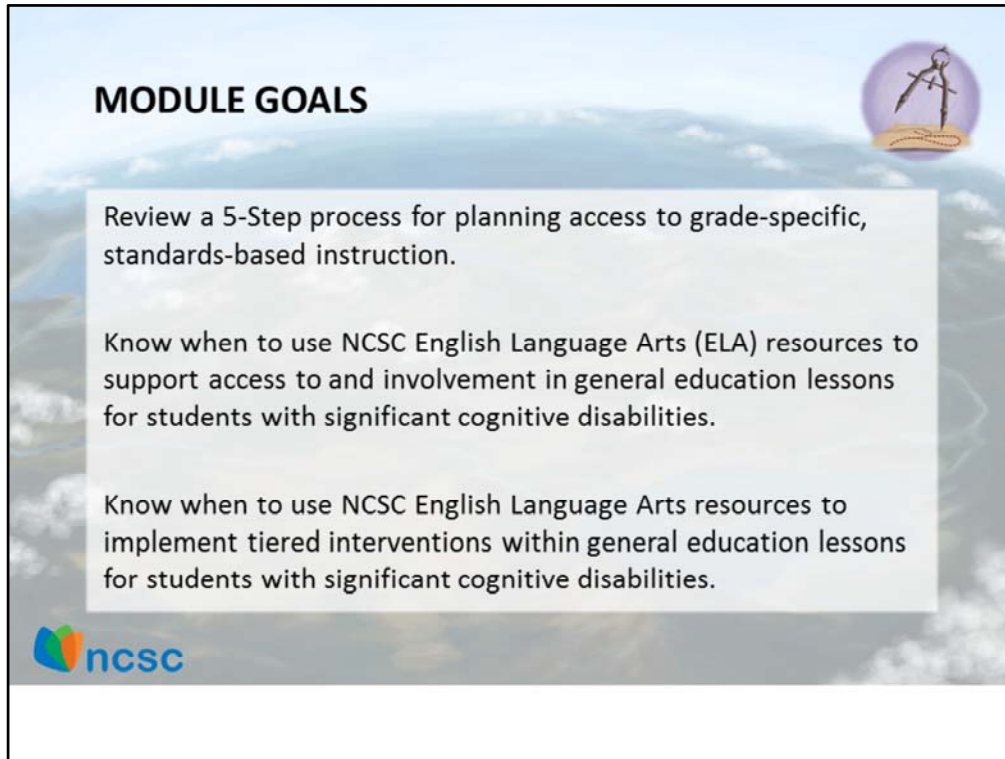


Welcome to the Developing English Language Arts Lessons module presented by the National Center and State Collaborative (NCSC). This module will review using the NCSC Wiki resources developed by UNCC and the University of Kentucky and the 5-Step Process to plan instruction.




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

- Review a 5-Step process for planning access to grade-specific, standards-based instruction.
- Know when to use NCSC English Language Arts (ELA) resources to support access to and involvement in general education lessons for students with significant cognitive disabilities.
- Know when to use NCSC English Language Arts resources to implement tiered interventions within general education lessons for students with significant cognitive disabilities.



This module will help you understand how to use the NCSC Wiki resources and the 5-Step Process to plan instruction. The goals of this module are to:

Review a 5-Step process for planning access to grade-specific, standards-based instruction.

Know when to use NCSC English Language Arts resources to support access to and involvement in general education lessons for students with significant cognitive disabilities.

Know when to use NCSC English Language Arts resources to implement tiered interventions within general education lessons for students with significant cognitive disabilities.

## RELATED CONCEPTS



Here are some concepts that will be discussed in this module. If you would like background on these concepts, click forward on the playbar. If you are familiar with the concepts and do not need additional background, click on the button labeled skip definitions.

- CCSS – Common Core State Standards or your state standards
- UDL – Universal Design for Learning
- LPF – Learning Progressions Frameworks
- CCC – Core Content Connectors



In this module reference is made to the following concepts:

- The Common Core State Standards or Grade level content standards from your state
- Universal Design for Learning
- Learning Progressions Frameworks
- Core Content Connectors

## 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 12<sup>th</sup> grade.

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



We based our work in the modules on the CCSS and the College and Career Readiness Standards. You can apply the same process with your state standards. The NCSC Wiki has a link to the Common Core.

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

**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

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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 class-wide 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.

## RELATED CONCEPTS - LPF LEARNING PROGRESSIONS FRAMEWORKS

The Learning Progressions Frameworks:

- describe pathways for learning that focus on the big ideas of a discipline
- help educators design instruction and assessments that move students toward deeper and broader understanding of the content
- include progress indicators; descriptions of observable learning along the learning continuum in each strand

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The Learning Progressions Frameworks, or LPF, present a broad description of the essential content and general sequencing for student learning and skill development (Hess, 2010).

The LPF is a hypothesized pathway that typical peers may take, and is meant to inform what typical peers will be working on grade by grade. In the past, we have struggled to understand how to choose content grade by grade to ensure inclusion of students with the most significant cognitive disabilities in grade AND age appropriate content, even though they may not have built all the skills in a previous grade. The pathways focus on the big ideas of a discipline.

- The LPFs give us the educational logic to help move these students along with their peers in a logical, educationally sound way.
- The LPF contain learning targets and progress indicators that are referenced in the NCSC Curriculum and Instruction materials.
  - Learning targets (general/broad performance descriptors) are defined by grade spans, K-4, 5-8 and high school.
  - The related specific skills and concepts are called the progress indicators (PIs).

The NCSC Wiki has a link to the Learning Progressions.

## RELATED CONCEPTS – CCCs CORE CONTENT CONNECTORS



The Core Content Connectors (CCC's) identify - the most salient grade-level, core academic content in ELA and Mathematics found in both the [Common Core State Standards](#) and the [Learning Progression Frameworks](#).

CCCs have been formatted into 2 subgroupings under an umbrella term [Graduated Understandings](#). They are the [Instructional Families](#) and [Element Cards](#).



The Core Content Connectors (CCC's) identify the most salient grade-level, core academic content in ELA and Mathematics found in both the [Common Core State Standards](#) and the [Learning Progression Frameworks](#) and similar content can be found in your state standards.

Using the LPF, NCSC identified the “big ideas” from Common Core State Standards needed to make progress through the grades. The same process can be duplicated with any state's grade level content standards.

These “big ideas” were then broken down into more frequent benchmarks called CCCs that provide a pathway to the grade level standards-not extended standards.

CCCs are the basis for the assessment, but not the starting point for instruction. The original format for the CCCs is a list by grade and content that has been reformatted into Instructional Families; a graphic representation of the relationships between the CCC's, the CCSS, and the LPFs. In addition Element Cards have been developed that tie together key components and provide ideas for instruction, supports and scaffolds.






All of the NCSC resource materials are available online. We will demonstrate the steps for planning access to the CCSS through the resource materials and the NCSC WIKI. The main page of the WIKI will bring up the schema, which, hopefully you are familiar with. Here, you will find links to the instructional resources (pink area) and the curriculum resources (the purple area).

## INSTRUCTIONS FOR COMPLETING THE MODULE

- Review the Main Page of the Wiki and have this link open as you view the module.
  - Click on the Curriculum Resources link and read through the descriptions of each resource.
  - Click on the Instructional Resources link and read through the descriptions of each resource.
- Complete the 5 Self Assessment items by the end of module



Before you begin this module, you may want to review the Main Page of the Wiki and have this link open as you view the module.

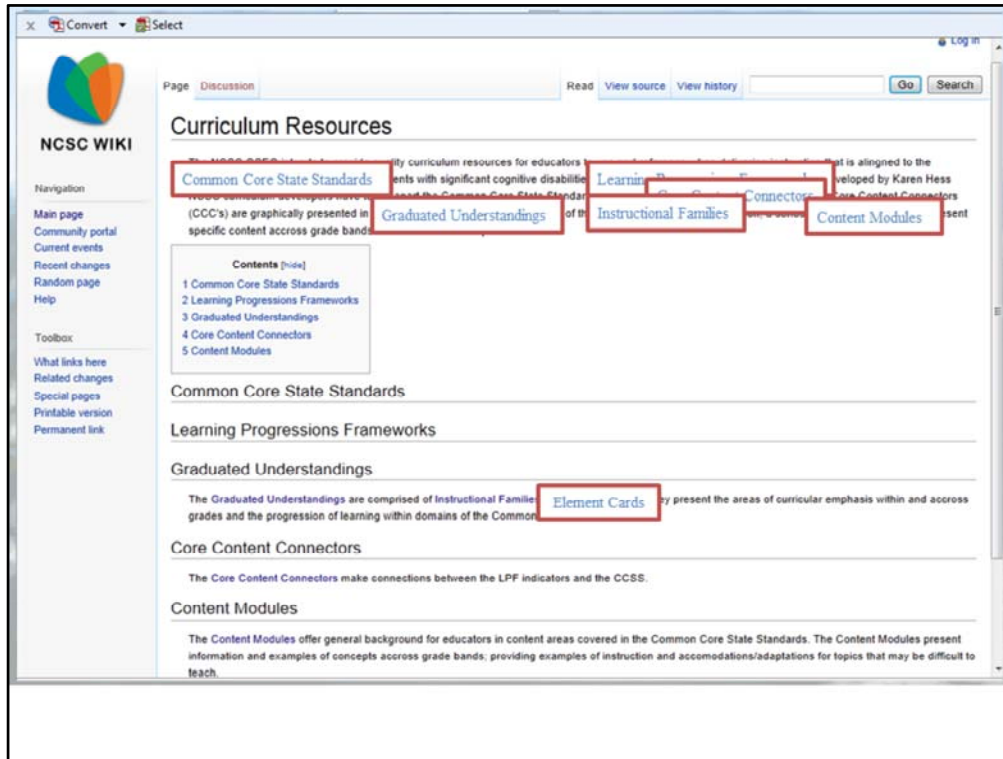
For a quick overview:

- Click on the Curriculum Resources link and read through the descriptions of each resource.
- Click on the Instructional Resources link and read through the descriptions of each resource.
- Complete the 5 Self Assessment items by the end of the module

If you feel the need for a complete review of the wiki before completing this module, return to the [Using the NCSC Wiki](#) module.

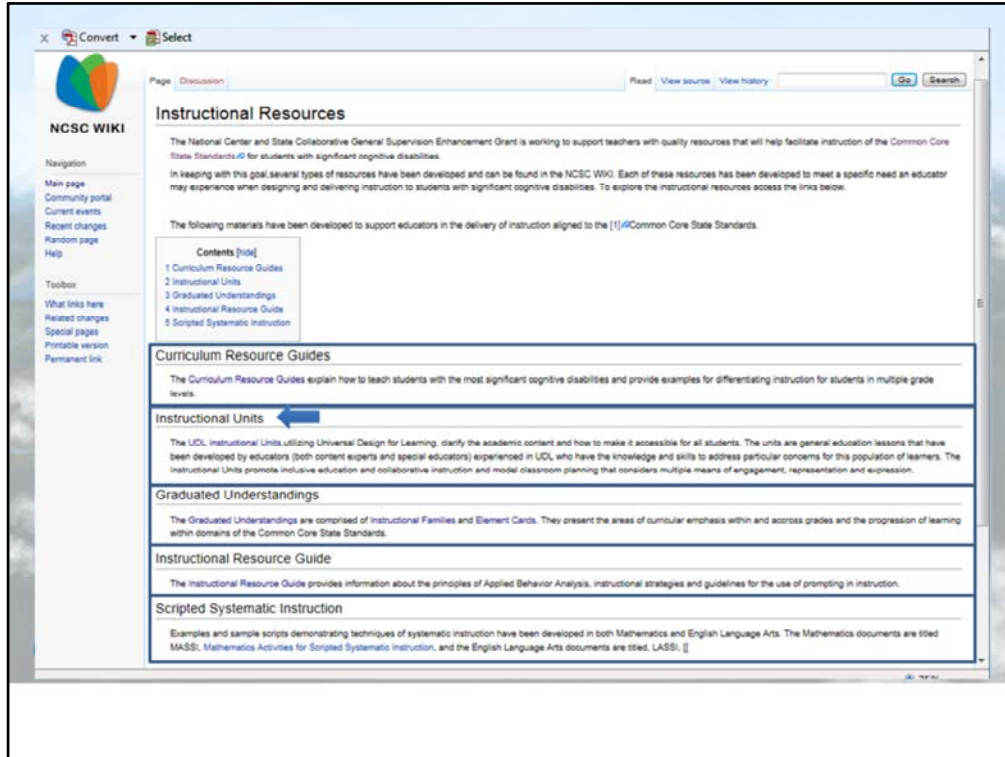


To begin the planning process, let's take a look at 4 screen shots from the Wiki so that you can find pertinent links as we discuss the resources.  
Let's start with the Curriculum Resources.

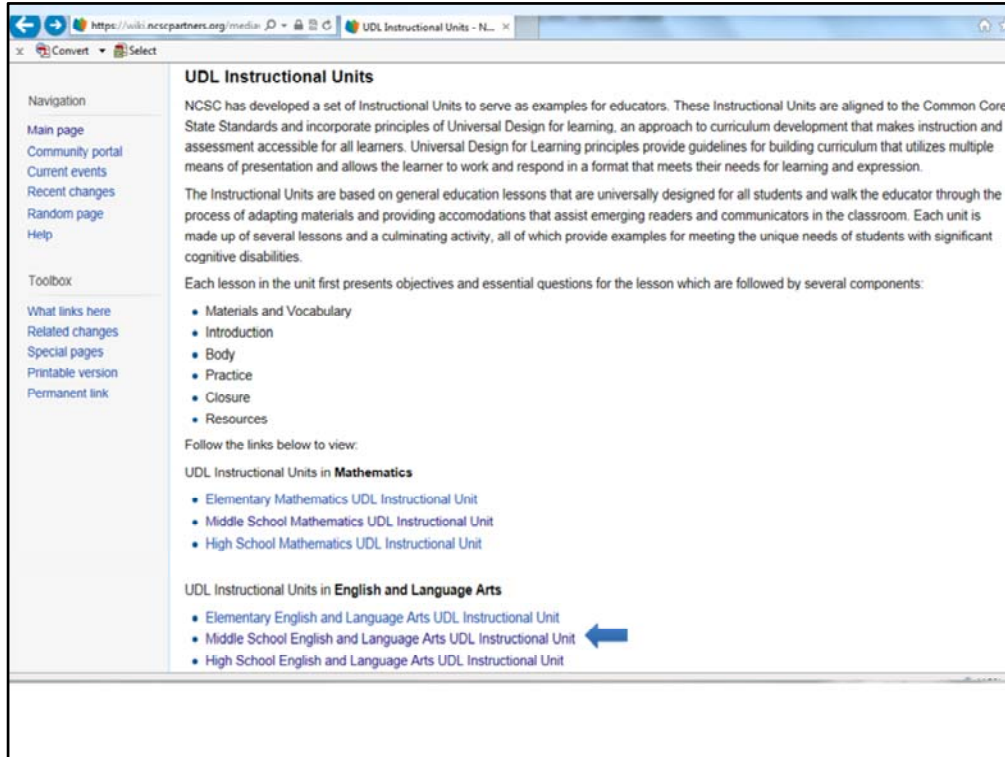


From the Main page, there are 2 sections: Curriculum Resources and Instructional Resources. The curriculum resources tab provides links to all of the curriculum resources or “what” to teach section of the schema including the Common Core State Standards, the Learning Progressions Frameworks, the Core Content Connectors organized under the umbrella term Graduated Understandings, which houses the Instructional Families and the Element Cards. Finally, the Content Modules provide content concept background for teachers.

Now let’s look at the Instructional Resource tab. You get to this tab by going back to the Main page and clicking on Instructional Resources.



The instructional resources tab provides links to all of the instructional resources or “how” to teach section of the schema that includes the Curriculum Resource Guides, the Instructional Units, the Graduated Understandings, the Instructional Resource Guide, and the Language Arts Scripted Systematic Instruction activities (LASSI). A short description of each resource is provided in the WIKI. We will use the Instructional Units as the framework for walking through the 5-Step Process and looking at how the materials work together.



Under the Instructional Resources, click on the UDL Instructional Units. The 6 Instructional units were developed using the principles of Universal Design for Learning. If this is a concept you are not familiar with you can review it on the CAST.org website.


There are 3 units in both Mathematics and English Language Arts – elementary, middle and high school. Each unit has multiple lessons. At the beginning of each lesson in the unit are the objectives and essential questions for the lesson which are followed by several components:

- Materials and Vocabulary
- Introduction
- Body
- Practice
- Closure
- Resources

We'll use the ELA Middle School Unit to show how the 5-Step works. Each instructional unit begins with a list of the Common Core State Standards, Learning Targets from the Learning Progressions Frameworks, and the Core Content Connectors organized in the Instructional Families, on which this unit is based. This leads us to the information we need to complete step 1.

## 5-STEP PROCESS

1. Identify the **standard(s) in the gen-ed lesson.**
  - Use Content Modules to clarify content.
  - Use the Graduated Understandings: Instructional Families.
2. Identify the **outcomes or learning objectives for All students.**
  - Use Content Modules to clarify content.
  - Use the Curriculum Resource Guides for descriptions of outcomes.
  - Use the Element Cards for Essential Understandings.
3. Examine the **instructional activities for All students.**
  - Use UDL Units for examples of instructional activities that make up a unit.
  - Use Curriculum Resource Guide for additional instructional activities ideas.
4. Determine **supports** for Students with a Cognitive Disability.
  - Use the UDL Units for multiple means of representation, expression, and engagement and for additional support considerations.
5. Use NCSC **curriculum and instructional resources** as needed.
  - Use the Element Cards for instructional strategies.
  - Use the MASSIs to reinforce specific skills and concepts.
  - Use the Instructional Resource Guide to design systematic instructional strategies.



In this module, we will go through one process for planning instruction and ensuring access to the age appropriate content standards that typical student’s curriculum is based on in your state. The 4-Step Process to develop lessons was first written in 2009 (Clayton, et al). It was used in University of Kentucky professional development for several years and then adapted to show how to incorporate the wealth of NCSC resources available on the Wiki, and is now called the 5-Step Process as shown here. The initial article titled *A Four-Step Process for Accessing the General Curriculum for Students with Significant Cognitive Disabilities* is listed in the references.

**1. Identify the **standard(s) in the gen-ed lesson.**** To align to and stay as close to age appropriate grade level content standards, teachers are encouraged to start the lesson planning process with a general education lesson. General education teachers develop lessons for these standards or use material available online to provide the curriculum designated by their state. These lessons and the help of a general educator, if possible, are a good starting place for special educators.

•**Use Content Modules to clarify content.** In addition to the general education lessons, the NCSC Content Modules on the Wiki will provide teachers with the content background for many key concepts. Just a few of the modules available are: Author’s Purpose and Point of View, Main Idea, Theme, and Details and Summarizing and Inference. The Content Modules are for teachers who may be

unfamiliar with a concept and how it is taught. NCSC resources for mathematics also provide many Content Modules.

•**Use the Graduated Understandings: Instructional Families.** These materials group the Core Content Connectors in ‘Families’ or related content. There is a module explaining these titled English Language Arts Reading Graduated Understandings.

**1. Identify the outcomes or learning objectives for All students.** These outcomes will be identified in the general education lesson.

•**Use Content Modules to clarify content.**

•**Use the Curriculum Resource Guides for descriptions of outcomes.**

•**Use the Element Cards for Essential Understandings**

**2. Examine the instructional activities for All students.** How is the content taught? The Content Modules provide examples of how general educators teach key concepts. In addition to these:

**Use UDL Units for examples of instructional activities that make up a unit and Use Curriculum Resource Guide for additional instructional activities ideas.**

**3. Determine supports for SCD.** Adapt, modify, and provide communication support.

• **Use the UDL Units for multiple means of representation, expression, and engagement and for additional support considerations.** Listed in the resources for this module is a document by Anne Denham titled Pathways to Learning for Students with Cognitive Challenges: Reading, Writing and Presenting. It provides many examples and pictures to support teachers.

**4. Use NCSC curriculum and instructional resources** as needed.

•**Use the Element Cards for instructional strategies**

•**Use the LASSIs to reinforce specific skills and concepts and**

•**Use the Instructional Resource Guide to design systematic instructional strategies**

As you can see step 5 is actually embedded throughout the entire process.

We will discuss each of these steps in detail by modeling the process through one activity of a sample general education lesson.



## STEP #1: IDENTIFY THE STANDARD(S)



### #1. Identify the **content standard(s)**.

Grade level of the standard  
Specific State Standard(s) or CCSS

#### Suggestions:

Use the link within the NCSC WIKI to access the CCSS or have your state grade level standards available.

Use UDL Units for examples of standards addressed.

Use Content Modules for content clarification.

Use the Core Content Connectors to see how the CCSS can be unpacked.


Use the Instructional Families to identify how CCCs are grouped together to build concepts



Although the first step is to identify the grade level content standards, what teachers need before this is a grade level standards-based general education lesson. These lessons may be obtained through general education teachers in the local school or district, district level content specialists, state curriculum guides or websites, or through online sites such as San Diego School district <http://www.sandi.net/Page/33501>). Prior to any instruction, it is important to identify and understand the concepts and skills of the standard(s) to be taught in this lesson.


Refer to resources in the wiki for examples of the use of standards.

## CHECK FOR LEARNING



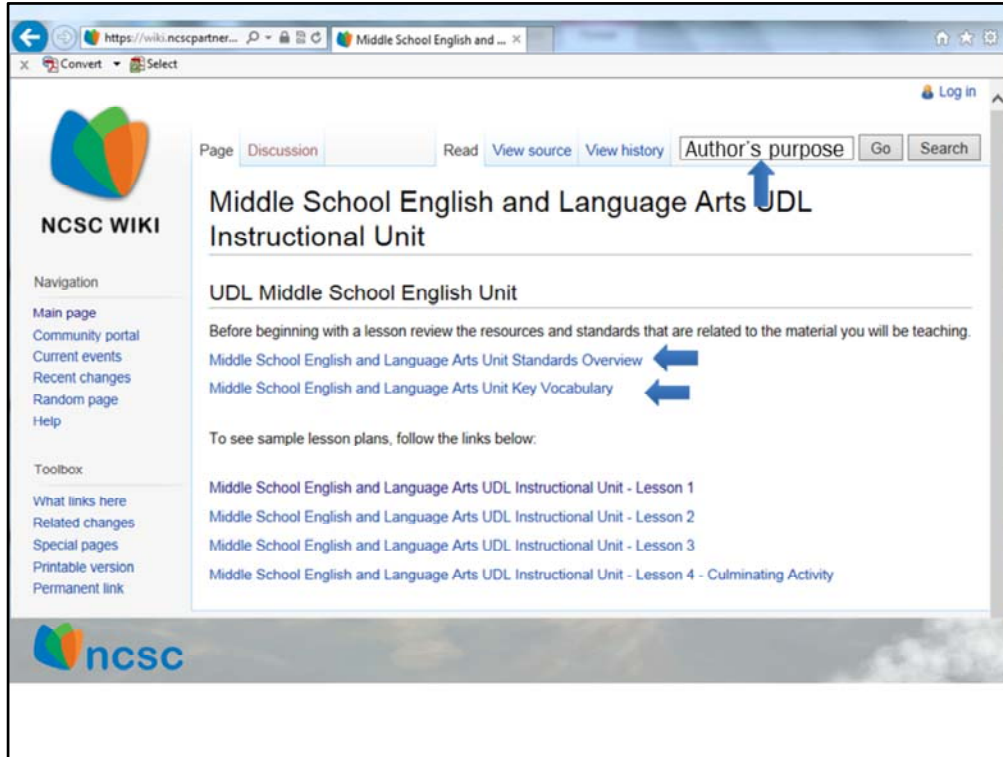
Remember, the 5-Step Process includes:

1. Identify the **standard(s) in the gen-ed lesson.**
2. Identify the **outcomes or learning objectives for All students.**
3. Examine the **instructional activities for All students.**
4. Determine **supports** for SCD.
5. Use NCSC **curriculum and instructional resources** as needed.



Now that we've taken a look at the wiki's layout for the unit material let's review the 5-Step. As you think through each step of the process, consider the resources that might give you the added information that you need in planning instruction.

1. Identify the **standard(s) in the gen-ed lesson.**
  - Use **Content Modules** to clarify content.
  - Use the **Graduated Understandings: Instructional Families.**
2. Identify the **outcomes or learning objectives for All students.**
  - Use **Content Modules** to clarify content.
  - Use the **Curriculum Resource Guides** for descriptions of outcomes.
  - Use the **Element Cards for Essential Understandings**
3. Examine the **instructional activities for All students.**
  - Use **UDL Units** for examples of instructional activities that make up a unit
  - Use **Curriculum Resource Guide** for additional instructional activities ideas.
4. Determine **supports** for SCD.
  - Use the **UDL Units** for multiple means of representation, expression, and engagement and for additional support considerations.
5. Use NCSC **curriculum and instructional resources** as needed.



- Let's look at Step 1 – Identify the Standards in greater detail using the UDL units. Each list associated with an instructional unit begins with the Common Core State Standards and Learning Progressions and key vocabulary. When planning instruction, if you begin with a general education lesson this part should already be done for you or at least made easier through:
- collaboration with a general education teacher, or
  - accessing an instructional unit from a reliable instructional website.

## STEP #2: IDENTIFY STUDENT OUTCOMES



### #2. Identify the **outcomes or learning objectives** for **All students.**

#### Guiding Questions

- What are the desired outcomes for all students?
- How will students demonstrate their knowledge and skills?
- What is the observable student performance?
- What would be an appropriate expectation for a student without a disability?
- What is the level of complexity in the standard?



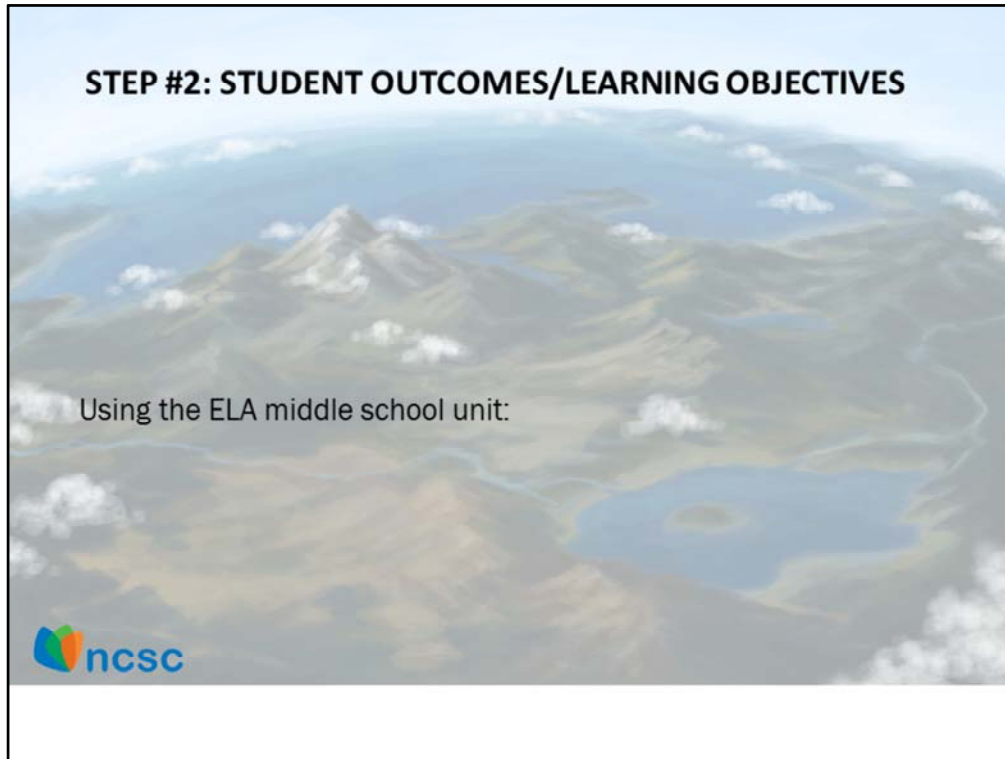
There are several guiding questions to consider when completing step two of the process. First, ask, “What are the desired outcomes for all students?” When considering the answer to this, remember we are thinking of all students, not just students with a significant cognitive disability.

Once the desired outcomes have been determined, then we must consider how students will demonstrate those desired outcomes. What must the student do to demonstrate their knowledge and skills?

What is the observable student performance?

And finally, What would be an appropriate expectation for a student without a disability?

Next, think about the complexity of the standard. Is the standard focused on recall and knowledge of information and/or skills? Or, is the standard asking that the student apply more complex skills such as application, analysis, and/or evaluation? Finally, consider what the standard is really about. What is the most important piece or big idea in the standard? In our example, the big idea is determining and analyzing a theme during the course of the text.



The ELA middle school unit, which is based on a general education unit, provides many examples of tying the measurable observable objectives to the appropriate grade level standards. In Lesson 1 the objectives are:

- Students will use context clues to define unfamiliar words in a literature passage.
- Students will generate questions during reading in order to predict possible outcomes of the conflict within the text's plot.
- Students will analyze the role of setting as it creates a sequential structure within the text.
- Students will summarize the text.
- Students will compare the print version of a text to the graphic novel.

Let's now look at the resource material on the Wiki that will help teachers with many developing concepts that could be included in a general education lesson. .

**PURPOSE OF THE CONTENT MODULES:**

- Multimedia resources that provide deeper understanding of complex concepts
- Excellent companion resources when viewing the CCCs
- Multiple English Language Art Content Modules
- Companion resources when planning for instruction

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For Step 2, “Identify the outcomes or learning objectives for All students,” we have identified 3 key resources that will provide teachers with background and teaching strategies.

They are:

The Content Modules to clarify content.

The Curriculum Resource Guides for descriptions of outcomes.

The Element Cards for Essential Understandings

Let’s start with the Content Modules.


The **Content Modules** are an online multimedia resource that provides teachers with a deeper understanding of complex concepts.

Content Modules make excellent companion resources when viewing the CCCs. For example, if the teacher is not sure what “theme” is in ELA, a content module can be used to see examples and learn about the difference between theme and main idea.


The Content Modules are available as an online, multimedia resource that provides teachers with critical information on more complex concepts contained within the CCSS.

Because it is necessary to understand the content before teaching the content, these modules are an excellent companion resource when planning for instruction.

## CONTENT MODULES TOPICS IN ELA



- Vocabulary Acquisition and Use
- Text structure
- Inferences and summarizing
- Main idea, central idea, theme, and key details
- Author's purpose and point of view
- Writing- narrative, explanatory and persuasive



Content Modules teach teachers what a concept means and how it's taught. Each of them give several grade level examples. There are 6 modules that cover key concepts for which teachers may need additional background. They are:

Vocabulary Acquisition and Use

Text structure

Inferences and summarizing

Main idea, central idea, theme, and key details

Author's purpose and point of view


Writing- narrative, explanatory  
and persuasive



**CURRICULUM  
RESOURCE  
GUIDES: ELA**

**The purposes of the Curriculum Resource Guides Are:**

- To provide guidance for teaching the Common Core State Standards (CCSS) to students with Significant Cognitive Disabilities (SWSCD)
- To serve as a companion document to the Progress Indicators for the CCSS found in the NCSC Learning Progressions
- To help educators build knowledge of the essential content reflected in these Progress Indicators of the CCSS
- To delineate the necessary skills and knowledge students need to acquire to master these indicators
- To provide examples for differentiating instruction for a wide range of SWSCD

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The next set of WIKI resources are the Curriculum Resource (CR) Guides. These guides are intended to be a support for teachers to understand how a concept (such as teaching Vocabulary and Acquisition Use) can be taught to students with different needs and understandings and how that concept changes (and therefore the instruction changes) across the grades within the grade span. Each guide covers a range of CCCs for grades 3 through high school. In ELA, these guides focus on broad topics such as informational text. The narrower topics within the CR Guide were based on feedback from special education teachers. These guides should support teachers in preparing students for the NCSC alternate assessment. Both the Content Modules and CR Guides were developed by special educators with extensive experience in adapting general curriculum for students with significant cognitive disabilities. These resources have been validated by content experts for accuracy and by special education teachers for clarity.

ELEMENT CARDS		
Grades 6–8 Reading Element Card–Vocabulary Acquisition and Use- <i>Determining Meaning Using Context</i>		
<p><b>Grade 6 Standard:</b></p> <p>CCSS: 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p>	<p><b>Grade 7 Standard:</b></p> <p>CCSS: 7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p>	<p><b>Grade 8 Standard:</b></p> <p>CCSS: 8.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p>
<p>PE.MRWL.a Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words.</p>	<p>PE.MRWL.g Making conceptual connections between known and unknown words, using word structure, word relationships, or context</p>	<p>PE.MRWL.g Making conceptual connections between known and unknown words, using word structure, word relationships, or context</p>
<p>CCCs</p>	<p>CCCs</p>	<p>CCCs</p>
<p>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words.</p>	<p>7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrases.</p>	<p>8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrases.</p>
<p><b>Essential Understanding:</b></p> <p>Identify new words. THEN Identify multiple meaning words (e.g., EDL 4 or 5). THEN Identify the meanings of a multiple meaning word (e.g., EDL 4 or 5).</p>	<p><b>Essential Understanding:</b></p> <p>Use context as a clue to determine the meaning of a word (e.g., EDL grade 5 or 6).</p>	<p><b>Essential Understanding:</b></p> <p>Use context as a clue to determine the meaning of a word (e.g., EDL grade 6 or 7).</p>
<p><b>Suggested Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Model, lead, act             <ul style="list-style-type: none"> <li>Model: reading the sentence and underlining the unknown word; think aloud about what is happening in the sentence; think of another word that may explain what is happening in the sentence; try out the other word in the sentence to see if it makes sense</li> </ul> </li> <li>Use system of least prompts as a response prompting strategy</li> </ul>		
<p><b>Scaffolds and Supports</b></p> <ul style="list-style-type: none"> <li>Highlighted text (e.g., highlight the text that provides a clue for what the unknown word means)</li> <li>Add images to provide clues</li> </ul>		
<p>* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.</p>		

•Teachers can be challenged by the fact that SWSCD are a heterogeneous group with varying entry skills and opportunities to learn the content standards; the purpose of the **Element Cards** is to provide teachers with an understanding of student movement toward the CCSS and provide guidance as to how to develop instructional lessons at varying levels of challenge that will include **ALL** students and will promote the use of Universal Design for Learning. Notice that we have now moved to the bottom half of the schema and are now focusing on materials that support special educators in “How to teach”.

•This is an example of a ELA **Element Card** that details its structure and content.

- The first component of the Element Card is the **CCSS**: This is the Common Core State Standard on which the CCC is based. For this particular card, in the first column we can see that the CCSS is Grade 6, Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, flexibly from an array of strategies;

- The second row provides the related **LPF** strand making meaning;

- The third component is the **Core Content Connector**: The nomenclature used to identify the CCC is followed by a statement of the grade-specific CCC. This row is color-coded to show that this CCC is part of the Content and Word Part **Instructional Family** which includes Determine Meaning Using Context and Determine Meaning Using Word Parts, The CCCs are color-coded throughout the resources.

- The next row indicates the **Essential Understandings**: a **critical** component of the Element Cards.

- The **Essential Understandings** refer to the fundamental concepts and skills essential to entering the content. Teachers must use their knowledge of individual learners and assessment data to determine the entry point for students to access the strand-specific content.

- This information is broken down into sections.

- Each section starts with fundamental concepts and skills essential to entering the content described in the CCC at grade level. The skills move to more complex application of English Language Arts concepts (skills) using specific content by showing what would come NEXT or 'THEN.'

- The final two rows include:

- The **Suggested Instructional Strategies**: examples of evidenced-based strategies supporting instruction at varying levels; and

- The suggested **Supports and Scaffolds**: suggestions of possible tools and materials that assist in the promotion of understanding and engagement with concepts.

**STEP #3: EXAMINE THE INSTRUCTIONAL ACTIVITIES FOR ALL STUDENTS**

**#3. Examine instructional activities for All students.**

Identify the instructional activities that move students toward achievement of the objectives.

Typical classroom activities, i.e., lecture, taking notes, small and large group work, etc.

Determine if activities are designed with all students in mind

Universal Design for Learning:

- Multiple means of representation,
- Multiple means of expression, and
- Multiple means of engagement

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Step 3 is to examine instructional activities for All students. This includes identifying the instructional activities that move students toward achievement of the objectives such as, typical classroom activities, i.e., lecture, taking notes, small and large group work, etc.

What types of activities might lead to the instructional outcome?

**Multiple Means of Engagement** give learners various ways of acquiring information and knowledge and provide options for comprehension by the highlighting of critical features.

**Multiple Means of Representation** give learners various ways of acquiring information and knowledge and provide options for expressive skills and fluency.

**Multiple Means of Expression** provide learners alternatives for demonstrating what they know and provide options for recruiting interest, sustaining effort, and self regulation.

Teaching requires designing instructional plans that promote learning for **all** students – whatever their entry point is into the content.

The UDL Instructional Units contain lesson plans that illustrate how to target the CCCs, based on the CCSS, within general education lessons that are accessible to ALL students using Universally Designed for Learning lessons - providing equal opportunities for ALL students to learn the content.

The design and content of the UDL Instruction Units and lessons promote co-teaching and collaborative planning between general and special educators.

The lessons provide models of universally designed planning for an entire class of students that address engagement, representation, and expression – they offer a model for how to engage **ALL** students in well-designed instruction based on the CCSS.

## STEP 3A INSTRUCTIONAL ACTIVITIES FOR ALL STUDENTS



Step 3a: Determine areas within the instructional activities that require consideration of **specific, individual support needs to ensure** all students have **access** to the instruction and materials and a way to demonstrate learning.

- Examine all activities.
- Consider all students.
- Use the principles of UDL.
- Consider additional specific student support needs on an individual basis.
- Add activities as necessary.

**Note:**

[Review sample UDL Units of instruction to examine activities.](#)



Step 3a examines all the activities in the lesson that would require additional specific student support on an individual basis. This will ensure that all students have access to the instruction and materials and a way to demonstrate learning. Key guidance includes:

- Examine all activities.
- Consider all students.
- Use the principles of UDL.
- Consider additional specific student support needs on an individual basis.
- Add activities as necessary.

## GUIDING QUESTIONS FOR STEP 3A



### What are the general requirements to participate in each activity?

- Listen to a lecture
- Read information
- Discuss with class or small group
- Write observations

### What specific skills may need additional supports

- Note taking during lecture (i.e. writing specific vocabulary heard)
- Reading or accessing print
- Communication on topic
- Modeling a mathematics problem



As we look at the general education lessons, we need to look at how each student is actively participating in each part of the instructional activity. Does the student need to listen to a lecture, read information, discuss the information with the class or a small group? Do they need to write their observations?

How will the student *access* instruction?

What is needed to ensure targeted information is provided in the student's mode of communication?

What will *engage* the student in the activity?

## IDENTIFYING SKILL GAPS



When students are 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
- Curriculum resource person
- Previous grades' benchmarks

Foundational skills should supplement not supplant instruction on grade level skills.



Identifying skill gaps is the point at which you bring in the instructional families and element cards. After we have analyzed a lesson using the principles of UDL, we realize that for many of our students, learning the standards and benchmarks still seems far away. Even by using accommodations and an accessible learning environment, some gaps might still exist. When students are struggling with a grade level concept or skill, we can determine foundational skills that may need to be stressed during instruction. Consult with people who know the content to determine if there are foundational skills essential to learning a concept. You can plug some of those gaps and build toward the benchmarks by addressing some foundational skills within grade appropriate content making sure it leads to the performance of the grade level concept. Remember, foundational skills should supplement not supplant instruction on grade level skills.



## STEP #4: INSTRUCTIONAL SUPPORTS



### #4. Determine access **supports needed** for SCD.

Consider all aspects of the lesson.

What supports are needed for students to participate in and learn from the instructional activities?

#### Communication

How does the student communicate with the teacher, small group partners, others?

Is the salient vocabulary for the lesson included in the students' communication system?

#### Supports

Are the student's typical supports in place?

Are additional supports, specific to the activity or content, needed?



Once the general requirements of an activity are determined and a menu of supports has been created, then consider whether there are any additional supports a student may need specific to an activity or concept in the lessons (Supports beyond those identified in the menu of supports).

What specific vocabulary needs to be included in a student's communication system?

Does the student need to build some background knowledge before the start of any lesson or activity within the lessons?

Are there considerations for physical or sensory access, positioning and/or Positive Behavior Supports?

\*The sample instructional units provide examples of multiple means of representation, expression, and engagement and additional support considerations.

## Additional Considerations for Emerging Readers and Emerging Communicators

1. Provide picture and/or tactile representations of relevant vocabulary, paired with the written word, each time a salient concept/vocabulary word for rectangle, area, and perimeter is mentioned during the presentation or discussion, as well as the meanings of each word.
2. Create math journals to record vocabulary, formulas, and notes.
3. Provide the formulas for area and perimeter as the concepts of each are discussed.
4. During discussion, provide picture representation of real world uses for area and perimeter.
5. Student may be presented with manipulatives of a unit and the rectangle drawn on grid paper.
  - Students determine area and perimeter by placing the manipulative units on each unit around the rectangle on the grid paper to demonstrate perimeter as well as within the rectangle to demonstrate area.
  - Using manipulatives may be demonstrated electronically, using a computer program or PowerPoint, to count units virtually to determine area and perimeter.



The lessons also include additional support considerations in reading and communication for students who may have more intensive support needs. These additional considerations are provided in each part of each activity. The considerations above are just a few for this part of the lesson. Take a minute and read through them.

**Emerging Readers** may be students who predominately communicate through words, pictures, symbols and tactile representations consistently and can make meaning of each within the concept taught.

**Emerging Communicators** may be students who are learning a communication system or do not presently have a consistent system in place.

Click on the pause button and read through these considerations.

Sometimes, additional resources are provided as examples of support for representing or demonstrating the content.

## STEP #5: INSTRUCTIONAL RESOURCES

#5. Use Instructional Resources as needed.

1. UDL Units and Content Modules
2. Curriculum Resource Guide (CR)
3. Element Cards
4. Instructional Resource Guide
5. MASSIs and LASSIs




Step 5 was added to the original 4 Step Process to incorporate the resources available on the Wiki. For the planning process, 'Use Instructional Resources as needed', is incorporated within each lesson, but may also be considered for tiered interventions. We briefly looked at most of these. Let's summarize each document's purpose.


1. **UDL Units** - Models of universally designed instruction that illustrate how to target the CCCs within general education lessons
2. **Content Modules** – Explanation of difficult or complex mathematical /ELA concepts
3. **Curriculum Resource Guide (CR)** - Examples of how academic content is taught in general education
4. **Element Cards** - Description of how to teach specific concepts and skills for remediation of skills
5. **Instructional Resource Guide** - Evidence-based prompting and instructional strategies
6. **MASSIs and LASSIs**– Intensive scripted instructional lessons that include evidence-based practices for remediation of skills


There is one resource not previewed yet in this module and that's the Instructional Guide.


## INCLUDED IN THE INSTRUCTIONAL RESOURCE GUIDE





- Overview of Systematic Instruction (annotated with icons)
- Importance of Finding a Response Mode
- Explanation of Instructional Strategies and “how to”
- Sample script for math and ELA skills for each instructional strategy
- Troubleshooting Q&A

Constant Time Delay (CTD) 

System of Least Prompts (LIP) 

Model, Lead, Test 

Example/Non-example Training 



The Instructional Resource Guide is designed to give strategies for both mathematics and ELA. The guide is to support teachers that may have heterogeneous groups of students, possibly in multiple grade levels, that are challenging. To do so effectively, teachers need to build on their knowledge of instructional strategies that efficiently promote student learning. The Instructional Resource guide includes an overview of systematic instruction, explanations for identifying response mode and instructional strategies, sample scripts, and Questions and Answers troubleshooting.

The Instructional Resource Guide helps educators to build knowledge of essential, evidence-based systematic instructional methods and defines the use of these strategies that are used in the ELA Activities with Scripted Systematic Instruction (LASSIs) to teach students targeted skills. The icons shown here for constant time delay, system of least prompts, model, lead Test, and example/non-example are use throughout the LASSIs as well.

## LASSIS – MIDDLE SCHOOL EXAMPLE

### LASSIS: Language Arts Sample Systematic Instruction Script

**Theme:** Taking Flight

**Grade Band:** Middle School (Grades 6-8)

**Focus:** Using Informational Text



Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
SUMMARIZING	6.RI.b4 Summarize information gained from a variety of sources including media or texts.	6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Identify a topic from a single source. THEN Identify details, ideas, opinions from a single source. THEN Identify a common topic from two or more sources. THEN Identify common information (e.g., details, ideas, opinions) from multiple sources.	1. Use a KWHL chart to locate and summarize information from a variety of sources


The LASSIs offer intensive instruction using evidence-based practices. The LASSIs are a resource for tiered interventions as needed throughout general instruction. Using scripts, the LASSIs offer a guide for instruction with **graduating levels of difficulty** – ranging from the first steps of teaching the content to students with little or no understanding of the content to building understanding of the target concepts of the CCCs using activities aligned to grade-level content. The LASSIs come with tools, such as data sheets that can be used for monitoring progress towards mastery and a skills test to practice responding in a testing context. The LASSIs may be 3 to 5 pages long and are intended to build the student’s base knowledge and ready them to return to the lessons within the UDL instructional unit. There is a Back button in each LASSI that will return you to the last page visited in the lesson.

Let’s review the layout of the LASSIs. First, all the LASSIs provide example instructional activities for both informational and narrative text, and each starts with the key text, grade band, and focus at the top of the first page. The focus of this example LASSI is “Using Informational Text”. The first table of the LASSI spreads over the first few pages of the document. The first column lists the topic of instruction. The topics for the middle school level LASSIs are “Summarizing”, shown here (see page 1), Compare and Contrast (see page 2), and Author’s Claim (see page 3). The activities in this LASSI fold the 3 topics into the instruction. The second column lists the corresponding Core Content Connectors to each topic area. Remember, this is a component of the Common Core State Standard (see 3<sup>rd</sup> column); it is not an “extended standard”. The first number corresponds with the grade level (e.g., 6<sup>th</sup> grade above). The letters correspond with the content area in ELA. “RI” stands for “Reading Informational Text.” So, standards with those letters will focus on

multiple media, word and topic understanding, and identifying details. If your state has not adopted the Common Core, the CCCs represent many states' standards and can be used in similar processes like this.

The Essential Understandings (EUs) identify the fundamental concepts and skills that students use to address the content described in a reading CCC at a specific grade level. These EUs are in a suggested progression which reflects one potential path to reach the content targets within the CCCs. Since students differ in how they learn and demonstrate their understanding, instructional decisions should be made by the teacher to meet the needs of each student. The final column addresses the targeted LASSI objective. Because the CCCs encompass several skills, each LASSI may only address a component within that CCC. The LASSI objective is more specific. Be sure to check out the LASSIS on the WIKI to get a full picture of all the tools and resources available within it.


## CHECK FOR LEARNING



Understand a 5-Step process for planning access to grade-specific, standards-based instruction.

Understand when to use NCSC ELA resources to support access to and involvement in general education lessons for students with significant cognitive disabilities.

Understand when to use NCSC ELA resources to implement tiered interventions within general education lessons for students with significant cognitive disabilities.



Take a moment to think about the 5-Step Process and the NCSC resource material. Do you

1. Understand the 5-Step process for planning access to grade-specific, standards-based instruction?
2. Understand when to use NCSC ELA resources to support access to and involvement in general education lessons for students with significant cognitive disabilities?
3. Understand when to use NCSC ELA resources to implement tiered interventions within general education lessons for students with significant cognitive disabilities?

## NEXT STEPS



This concludes the Developing ELA Lessons Module.

Review the resources in the next section.

Claim your badge through the link at the end of the presentation.

It is suggested but not required that you complete all modules in the ELA course.



This concludes the Developing ELA Lessons Module

Review the resources in the next section.

It is suggested but not required that you complete all modules in the English Language Arts course.



## NEXT STEPS



For more information and examples, review these:

Center for Applied Special Technology (2005). *UDL Guidelines*. Retrieved from [www.cast.org](http://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.hdi.uky.edu/>



These 2 resources are key to understanding how to develop English Language Arts lessons. The first reference is the website for CAST (The Center for Applied Special Technology) – 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](http://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.



If you would like more information on the concepts included in this module, here is a list of references.

## REFERENCES

<http://www.corestandards.org/what-parents-should-know/>

<http://www.naacpartners.org>



Visit the websites noted for more general information.