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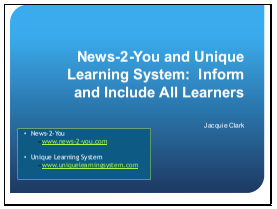

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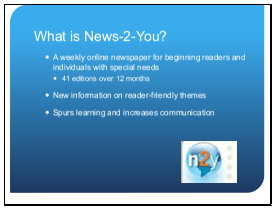

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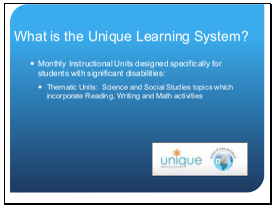

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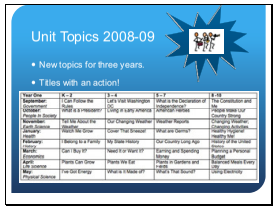

Year One	A – J	K – S	S – T	X - Z
September: Government	I Can Follow the Rules	Let's Visit Washington DC	What is the Declaration of Independence?	The Constitution and Me
October: Choices in Society	What is a Hero?	Living in Early America	AMERICAN HERO	People Make Up Communities
November: Earth Science	We Are About the Weather	Our Changing Weather	Weather Reports	Changing Weather Observations
December: Health	Watch We Grow	Cover That Sneeze!	What are Germs?	Keeping Our Bodies Healthy
February: Geography	I Belong to a Family	My State History	Our Country Long Ago	History of the United States
March: Economics	Can I Buy It?	Need It or Want It?	Earning and Spending Money	Planning a Personal Budget
April: Life Science	Plants Can Grow	Plants We Eat	Plants in Gardens and Fields	Balanced Meals Every Day
May: Physical Science	I've Got Energy	What is it Made of?	What's That Sound?	Using Electricity

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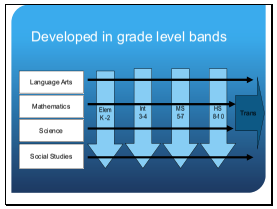

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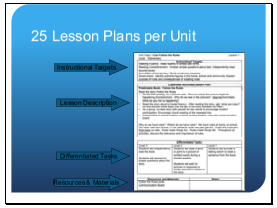

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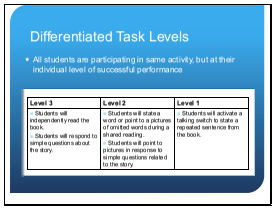

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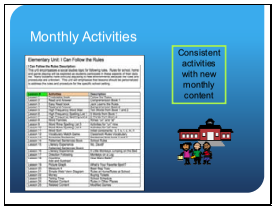

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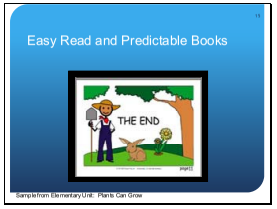

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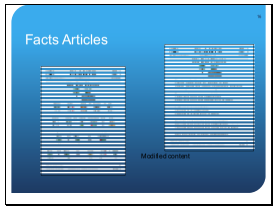

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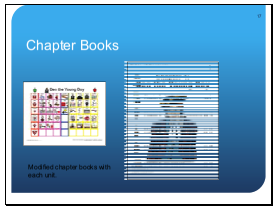

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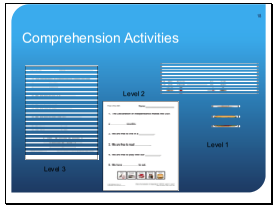

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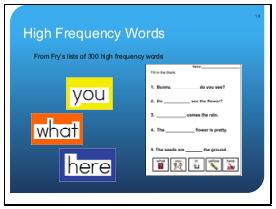

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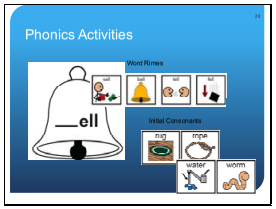

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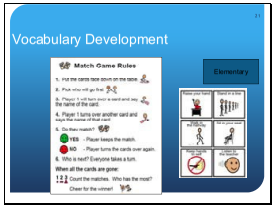

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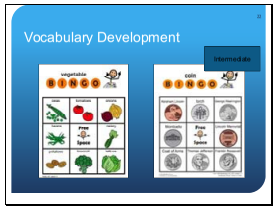

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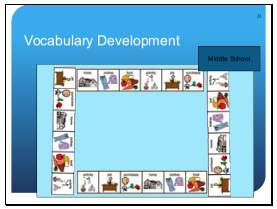

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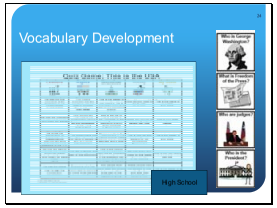

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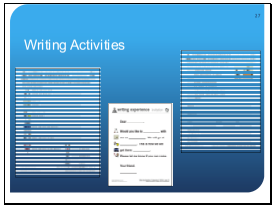

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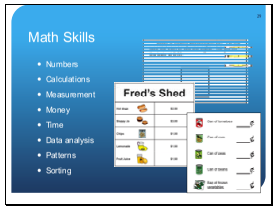

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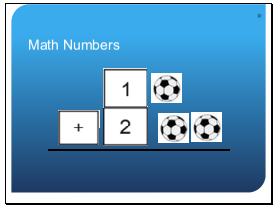

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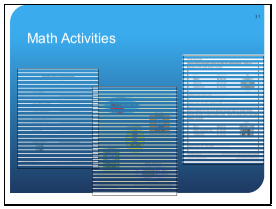

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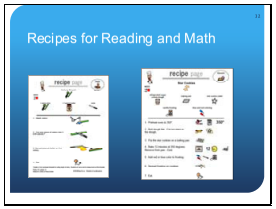

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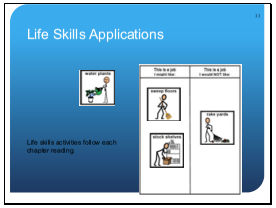

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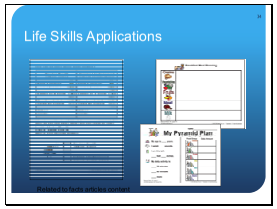

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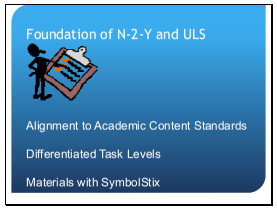

Slide 36

Slide 37

What are the most important skills and abilities your students need to have when they leave school?

Slide 38

Students with Significant Disabilities need critical skill learning….

- Communication Skills
- Social Skills
- Problem-Solving/Decision-Making Skills
- Physical Skills
- Choice-Making/ Self-Advocacy/ Independence Skills
- Career Development Skills

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Can these critical skills be taught within the context of the Academic Content Standards?

Slide 40

How can state content standards apply to students with significant disabilities?

- Essence of Standards = Instructional Targets
- Measurement
  - Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.
- Acquisition of Vocabulary
  - Apply structural analysis skills to build and extend vocabulary and to determine word meaning.

Slide 41

Core Instructional Targets…

Based on the essence of state academic content standards.

STANDARD	STANDARDS BASED INSTRUCTIONAL TARGETS				
ELA Grade 3 **Reading Literature/Prose** **Key Ideas and Details** 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe how characters in a story respond to major events and challenges. **Craft and Structure** 4. Distinguish between literal and nonliteral language. 5. Acquire and use accurately grade-appropriate conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, next, day, night, yesterday). 6. Acquire and use accurately grade-appropriate general academic and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, next, day, night, yesterday). **Integration of Knowledge and Ideas** 7. Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **Range of Reading and Level of Text Complexity** 10. By the end of grade 3, read literature proficiently, with scaffolding as needed at the high end of the range.	• Identify meaning and use of vocabulary • Use context clues and dictionary to determine meaning of unknown words • Use context clues and dictionary to determine meaning of unknown words • Read high frequency sight words • Read common prefixes and suffixes to determine meaning of vocabulary • Use context clues and dictionary to determine meaning of unknown words • Identify and use synonyms and antonyms • Identify and use synonyms and antonyms • Identify and use synonyms and antonyms

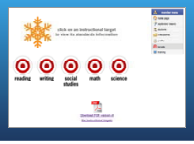
Slide 43

Differentiated Task Levels

- Level 1
  - Students typically require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective.
- Level 2
  - Students may require picture support and other direct support in learning and the demonstration of comprehension.
- Level 3
  - Students are typically learning to read text, produce simple writing, perform basic math processes and can independently demonstrate comprehension of modified learning information.

Slide 44

Instructional Targets: ULS and N-2-Y



Slide 45

Student Profile: ULS

- Reading Skills
- Writing Skills
- Math Skills
- Access and Participation

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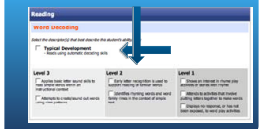
Creating a Student Profile



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Creating a Student Profile

Slide 48

Profile Results

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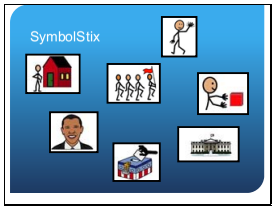

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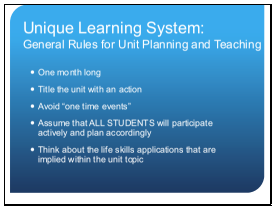

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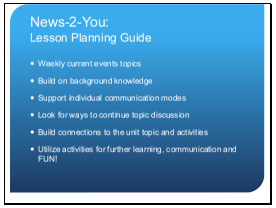

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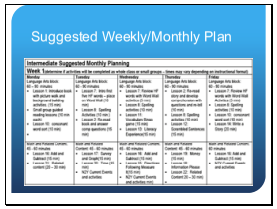
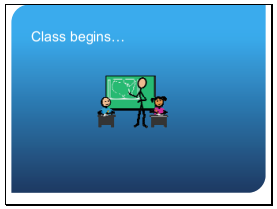


Intermediate Suggested Monthly Planning

Week 1 (someone if activities will be completed as whole class or small groups. times may vary depending on instructional format)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning: Intro block: 60 - 90 minutes • Lesson 1: Introduce book with picture walk and vocabulary activities (10 min) • Small group guided reading activities (15 min reads) • Lesson 10: consumer word cart (10 min)	Morning: Intro block: 60 - 90 minutes • Lesson 2: Intro Short Ten WF words – picture cards (10 min) • Lesson 3: Spelling activities (10 min) • Lesson 2: Re-read story and answer questions (15 min)	Morning: Intro block: 60 - 90 minutes • Lesson 4: Review WF words with Word Wall activities (10 min) • Lesson 5: Spelling activities (10 min) • Lesson 6: Vocabulary Bingo game (10 min) • Lesson 13: Literary Experiences (15 min)	Morning: Intro block: 60 - 90 minutes • Lesson 2: Re-read story and develop comprehension questions one-on-all (15 min) • Lesson 5: Spelling activities (10 min) • Lesson 7: Review WF words with Word Wall activities (10 min) • Lesson 8: Spelling activities (10 min) • Lesson 9: Sentence wash and fill word (10 min) • Lesson 10: Write a Story (20 min)	Morning: Intro block: 60 - 90 minutes • Lesson 7: Review WF words with Word Wall activities (10 min) • Lesson 8: Spelling activities (10 min) • Lesson 9: Sentence wash and fill word (10 min) • Lesson 10: Write a Story (20 min)
Noon and Personal Lunch: 45 - 60 minutes • Lesson 19: Add and Subtract (10 min) • Lesson 12: Medical content (20 – 30 min)	Noon and Personal Content: 45 - 60 minutes • Lesson 17: Spring and Summer Time (10 min) • Lesson 18: Time (10 min) • Lesson 11: Current Events and activities	Noon and Personal Lunch: 45 - 60 minutes • Lesson 19: Add and Subtract (10 min) • Lesson 17: Time and Following Measure (10 min) • N21 Current Events and activities (min)	Noon and Personal Content: 45 - 60 minutes • Lesson 19: Money (10 min) • Lesson 16: Information Please (10 min) • Lesson 12: Medical Content (20 – 30 min)	Noon and Personal Lunch: 60 minutes • Lesson 19: Add and Subtract (10 min) • N21 Current Events and activities

Slide 53



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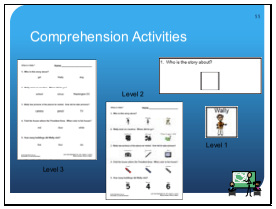

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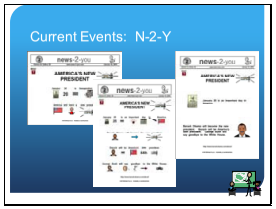

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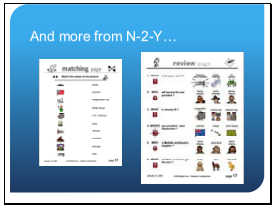

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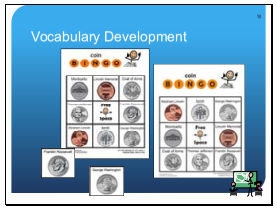

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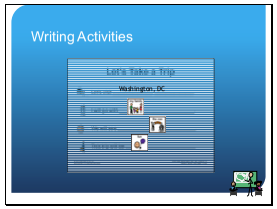

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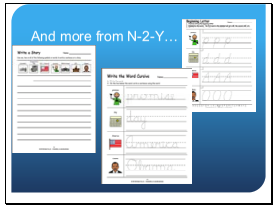

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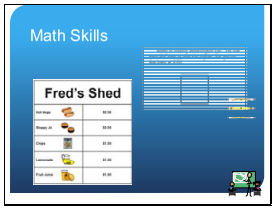

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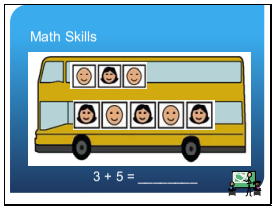

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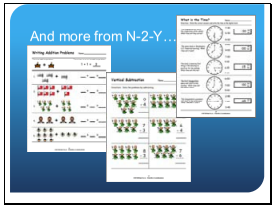

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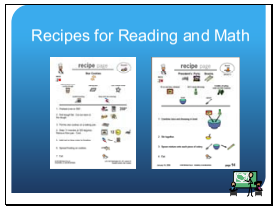

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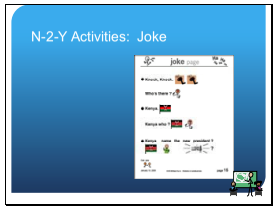

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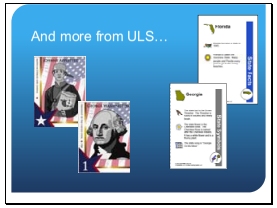

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Literacy

Slide 68

Literacy Skills

- Learning expectations for students with significant disabilities has typically been low.
- Although instruction may require modifications, students with significant disabilities can learn literacy skills.
- Strong connections between literacy and communication.
- Students require direct and systematic instruction.

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Literacy Skills: Instructional Implications

- Phonemic Awareness Instruction
- Phonics Instruction
- Word Recognition Instruction
- Reading Fluency Instruction
- Vocabulary Instruction
- Comprehension Instruction

Slide 70

High Frequency Words

From Fry's lists of 300 high frequency words

Slide 71

Checkpoints

Slide 72

Checkpoints

- Word Rimes
- Initial Consonants
- Word Recognition
- Comprehension*
- Reading Fluency*

* In development