and her brother, Ramo, see a ship approaching their island. Other the ship lands, the crew of other village discover the island. They go to meet the visitors, along with a number of the workers. The members of the tribe are in a state of excitement as the ship approaches. They are all very curious about the visitors and what they have on the island some years before. Finally, Ching and Otter reach an agreement, and the people of Ghalas-at let the Aleuts hunt on their island and in return for food for their people in the form of ivory and iron spears. The Aleuts set out some of the island, and the Aleuts and the people of Ghalas-at have to work together to find a way to get along. When the Aleuts start getting mad, Ching and Otter try to get them to leave. Ching and the workers ask for their payment. The Aleuts are unwilling, however, and the two parties fight. A fight breaks out. When the battle is done, the Aleuts have escaped, and many of the men of Ghalas-at have been killed, among them Ching.

A new chief, Komek, comes to power, and after a dream and bad winter, the dolphins his tribe should leave Ghalas-at. He sets off some to prepare a way for them as he has decided he had called a ship. He is glad for a long time, but one day a ship with white sails comes to Ghalas-at. It is a group of white men who say they want to take the workers away. The day is sunny, so the village must to leave the island quickly before the ship is spotted on the water. The workers are in a hurry to get away. Karana tells her brother Ramo that there is no time to get back for it, but since Karana is on the ship, Ramo is unable to be found. As the ship pulls away from the island, Karana sees Ramo with the white sails on the beach. Though others on the boat try to reassure her, Karana jumps into the water and swims back to the island.

Back on the island, Ramo and Karana each have to provide for themselves. They gather food and prepare to stay for some time on the island, and Karana decides to live her life as best as she can. Though Ramo is sure, he is very confident and tries to do many things on his own. One morning, Karana awakes to find that Ramo is gone. She goes out to look for him, only to find him dead, killed by the wind and dogs of the island.

After Ramo is dead, Karana decides to live her life as best as she can. She makes a nest and sets up a house near the beach. She makes traps to defend her nest, although the best of the traps are a warning from making weapons. She makes a basket for the egg that will take her away, but it never comes. One day, she takes a basket and tries to make the journey herself. Though she is able to make a good distance, her basket ends to lose after a few days, and, without the basket, she has no way to get home.

Knowing that she could be on Ghalas-at for some time, Karana builds herself a house and some stronger weapons. One day she finds a seal pup. Karana decides to take the pup to her nest and to raise it with the seal pup that she had found. One day she is sure that she will be able to take them out of their cave, and she sends her seal pup with some other. The seal pup is strong, however, and is able to escape, even with an arrow lodged deeply in the chest. One day, Karana finds the seal pup, but she is not able to take it. She sends her seal pup and Karana back to health. The two become fast friends, and the dog, whom Karana calls Ronto, even helps her from the farmer back to the island.

One day, the Aleuts, who had killed so many of Karana's friends and family, return to Ghalas-at. Karana sets up a second house in a cave to hide from them. One day, however, an Aleut girl discovers Karana by her house. Though Karana is very and suspicious of the girl, when she is told, she eventually becomes close friends. This friendship is not broken by the fact that the girl does not give

The Island of the Blue Dolphins

Karana & Ramo = Karana a young girl, and her young brother Ramo are members of a tribe who live on Ghalas-at the Island of the Blue Dolphins. A stranger and the Aleut (Native) came to the island to hunt otter on the island. There is a ship approaching the island.



As *Island of the Blue Dolphins* opens, Karana and her brother, Ramo see a ship approaching their island.

SparkNotes Editors. (n.d.). SparkNote on *Island of the Blue Dolphins*. Retrieved September 16, 2011, from <http://www.sparknotes.com/lit/dolphins/>



Grade appropriate texts may look like this: recorded on a voice output device (Step-by-Step, by AbleNet) that can be pressed to hear a recording of a sentence or a paragraph or a summary taken from Spark Notes and then presented in different ways. The text could be read to the student as a simplified summary, or it may be presented using symbol based text

ACCESSIBLE GRADE LEVEL OR GRADE-APPROPRIATE TEXT ORGANIZED INFORMATION

Graphic Organizer

Write or cut out a sentence. Put picture here or draw.

beginning

middle

end

main idea

detail

Ramo forgets his hunting spear and

leaves the ship to get it.

detail Island of the Blue Dolphins by Scott O' Dell **detail**

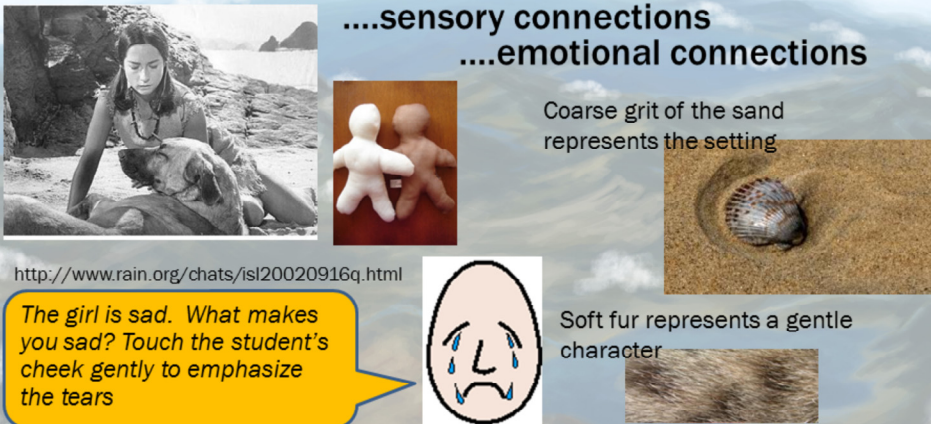
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Grade level text may also look like this- information/text organized in a specific way to help the reader understand the concepts,

- For example – main idea and details, sequence of events.
- The page of symbols provides answer options. The number of choices will depend on the student's communication needs.

ACCESSIBLE GRADE LEVEL OR GRADE-APPROPRIATE TEXT

.....pictures paired with objects
sensory connections
emotional connections




<http://www.rain.org/chats/isl20020916q.html>

The girl is sad. What makes you sad? Touch the student's cheek gently to emphasize the tears

Coarse grit of the sand represents the setting

Soft fur represents a gentle character

Island of the Blue Dolphins by Scott O'Dell



Grade level text may also look like this –
 Pictures paired with objects,

or sensory connections which use the senses to help convey information. (Sand and fur appear one after the other)

Emotional connections tie the story to the student's life experiences.

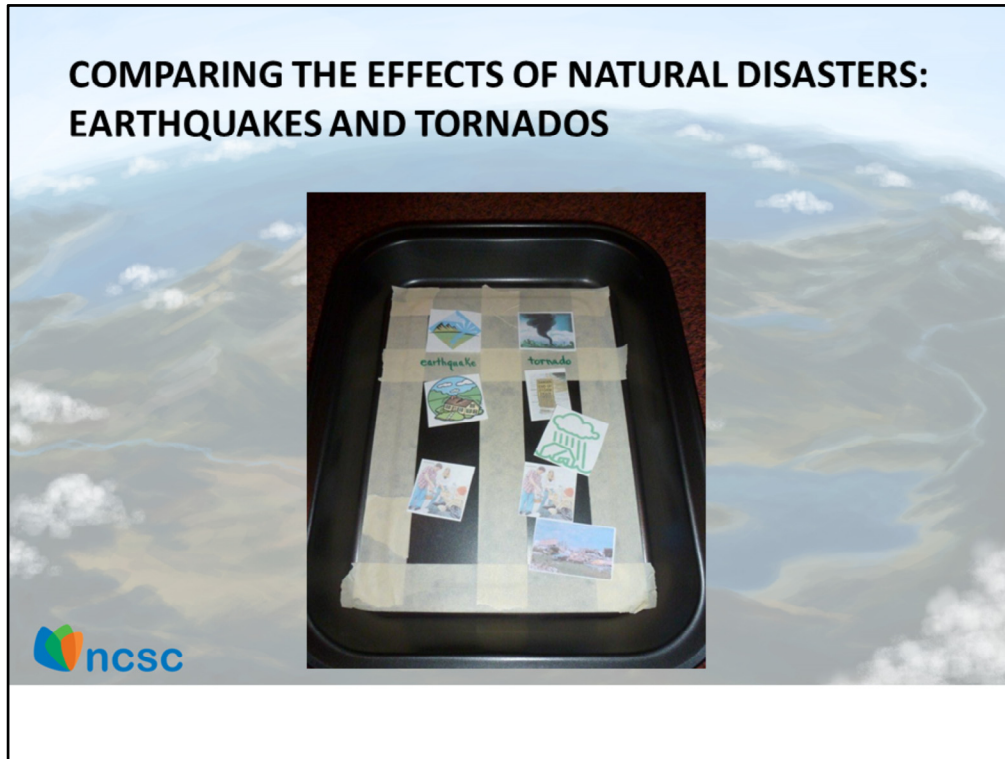
GRAPHIC ORGANIZERS

Character Traits:
Emily was kind to
animals, she loved to
work in her garden,
and she was in love.
*Emily Dickinson: A
Biography* by Connie
Ann Kirk



We've talked about graphic organizers but there are many ways to represent these. In this example, clear containers are used to represent character traits.

COMPARING THE EFFECTS OF NATURAL DISASTERS: EARTHQUAKES AND TORNADOS



The graphic organizer could be a sheet of paper with 2 velcro strips to place pictures showing how earthquakes and tornados effects are different.

DIAGRAM SHOWING THE ENERGY PYRAMID



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Different size plates provide a way to show many different hierarchical pyramids such as the energy pyramid or food chain.

Egg carton graphic organizer showing main idea (deforestation) and 3 supporting details (deforestation is caused by pollution, logging, and fire)



An egg carton graphic organizer shows the main idea- deforestation and 3 supporting details-pollution, logging and fire.

ANSWER INFERENCE QUESTIONS



Egg carton graphic organizer showing main idea (deforestation) and 3 supporting details (deforestation is caused by pollution, logging, and fire)



Inference question "What do you think will happen to the Earth if deforestation keeps happening?"



Inference is defined by the National Foundation for Educational Research in 2008, as the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inference can be as simple as associating the pronoun 'he' with a previously mentioned male person. In our example, an egg carton graphic organizer shows the main idea (deforestation) and 3 supporting details (deforestation is caused by pollution, logging, and fire) The inference question is "What do you think will happen to the Earth if deforestation keeps happening?"

WAYS ANY STUDENT MIGHT DRAW INFERENCES



Ask or tell the student:

These are the clues, what do you think will happen next?

You know what the character is like, make a guess at what he or she might do?

Find a hidden meaning



How do you start this type of instruction?

Ask or tell the student:

These are the clues, what do you think will happen next?

You know what the character is like, make a guess at what he or she might do?

Find a hidden meaning.

CHECK FOR LEARNING



How can we ensure student learning occurs? We need to ensure that the lesson includes:

- 1) multiple means of representation
- 2) multiple means of expression and
- 3) multiple means of engagement.

All of which are principles of UDL.



How can we ensure student learning occurs? We need to ensure that the lesson includes:
1) multiple means of representation 2) multiple means of expression and 3) multiple means of engagement. All of which are principles of UDL.



For many of our students, learning of the standards and benchmarks seems so far away. Even using accommodations and an accessible learning environment some gaps still exist. In this section, we'll look at strategies to create access.

IDENTIFYING GAPS IN NEEDED SKILLS



Determine foundational skills that may need to be added to instruction :

- General education content teacher
- Complex area curriculum resource person
- Previous grades' benchmarks

Foundational skills should supplement rather than supplant instruction on grade level skills.



We can plug some of those gaps and build toward the benchmark by addressing some foundational skills but we should remember that we will always be using grade appropriate content.

When a student is struggling with a grade level skill determine foundational skills that may need to be added to instruction by consulting one of the following resources:

- General education content teacher
- Complex area curriculum resource person
- Previous grades' benchmarks

Foundational skills should supplement rather than supplant instruction on grade level skills.

EXAMPLES OF WAYS TO FILL THE GAPS




Missing skill set	Creating access
Identify main idea or problem and solution	Use a graphic organizer
Draw a conclusion based on simple clues	Provide graphic clues and choices for the conclusion
Identify explicit information	Provide information and look for it in the story.
Locate or provide clues in a text that might support an inference	Provide simple clues see if they lead to logical inference



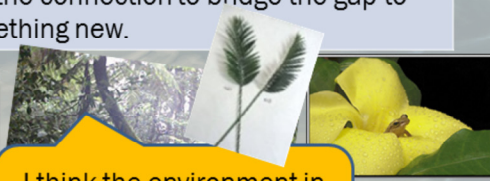
What if the student that you are working with has not yet reached the point where he or she can make an inference or know what that is. What can you do as a teacher to bring that student along? Where would you start? How could you supplement that foundation so that the student could move forward? This slide suggests some ways of strengthening that foundation with some skills that could help move the student forward. These skills are not listed as a hierarchy or as something that has to be mastered, but as elements of reading that support the reading process and reading comprehension.

EXAMPLES OF WAYS TO FILL THE GAPS

Missing skill set	Creating access
<i>Review key terms and use prior experience to make and confirm a prediction or draw a conclusion</i>	Use vocabulary cards from a text and draw a connection to something at home. Use the connection to bridge the gap to something new.



My home has flowers and animals



I think the environment in the story will have flowers and animals, too.



As we would with a typical student we might review key concepts and vocabulary to help support the student. We can look at something that is familiar to the student and connect it to the new learning. We can ask the student “Do you think that the jungle will have flowers and trees like your home. Do you think you will hear sounds?” The student can make a prediction – yes or no. The student can confirm that prediction by looking at the pictures in the story, or by touching leaves and flowers representing those in the new environment.

CHECK FOR LEARNING



Ensure that instruction on the Common Core State Standards is accessible for all students.

Understand how to use the principles of Universal Design for Learning (UDL) to design/plan instruction.

Identify areas within instruction that need to be made accessible.



Remember our goals for this module. You should have an understanding of how to;

Ensure that instruction on the Common Core State Standards is accessible for all students.

Understand how to use the principles of Universal Design for Learning (UDL) to design/plan instruction.

Identify areas within instruction that need to be made accessible.

ENSURING ACCESS TO GENERAL EDUCATION LESSONS



This concludes the Making General Education Instruction in English Language Arts Accessible Module

What to do next?

Make sure that you have answered the 5 self assessment items.

Claim your badge at the end of this module.

What to do after the quiz?

Review the resources in the next section.



This concludes the Ensuring Access to General Education Lessons Module. Please make sure that you have answered the 5 self assessment items and then claim your badge at the end of this module. If you'd like more information on making general education lessons accessible review the resources in the next section.

NEXT STEPS



For more information and examples, review these:

Center for Applied Special Technology (2005). *UDL Guidelines*. Retrieved from www.cast.org.

Denham, A. (2004). *Pathways to Learning for Students with Cognitive Challenges: Reading, Writing and Presenting*. Interdisciplinary Human Development Institute, University of Kentucky. [Online] Available: <http://www.ihdi.uky.edu/IEI/>



These 2 resources are key to understanding how to plan access to general education lessons. The first one is the website to CAST – which includes examples and explanation concerning Universal Design for Learning. The second resource is the Pathways document developed by Anne Denham. This document has hundreds of assistive technology suggestions for presenting material and student responses.

REFERENCES



- Center for Applied Special Technology (2005). *UDL Guidelines*. Retrieved from www.cast.org.
- Clayton, J., Burdge, M., Denham, A., Kleinert, H., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27.
- Denham, A. (2004). Pathways to Learning for Students with Cognitive Challenges: Reading, Writing and Presenting. Interdisciplinary Human Development Institute, University of Kentucky. [Online] Available: <http://www.ihdi.uky.edu/IEI/>
- Denham, A. & Lewis, P. (2006). *The Application of Universal Design for Learning in the Classroom for students with the most significant disabilities*. SPLASH Training. Human Development Institute, University of Kentucky. Lexington, KY.
- Denham, A., Land, L. & Taub, D. (2011). *Yes, We Can Support Grade Appropriate Academic Content in Inclusive Environments*. Presentation at the annual meeting of TASH, Atlanta, GA.
- Land, L., Pugalee, D., Denham, A., and Kleinert, H. (2010). Math Instruction and Assessment Linked to Grade-Level Standards. In H. Kleinert & J. Kearns, *Alternate Assessment for Students with Significant Cognitive Disabilities: An Educator's Guide*. Baltimore: Paul Brookes.



If you would like more information on the concepts we have presented today, here is a list of references.