



linking research to real life.

Standards Based Planning and Instruction

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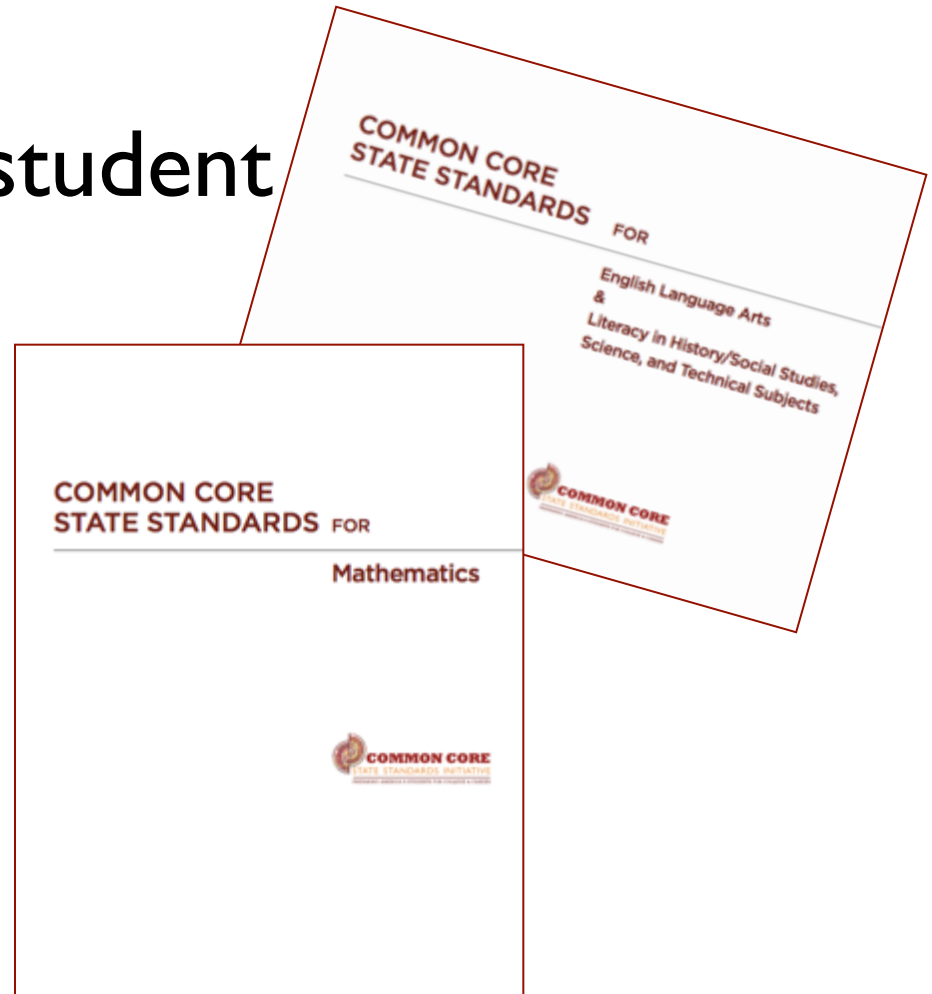
Standards are for Everyone

Developing Flexible Access to Standards

Common for every student

Grade specific

Content specific



A Look at the Standards

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:		Grade 1 students:		Grade 2 students:	
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2.	With prompting and support, retell familiar stories, including key details.	2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.	Describe characters, settings, and major events in a story, using key details.	3.	Describe how characters in a story respond to major events and challenges.
Craft and Structure					
4.	Ask and answer questions about unknown words in a text.	4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5.	Recognize common types of texts (e.g., storybooks, poems).	5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.	Identify who is telling the story at various points in a text.	6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Content Standard(s)**Grade Level:****Standard (Subject):****Standard Area:****Indicator #:****Full Indicator** – Highlighted,
(if using a modified indicator or**All**

(Instruction that the whole group receives)

The items below can be students
specific or level specific**Pre-Assessment**

- ☐ Work sample-with ✓ list, rubric or notes
- ☐ Captioned photo(s)
- ☐ Observation w/notes
- ☐ Video tape – with documentation
- ☐ Audio tape – with documentation
- ☐ Test/Quiz
- ☐ ✓ list
- ☐ Rubric
- ☐ Other

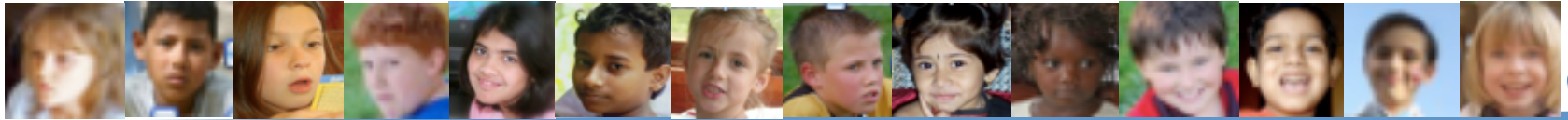
**Differentiated Materials/
Technology**

(List All)

**Instructional Strategies/
Learning Styles****Post-Assessment****Living vs. Nonliving****1. Grade Level Indicators:****Grade Level:** Kindergarten**Standard (Subject):** Science**Topic:** Life Science; Physical and Behavioral Traits of Living Things**Content Statement #:** Living things are different from nonliving things.**Page number:** p. 29**Grade Level:** 3**Standard (Subject):** Life Skills**Topic:** Function/Daily Living**Content Statement #:** Use simple common tools independently, such as paper punch**Page number:** 135**Grade Level:** 3rd grade**Standard (Subject):** Science**Topic:** Earth and Space; Earth's Resources**Content Statement #:** Earth's nonliving resources have specific properties

Learners on the Continuum

The range of physical and cognitive capabilities within the population varies by need and ability.



Therefore we need to vary our materials, instructional strategies and tools throughout our planning and implementation.

Task Analysis Template

Rules:

- You cannot be the scaffolding
- Students must be able to perform all tasks to the left of their plotted point on the scale
- plot students at which they can perform the task
- skill to the right of students plot point
- tools must scale to the right of the plot point

Task Analysis

Standard



Task Statement or Indicator:

Planning with Standards

using

Task Analysis

Grade Level:

Standard (Subject):

Topic:

Content Statement #:

Highlighted, bolded, underlined or italicized if only part of the indicator is targeted.

(if using a modified indicator or task analysis also include the target concept related to the grade level indicator)

Grade Level:

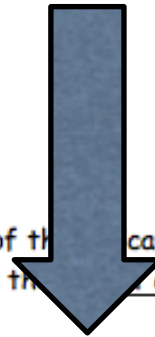
Standard (Subject):

Topic:

Content Statement #:

Highlighted, bolded, underlined or italicized if only part of the indicator is targeted.

(if using a modified indicator or task analysis also include the target concept related to the grade level indicator)



<i>Birth</i>	Task Analysis				<i>Indicator</i>
Steps to the Lesson: <u>UDL</u> (Instruction that the whole group receives)					
1.					
The items below can be students <u>specific</u> or <u>level specific</u>	Intensive Modification	Some Scaffolds	Least Accommodation		
Pre-Assessment					

Example

Objective:

Reading Strategies Workshop Fairy Tales-plot, setting, characters group activity.

Text: The Little Red Hen, Henny Penny, The Gingerbread Man

Birth				Task Analysis		Standard
show some sign of engagement or attention to shared text	attend to text sharing and engage with others about the text	listen to the text and choose objects that align with elements in the story	listen to text then select pictures from a field of 2 or more choices representing answers to questions	listen to text and select pictures that represent answers to questions and place into graphic organizer as a work sample	listen to text and answer questions verbally	read text independently with accommodations as needed and answer questions in writing



Content Standard(s)

Grade Level:

Standard (Subject):

Strand/Domain:

Standard/Content Statement #:

Full Standard - Highlighted, bolded, underlined or italicized if only part of the standard is targeted.
(if using a modified standard or task analysis also include the target concept related to the grade level standard)

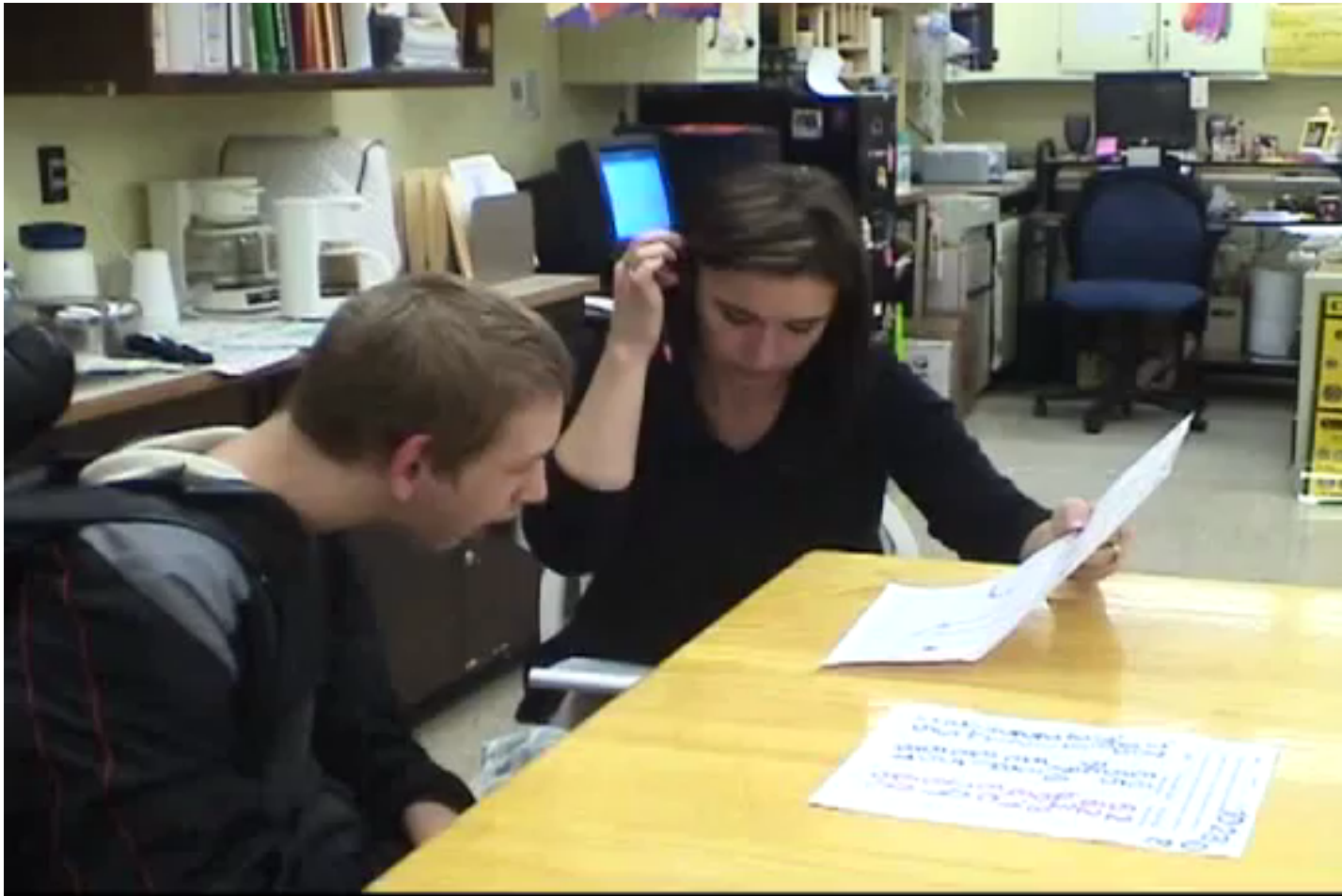
Task Analysis of Standard (Can relate to functional and life skills)						

Steps to the Lesson: UDL(Instruction that the whole group receives)

1.

The items below can be students specific or level specific	<div> <div>Most Support</div> <div> <div></div> <div></div> </div> </div>	<div> <div></div> <div></div> </div> <div>Least Support</div>
<div>Pre/Post-Assessment</div> <div> <input type="checkbox"/> Work sample-with ✓ list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Observation w/notes <input type="checkbox"/> Video tape – with documentation <input type="checkbox"/> Audio tape – with documentation <input type="checkbox"/> Test/Quiz <input type="checkbox"/> ✓ list <input type="checkbox"/> Rubric <input type="checkbox"/> Other </div>	<div> <div></div> <div></div> </div>	
Differentiated Materials/		

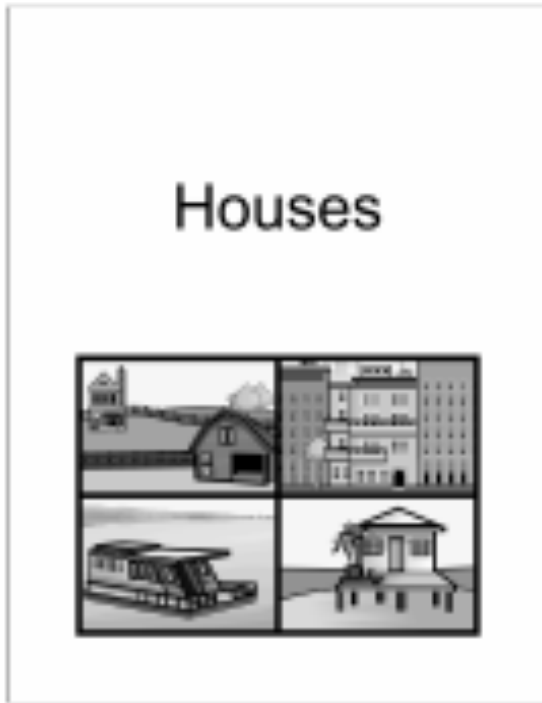
Assessment without AT



Assessment with AT



Assessment Formats



Say: *Show (tell) me, what is next to Cora's house: a barn* (indicate the barn card) *or a lake* (indicate the lake card)?

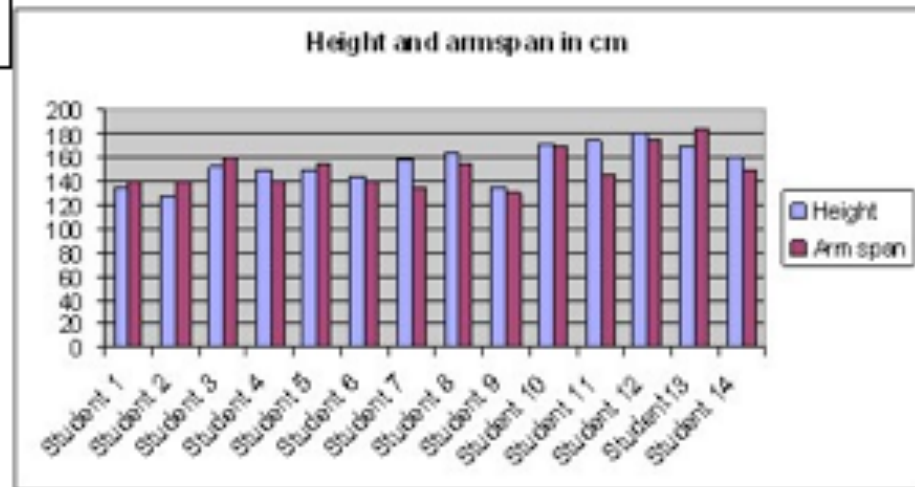
2-Choice Assessment



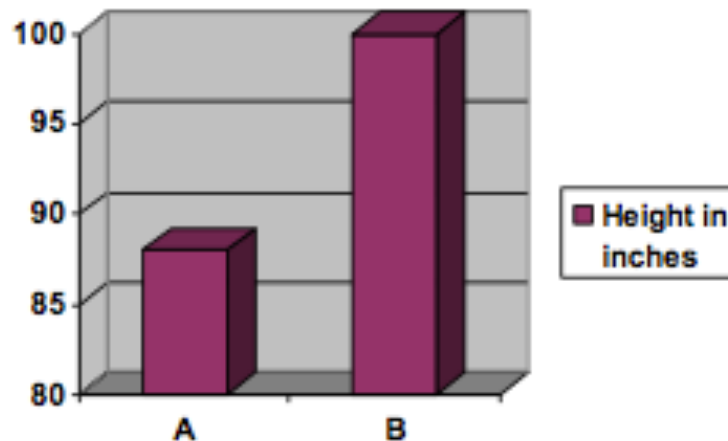
Point to the graph that shows bivariate data:



A.



B.



Two
choices
for
assessm
ents
bivariate

Intensive pre-assessment

Which is a Tundra?



Draw a picture of what you would do there.

Which is a mountain?



Draw a picture of what you would do there.

Which is a desert?



Draw a picture of what you would do there.

Which is a rainforest?



Draw a picture of what you would do there.

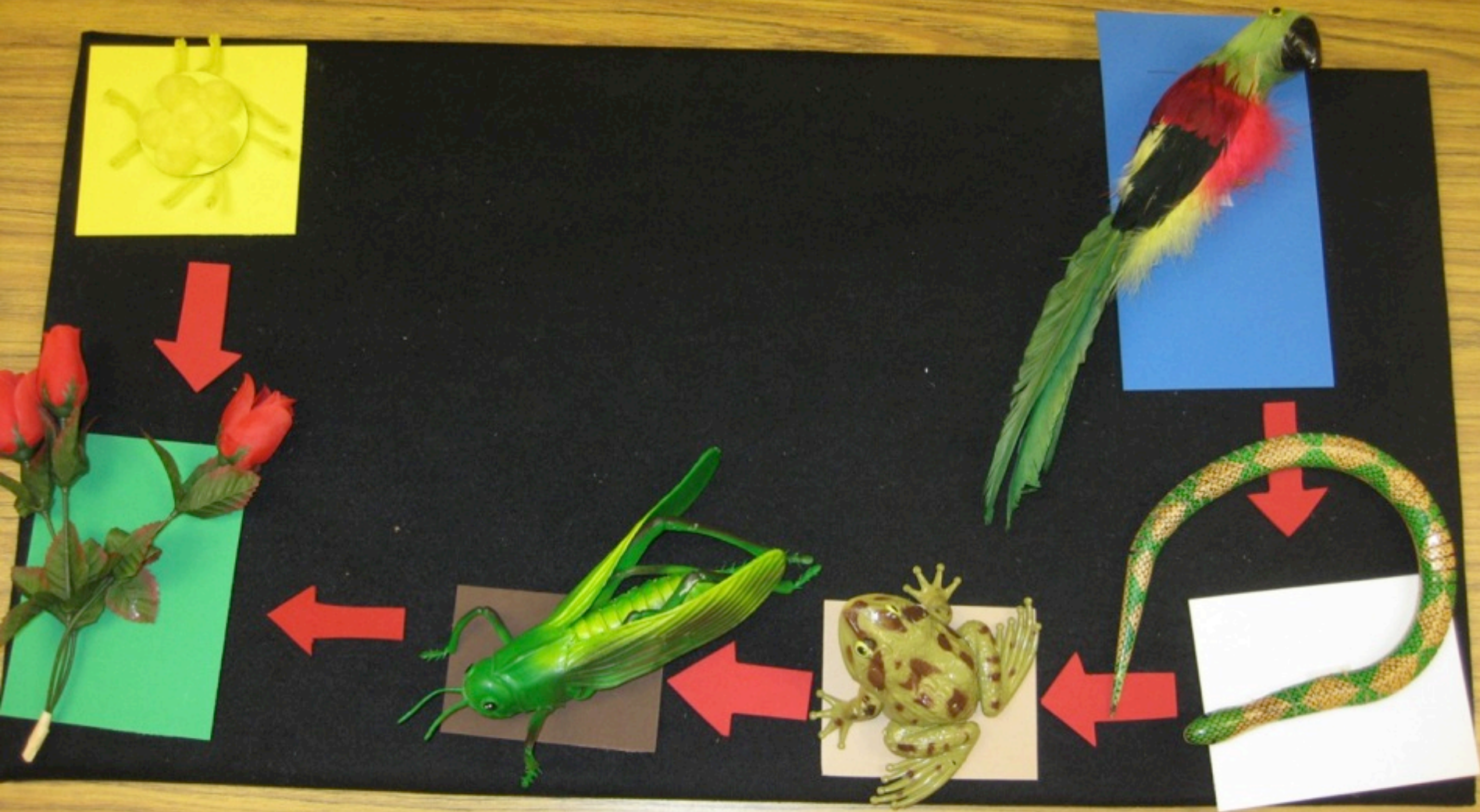
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4



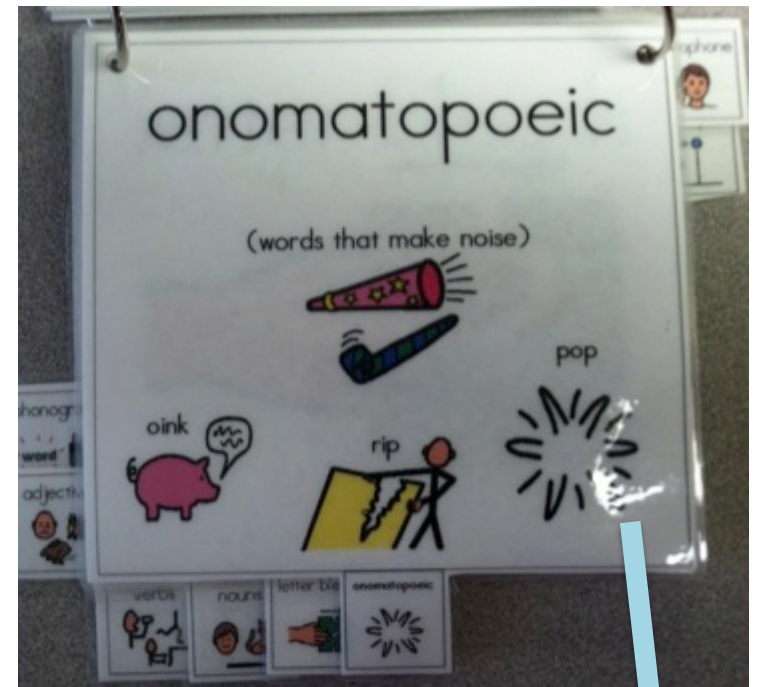
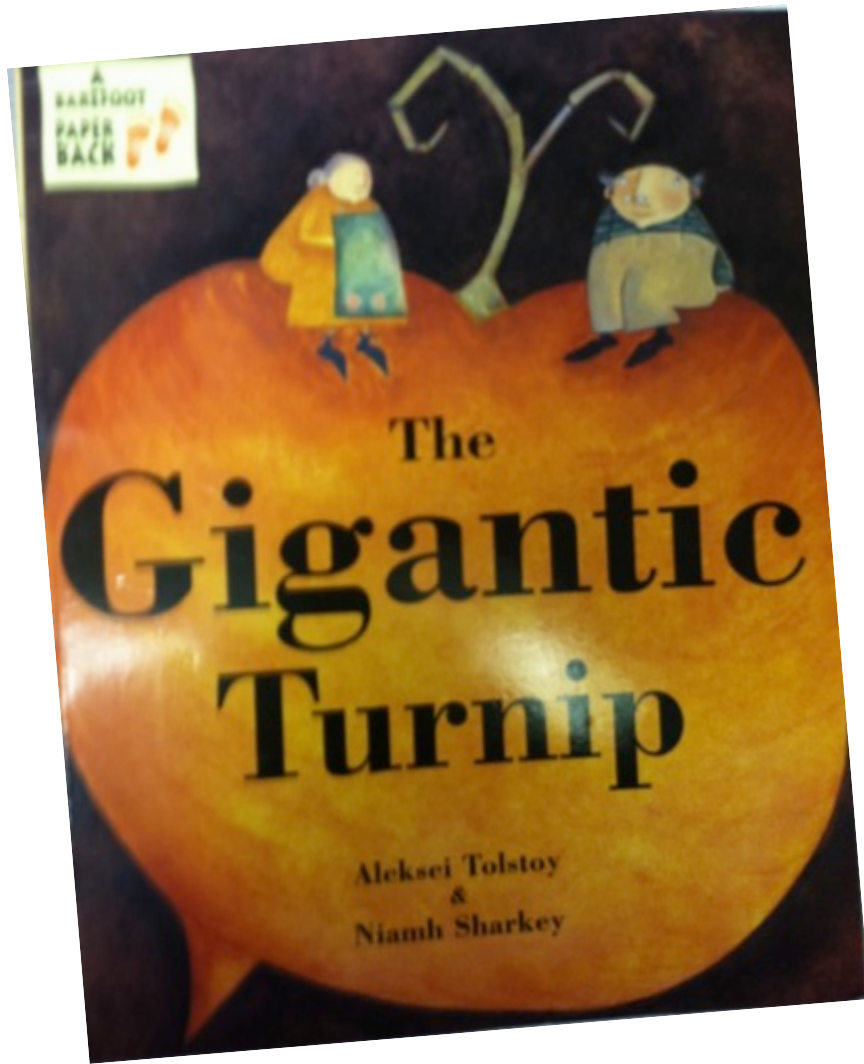
Food Chain



Plot Points







Plot Sequence



Plot



?



Leslie on rope swing



Jess swings on the rope

Name _____

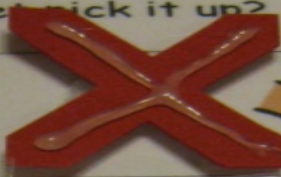
Date _____

Will the magnet pick it up?

Yes



no way



Paper clips



Lock



corks



Chip clip



Barrette



stick



Keys



nut



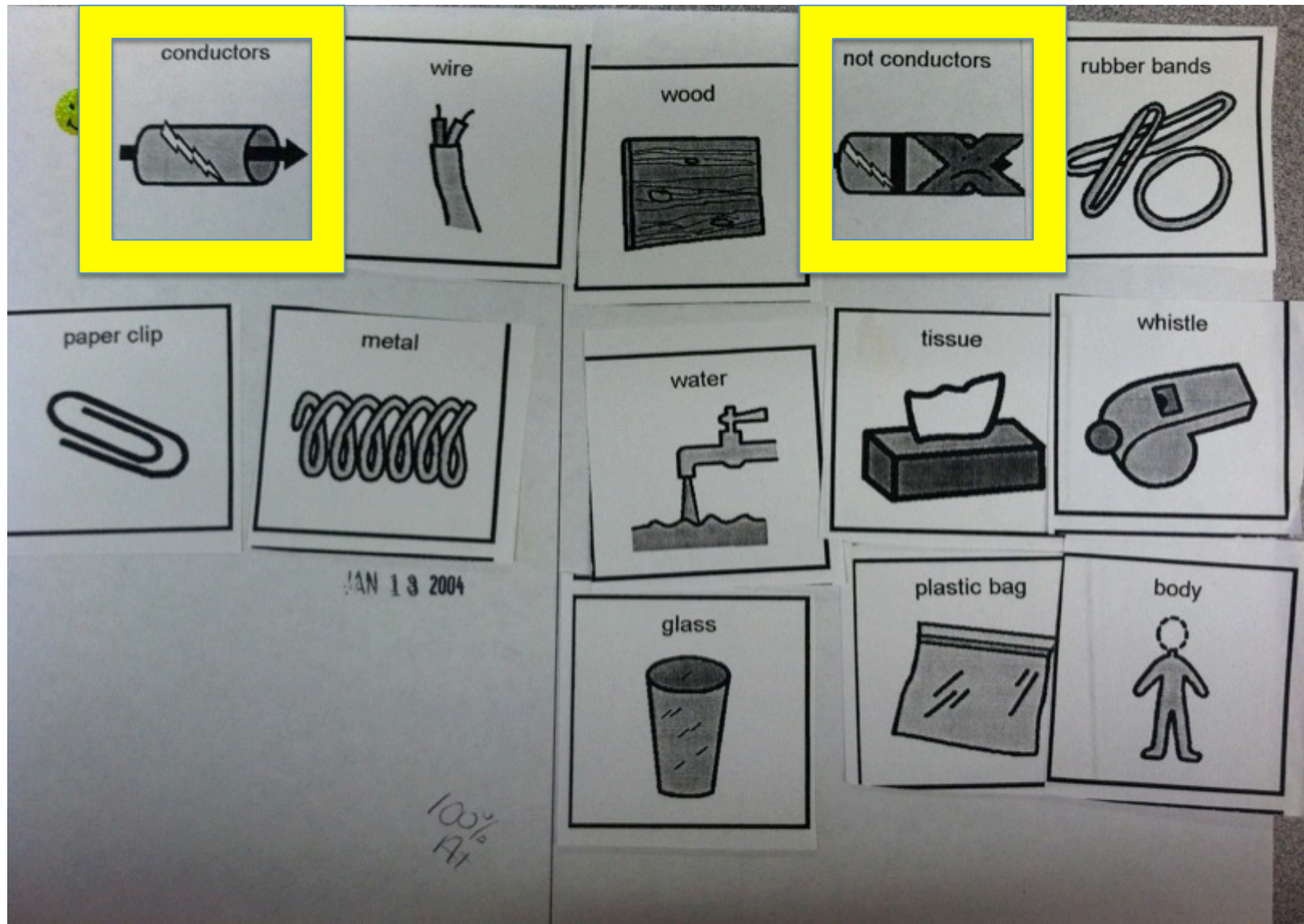
bell



Plastic Spoon



Experiment Data Log



Checklists - recording student choices

[illegible]

Plants and Animals Sort





Matching - Famous Women



Mathilda Joselyn Gage

Lucy Stone

Alice Paul

Carrie Chapman Catt

Susan B. Anthony

Elizabeth Cady Stanton

Anna Howard Shaw

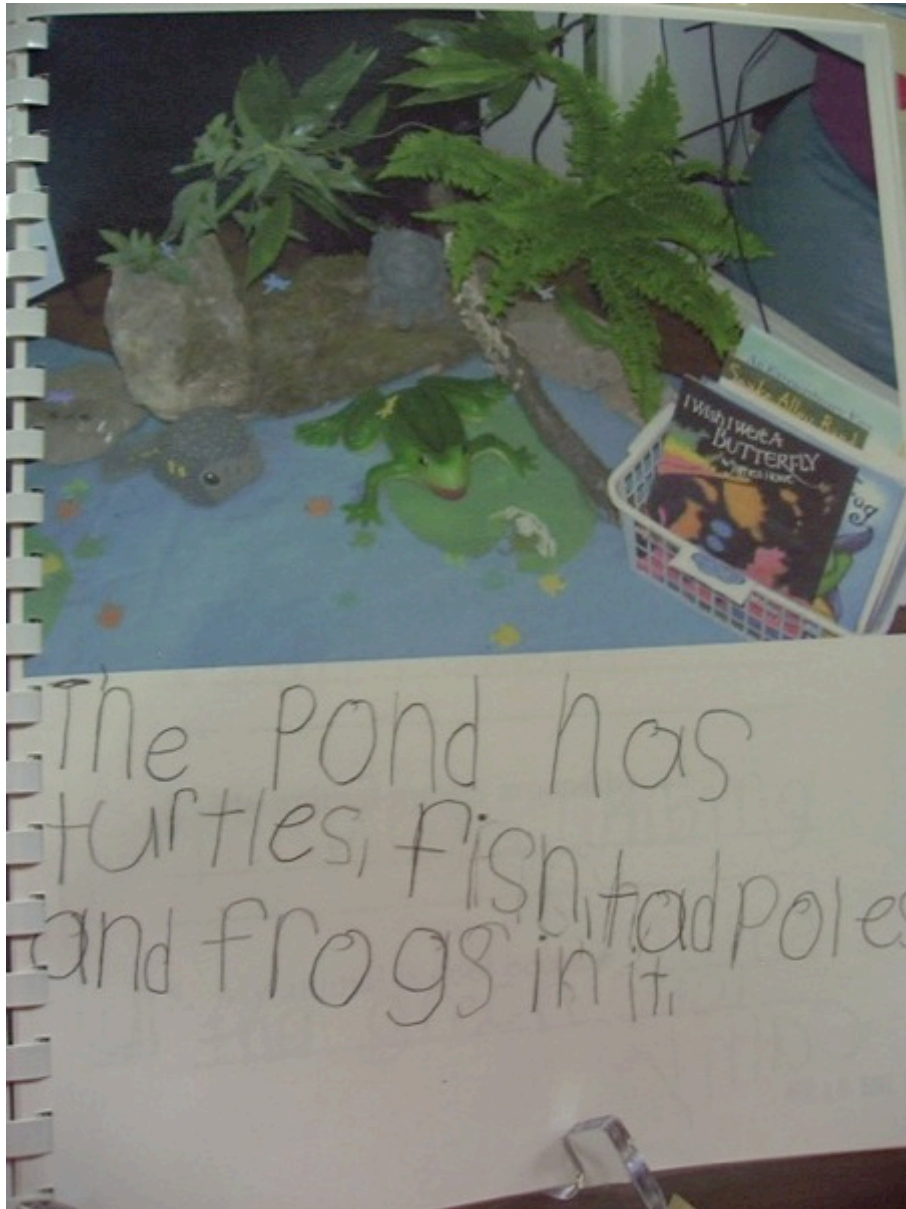
Lucretia Mott

-Matching

-2-Choice

-Vocabulary

Captioned Photos



Report Template



Name Martina
My favorite rainforest animal is a gorilla

1. My animal eats fruit

2. My animal lives in trees

3. My animal looks like black & white

4. My animal moves around by swinging on vines

5. My animal is cool because his mouth has big teeth

Journaling




Planning for Age Appropriate Materials

Pre-K-3	4-9	10-Adult
<u>Technology</u> <ul style="list-style-type: none"> •Starfall •Raffi music •Enchanted learning 	<ul style="list-style-type: none"> •YouTube •iTunes •WebQuests •Online magazines •Wii •Texting 	<ul style="list-style-type: none"> •Search engines •Email •Mapquest •Cell phone •ABC Online TV •iTunes
<u>Tools/Materials</u> <ul style="list-style-type: none"> •Counting bears •Sand/water table •Toys •Cartoon characters 	<ul style="list-style-type: none"> •Locker organizers •Calculator •Document editing – computer •Planners 	<ul style="list-style-type: none"> •Office/desk/supplies •Work related •Checkbook/banking •Hobbies
<u>Instructional Strategies</u> <ul style="list-style-type: none"> •Play/discovery centers •Tracing •Centers 	<ul style="list-style-type: none"> •Role play •Presentations •Social stories •Video modeling 	<ul style="list-style-type: none"> •Debate •Independent living •Interview practice •Cooking/Home Ec.

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(Instruction that the whole group receives)

The items below can be <u>students</u> <u>specific</u> or <u>level specific</u>	Intensive Modification	Some Scaffolds	Least Accommodation
Pre-Assessment <input type="checkbox"/> Work sample-with ✓ list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Observation w/notes <input type="checkbox"/> Video tape – with documentation <input type="checkbox"/> Audio tape – with documentation <input type="checkbox"/> Test/Quiz <input type="checkbox"/> ✓ list <input type="checkbox"/> Rubric <input type="checkbox"/> Other			
Differentiated Materials/ Technology 			
Instructional Strategies/ Learning Styles			
Post-Assessment			

Example

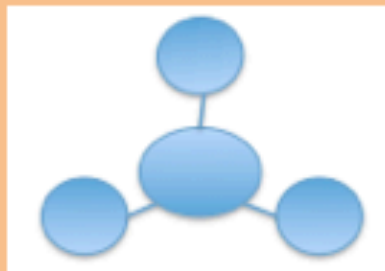
Differentiated Materials/ Technology (List All)



- choice board
- eye gaze technology (high or low tech)
- individualized switch access for choice making
- tactile representations



- icons or objects for answer choices to the 2 questions:
- Who is the main character?



Digital/Audio text

graphic organizers to choose from (webs, story map, table)



Content Standard(s)**Grade Level:****Standard (Subject):****Standard Area:****Indicator #:****Full Indica***(if using a me***All***(Instruction tha**The items belo
specific or lev***Pre-Assess**

- ☐ Work sample notes
- ☐ Captioned ph
- ☐ Observation 1
- ☐ Video tape –
- ☐ Audio tape –
- ☐ Test/Quiz
- ☐ ✓ List
- ☐ Rubric
- ☐ Other

Differentia**Technology***(List All)***Instructional Strategies/
Learning Styles****Post-Assessment****Sample Teaching Strategies:**

Small Group	Whole Class	Cooperative Learning Groups	Discussion	Lecture	Demonstration
Interest Group	Cues, Questions and Advanced Organizers	Centers	Game	Mini Lesson	Workbook
Provide Feedback	Field Trip	Guided Instruction	Music	Chant/Rhyme	Word Work
Student Demo	Set Objective/Goal	Generate/Test Hypothesis	Physical Movement	Independent Practice/Homework	Interviews
Distance Learning	Role Play	Note Taking	Sort and/or Classify	Images and Audio	Reinforce Student Effort

**Instructional Strategies/
Learning Styles****Post-Assessment**

Overview of Assistive Technology

It is helpful to classify AT according to the task it enables the student to perform. Here are some examples (not all-inclusive):

Seating and Positioning

Augmentative Communication

Mobility

Computer Access

Reading

Writing

Learning/Studying

Listening

Visual Aids

Activities of Daily Living (ADL's)

Environmental Control

Physical Fitness/Sports, Leisure, and Play

"Computer Resources for People With Disabilities." The Alliance for Technology Access. Petaluma, CA.

<http://www.ataccess.org>

"Closing the Gap: Resource Directory." Closing the Gap, Inc. Henderson, MN. <http://www.closingthegap.com>.

AT Tools for Learners on the LI Continuum



Types of AAC devices

Step-by Step



Talkables



Cheap Talk 8



Tech/Talk 8 with Tactile Supports



GoTalk Express 32



iPod Touch w/Proloquo2Go



Vantage Lite



TuffTalker



Allora

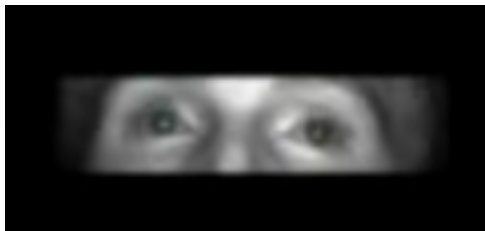


EyeMax



Types of AAC access

Eye gaze



Switch Scanning



Switch Scanning
SIMULATION

Alternate Access Point



Icon Choice



Tactile Supports



Direct Select – Isolated Finger



Software

Clicker 5 File Edit View Insert Format Grid Options Window Help

Clicker 5 - Document Untitled

At school

I

read

write

paint

make

my

a

book

picture

model

story

,

.

and

Run mode | File: School Sentences | Done

The screenshot shows the Clicker 5 software interface. At the top is a menu bar with 'Clicker 5', 'File', 'Edit', 'View', 'Insert', 'Format', 'Grid', 'Options', 'Window', and 'Help'. Below the menu bar is a toolbar with various icons for file operations (new, open, save, print), text formatting (bold, italic, underline, color, background color), and other functions (spell check, speech, list, insert). The main workspace is a large white area with a cursor. Below the workspace is a toolbar with navigation icons (back, forward, home, search) and a small toolbar with 'abc', list, and arrow icons. The bottom section is a word bank with a light blue background. It contains several buttons: 'At school' (red), 'I' (blue), 'read' (green), 'write' (green), 'paint' (green), 'make' (green), 'my' (yellow), 'a' (yellow), 'book' (white with a book icon), 'picture' (white with a picture icon), 'model' (white with a model icon), 'story' (white with a story icon), a comma (red), a period (red), and 'and' (purple). The status bar at the bottom shows 'Run mode | File: School Sentences | Done'.

Visual/Tactile Supports



Manipulatives



Schedules

sandals	swimming pool	sunscreen	ocean
			
restaurant	hotel	pack	drink
			
vacation	sand shovel	car	sand castle
			



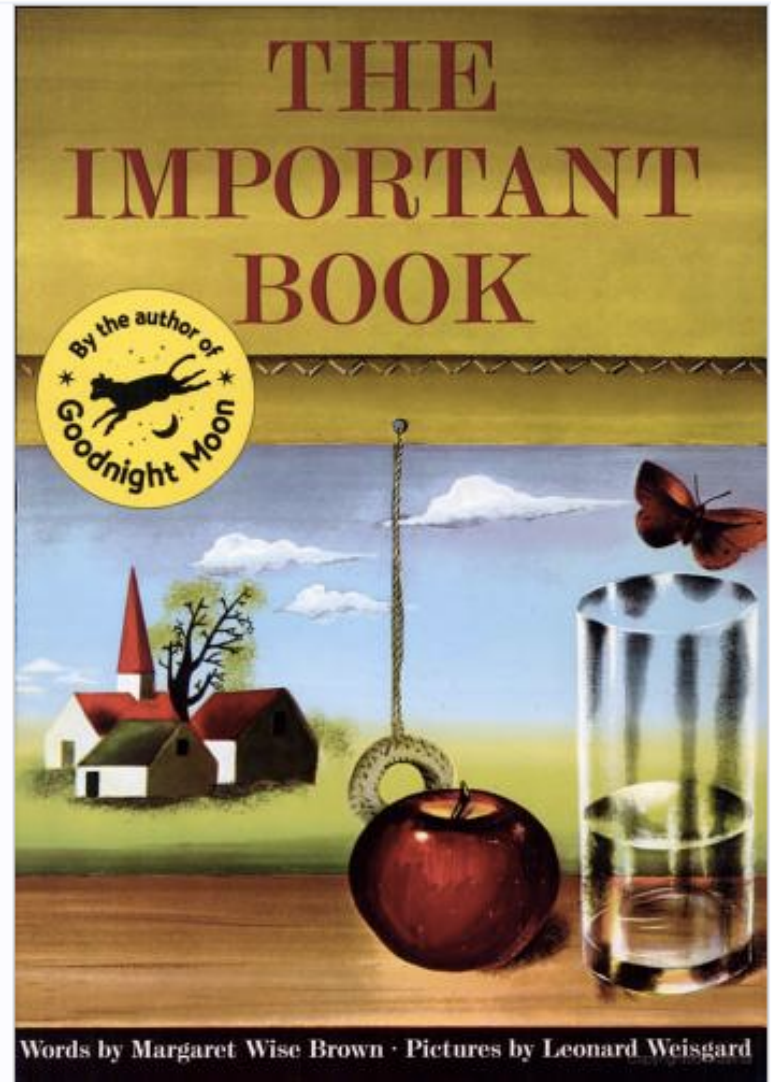
Texts that Teach

The Important Book

by Margaret Wise Brown

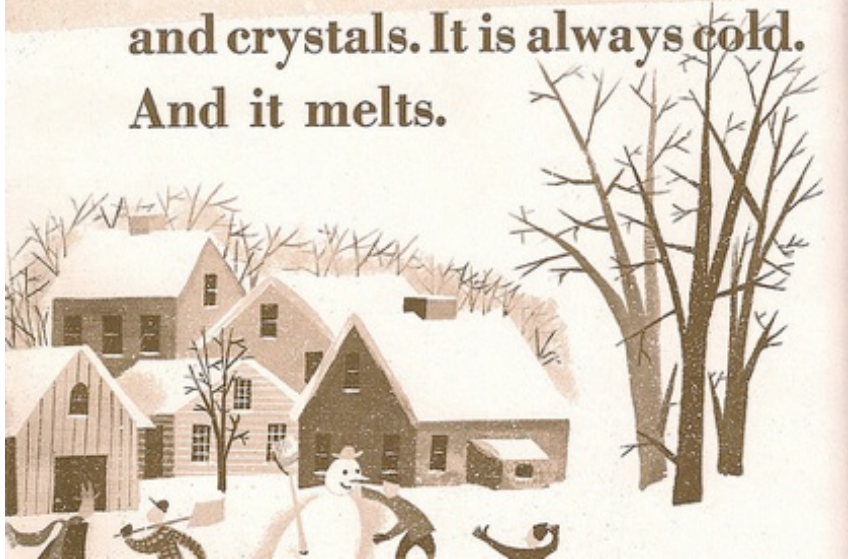
Academic Skills:

- Paragraph format
- Poetry
- Topic sentence
- Supporting details
- Closing sentence
- Patterns



Templates from Text

The important thing about snow is that it is white. It is cold, and light, it falls softly out of the sky, it is bright, and the shape of tiny stars, and crystals. It is always cold. And it melts.



The important thing about

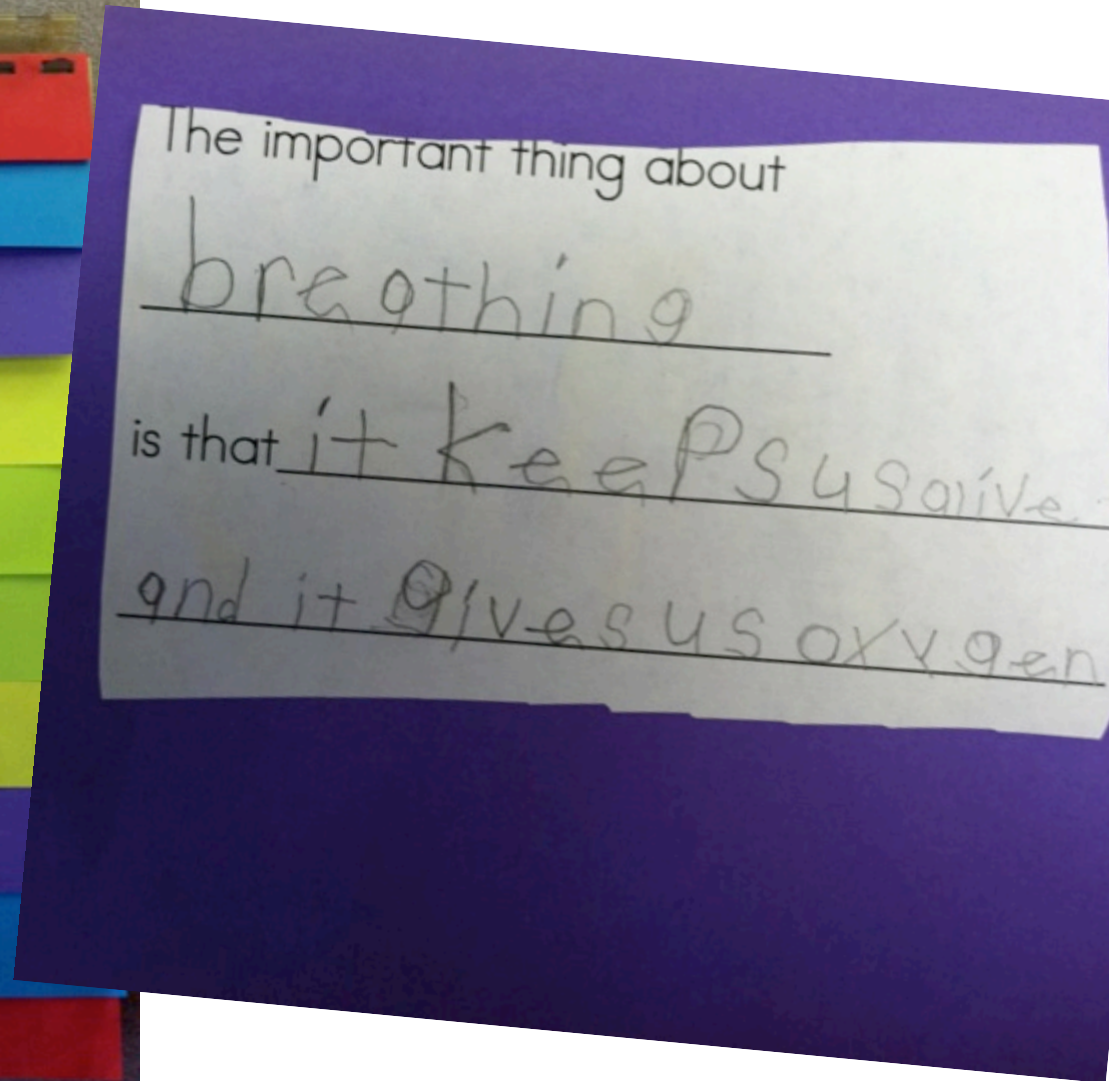
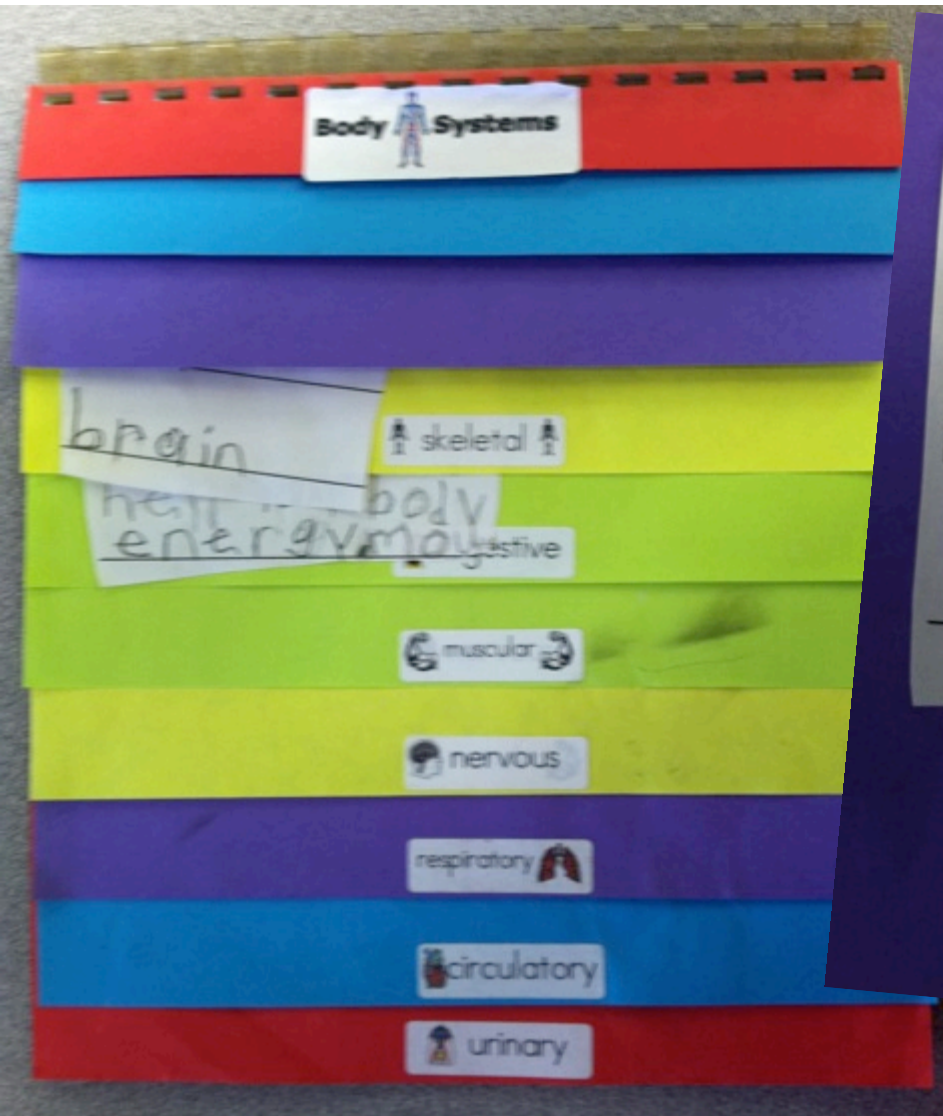
is that _____

But the important thing about

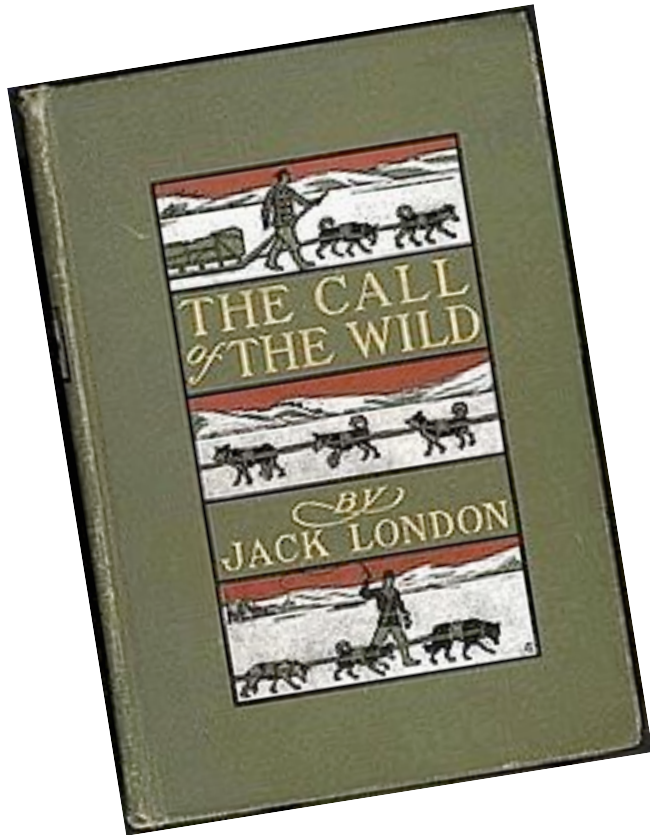
is that _____

_____.

Step Book



Adapted version of The Call of the Wild



Buck

is

a



large

dog.



He

lives in



large



home

and is



owned



by the

wealthy

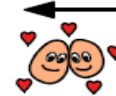


Judge

Miller.



Buck



is loved

by



everyone.



Buck



thinks



he

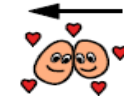
is the boss of his



home



Buck



loved



his

home.

Leveled Text



A Monarch caterpillar in a J.



A Monarch caterpillar stops eating.
It makes a J and molts its old skin.

Once it has eaten and grown a Monarch caterpillar hangs upside down in a J as it gets ready to molt.

It will soon become a chrysalis.



Words to Read/Sight Word

Words to Write/Spell

Words to Know/Comprehend

Tuesday

1. _____
2. _____
3. _____

Wednesday

1. _____
2. _____
3. _____

Thursday

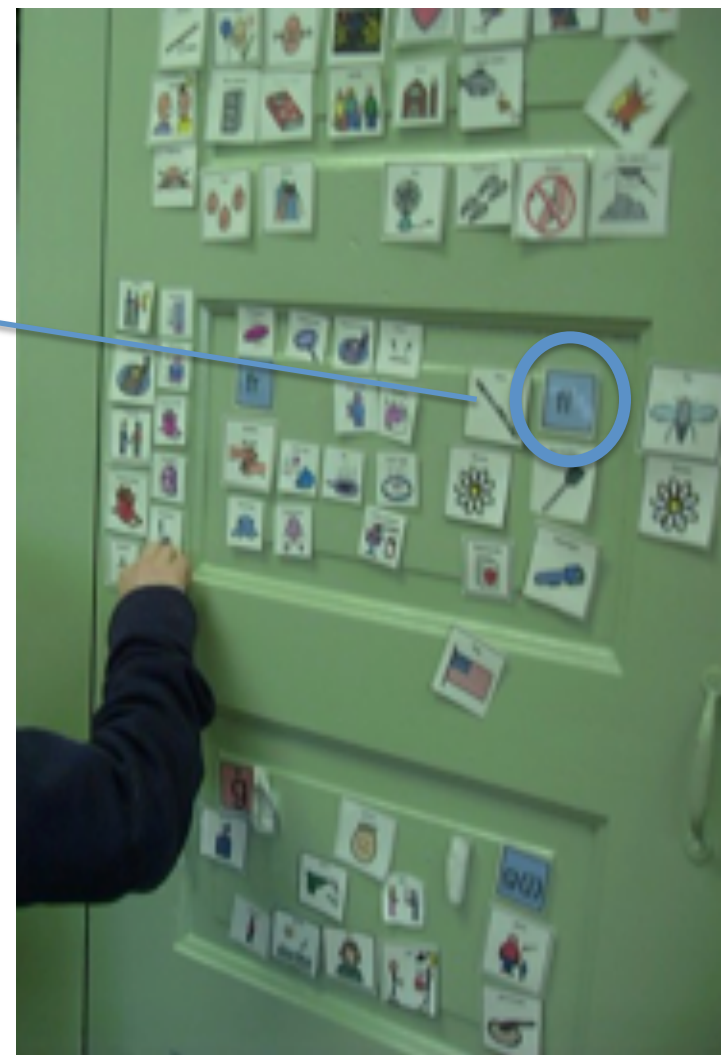
1. _____
2. _____
3. _____

Friday – Test

1. _____
2. _____
3. _____

Interactive dictionaries

- **Picture dictionaries** that show photographs/icons/objects
- **Sorted by** letter, blend, sound, etc.
- Give AAC users the **icon sequence** along with each term and icon for word
- *Create a tabbed **Word Notebook** (Mac only), PPT or dictionary pages on a device*



Writing with a Word Wall



Before the read:

- Build knowledge of new vocabulary (icon sequences)
- Stir up student schema
- Picture walk or tilling the text

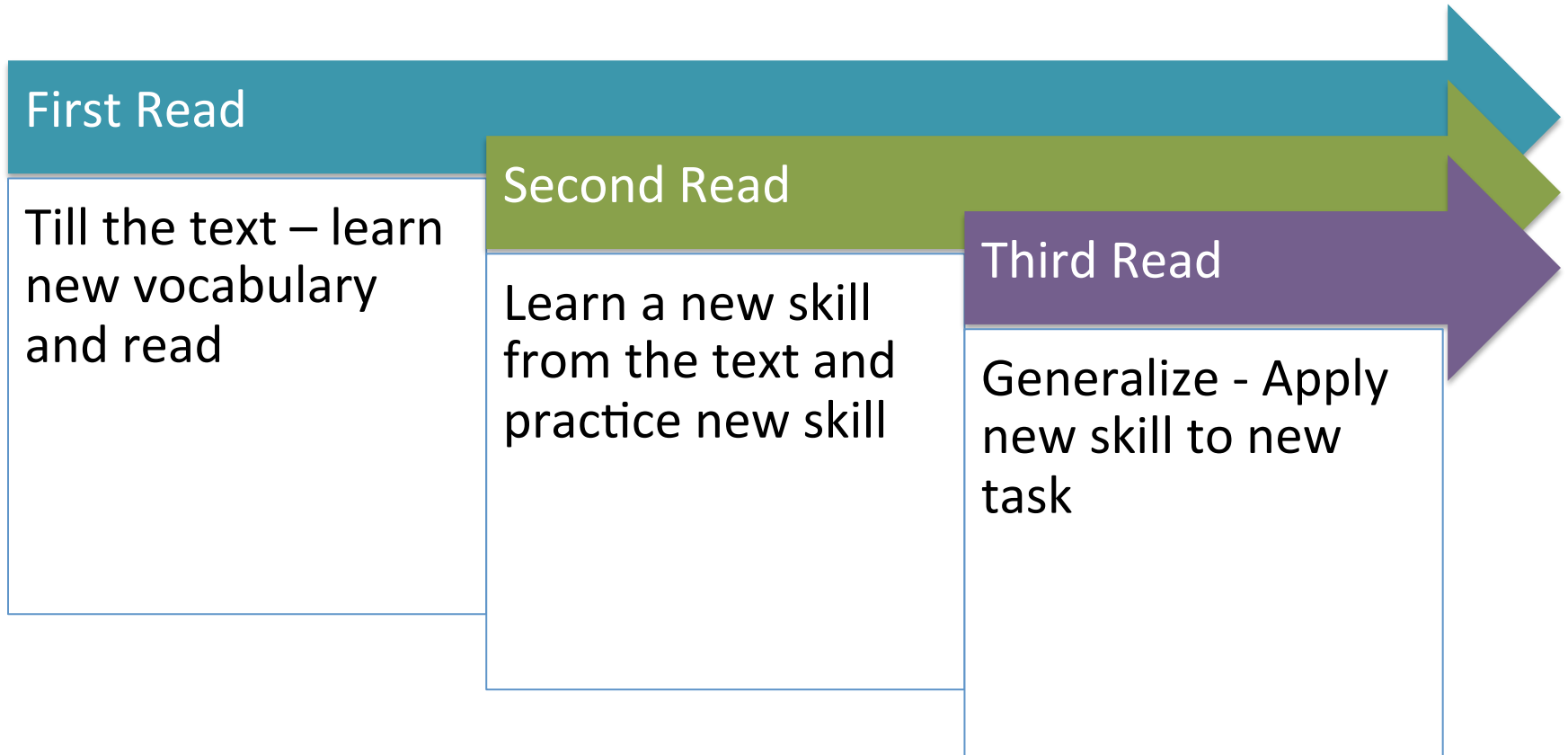
During the read:

- Help student focus on the words and meaning
- Track the plot/content with pictures, questions and writing tools
- Teach key concepts

After the read:

- Follow the text with a meaningful activity, application opportunity or practice

Repeated Readings with Purpose

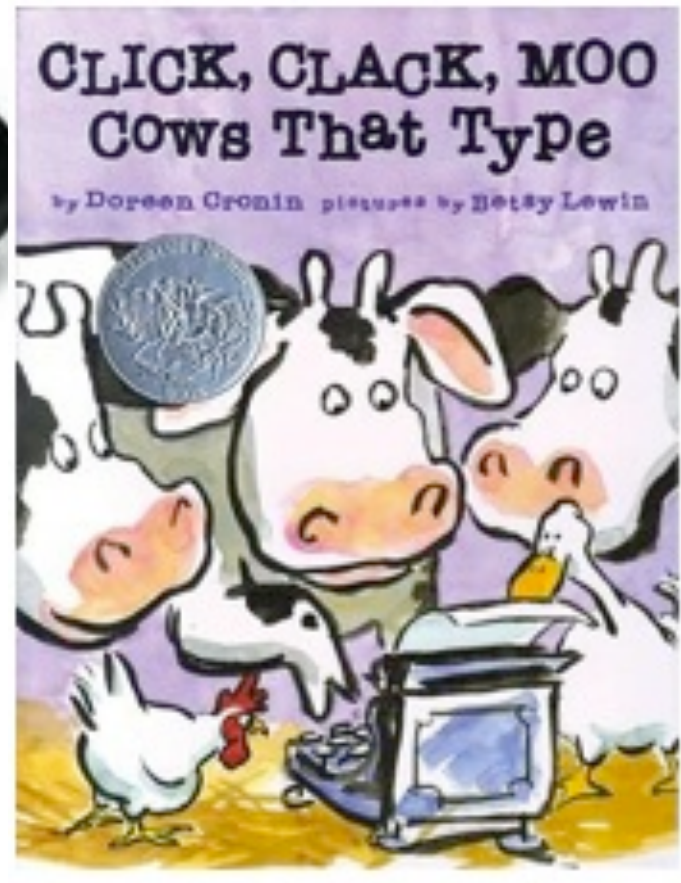


Timed Participation

Tools



Text



When it all comes together...

planning should lead to great
instruction

...and remember planning is
a process, not a product.