Unpacking Content Connectors

Fall 2020

Before we get started, please introduce yourself in the chat box!

Name

Role

District

PUBLIC CONSULTING GROUP

Project SUCCESS

www.projectsuccessindiana.com

Indiana DEPARTMENT OF EDUCATION

Ashley Quick

- Special education teacher for 10 years
- Gap year…
  or two or three…
- Subject Matter Expert with Public Consulting Group for three years

Meredith Keedy-Merk

- Special education teacher for 8 years
- Building administrator 3 years
- Director of Project SUCCESS
- Subject Matter Expert with Public Consulting Group beginning 6th year

The Project SUCCESS Team

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Agenda

- Introductions & Project SUCCESS Overview
- Content Connectors Summary
- Elements of Unpacking
- Unpacking Examples
- The Connection Between Unpacking and Lesson Planning
- Questions and Next Steps

Objectives

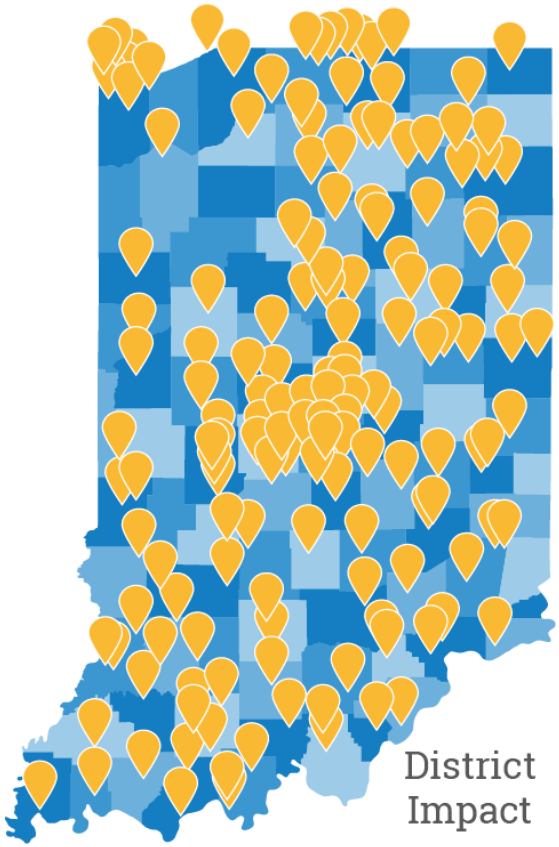
Participants will…

- Identify and locate resources related to Content Connectors and the unpacking process
- Align embedded skills and functional application across grade levels
- Unpack a high-priority Content Connector to identify access for all levels of learners

Project SUCCESS

Project SUCCESS supports districts to ensure that students with significant disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job-embedded professional development focused on academic instruction, communication, and employability skills.

Topics Frequently Covered:	Inclusion and Equity for SWSID	Unpacking Content Connectors	Curriculum Mapping	Goal Writing	Distance Learning for SWSID
Types of Support:	On-site Professional Development	Summer Institutes	Webinars	State/National Conferences	Online Tools and Resources



District Impact

"As a result of partnering with Project SUCCESS, my students are achieving at a much higher level as I am providing access and exposure to grade-level content connectors and curriculum."

372 **participants** at our 2018 and 2019 Summer Institutes

9,514 **attended or viewed** webinars

34,322 **views/downloads** of Content Connector resources

211 **Indiana districts** supported since 2014

10 **schools** selected as 2020-2021 Model Sites

37,485 **views/downloads** of curriculum and instructional resources

Indiana Resource Network

See a full list of resource centers and descriptions of their work at
www.doe.in.gov/specialed/indiana-resource-network

CELL

IDRC

Indiana Deaf-Blind Services
INDIANA STATE UNIVERSITY

ICTQ

HANDS in Autism

INDIANA
SCHOOL MENTAL HEALTH INITIATIVE

PASS
PROMOTING ACHIEVEMENT FOR STUDENTS WITH SEVERE LOSS
INDIANA STATE UNIVERSITY

ECC

IEP
Indiana IEP Resource Center

jcam

Center for Deaf and Hard of Hearing Education

PATINS

Indiana Resource Center for Autism

INSTRC

Project SUCCESS

PBIS INDIANA

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Special Education Parent Support

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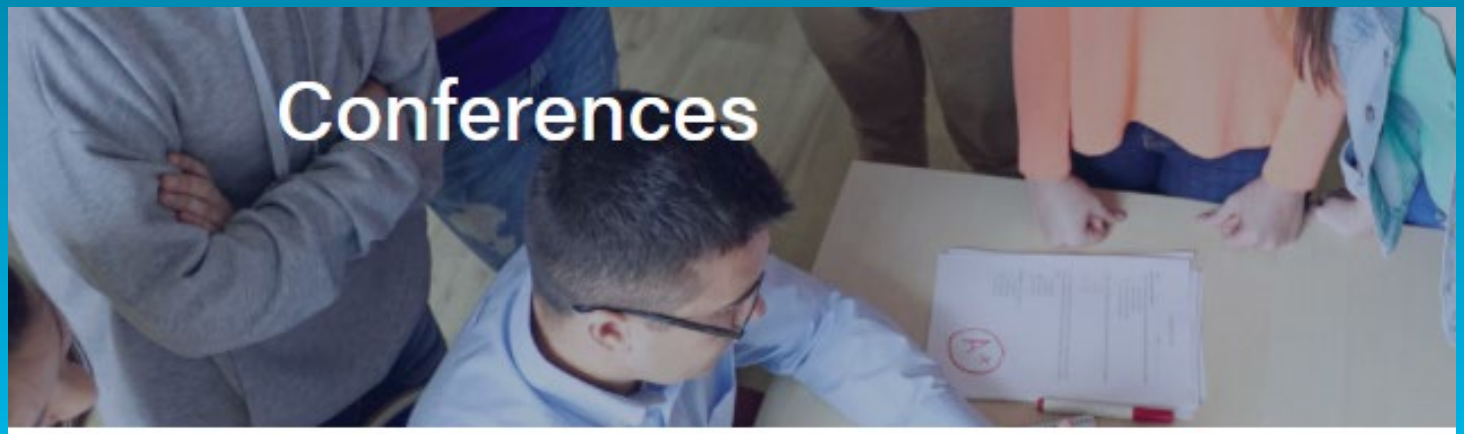


Conferences & Other Presentations

2020 Back-to-School Webinars Go

Regional Trainings

Summer Institute 2020 Go

Content Connectors Summary

WHO: Students with **significant intellectual disabilities**

WHAT: Indiana's **alternate** academic standards

WHEN: Lesson planning, instruction, IEP goals, I AM

WHERE: Least Restrictive Environment

WHY: **Higher expectations** (ESSA & Dear Colleague letter)

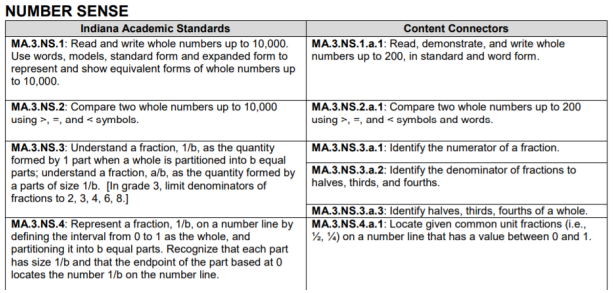
HOW: Balance and Prioritize

A Guide to Content Connectors Webinar (recorded)

IDOE Short Share #7: Curriculum & Content Connectors

Content Connector Resources

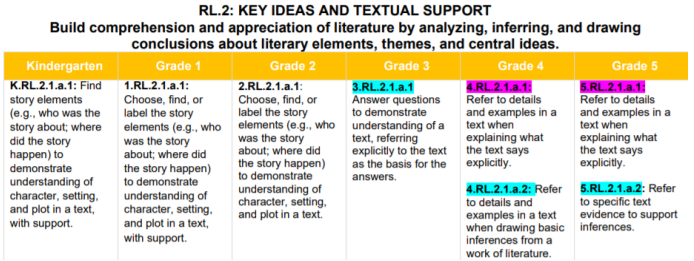
Content Connectors and Indiana Academic Standards, side by side: ELA, Math, Science, Social Studies



NUMBER SENSE

Indiana Academic Standards	Content Connectors
MA.3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	**MA.3.NS.1.a.1**: Read, demonstrate, and write whole numbers up to 200, in standard and word form.
MA.3.NS.2: Compare two whole numbers up to 10,000 using >, =, and < symbols.	**MA.3.NS.2.a.1**: Compare two whole numbers up to 200 using >, =, and < symbols and words.
MA.3.NS.3: Understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by a parts of size 1/b. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	**MA.3.NS.3.a.1**: Identify the numerator of a fraction.
	MA.3.NS.3.a.2: Identify the denominator of fractions to halves, thirds, and fourths.
	MA.3.NS.3.a.3: Identify halves, thirds, fourths of a whole.
MA.3.NS.4: Represent a fraction, 1/b, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	**MA.3.NS.4.a.1**: Locate given common unit fractions (i.e., ½, ¼) on a number line that has a value between 0 and 1.

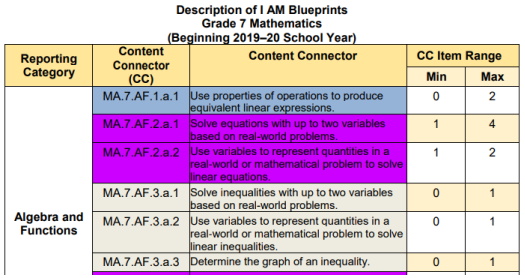
Vertical Alignment: Shows progression across grade levels



RL.2: KEY IDEAS AND TEXTUAL SUPPORT
Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RL.2.1.a.1: Find story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.	**1.RL.2.1.a.1:** Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.	**2.RL.2.1.a.1:** Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text.	**3.RL.2.1.a.1** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**4.RL.2.1.a.1:** Refer to details and examples in a text when explaining what the text says explicitly. **4.RL.2.1.a.2:** Refer to details and examples in a text when drawing basic inferences from a work of literature.	**5.RL.2.1.a.1:** Refer to details and examples in a text when explaining what the text says explicitly. **5.RL.2.1.a.2:** Refer to specific text evidence to support inferences.

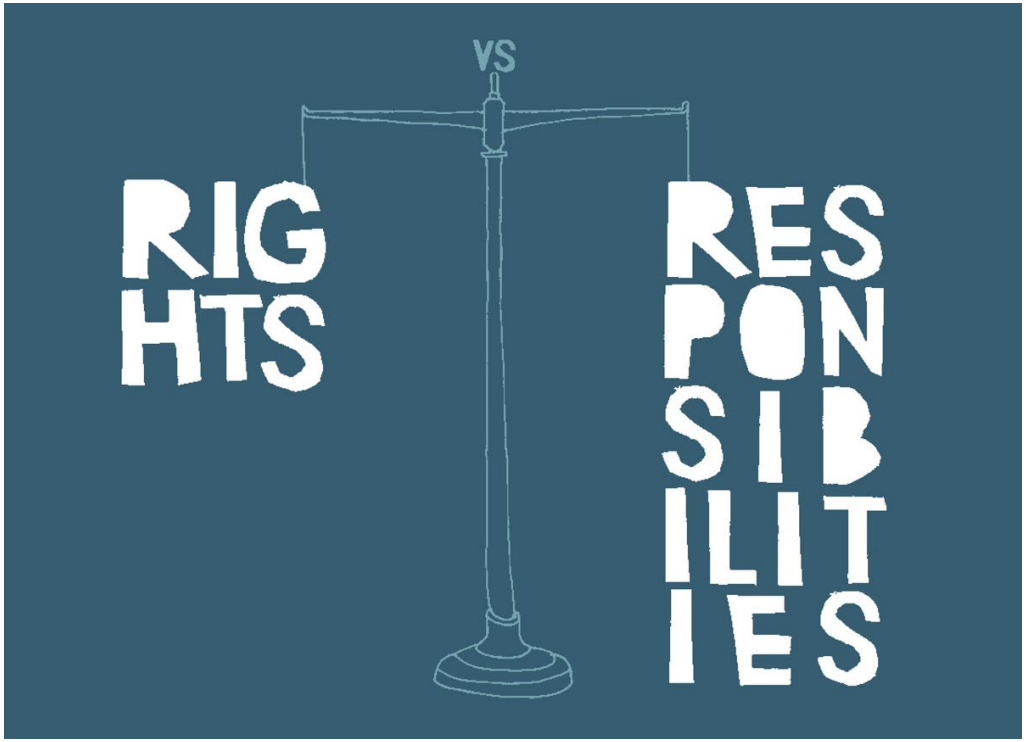
Description of Blueprint: Identifies priority level based on assessment reporting category



Description of I AM Blueprints
Grade 7 Mathematics
(Beginning 2019–20 School Year)

Reporting Category	Content Connector (CC)	Content Connector	CC Item Range	
			Min	Max
Algebra and Functions	MA.7.AF.1.a.1	Use properties of operations to produce equivalent linear expressions.	0	2
	MA.7.AF.2.a.1	Solve equations with up to two variables based on real-world problems.	1	4
	MA.7.AF.2.a.2	Use variables to represent quantities in a real-world or mathematical problem to solve linear equations.	1	2
	MA.7.AF.3.a.1	Solve inequalities with up to two variables based on real-world problems.	0	1
	MA.7.AF.3.a.2	Use variables to represent quantities in a real-world or mathematical problem to solve linear inequalities.	0	1
	MA.7.AF.3.a.3	Determine the graph of an inequality.	0	1

What are the **rights** of students with disabilities?



What are our **responsibilities** as educators of students with disabilities?

(A)ccess to general education curriculum is associated with improved academic, social and behavioral outcomes, **even for students that are most likely to be placed in exclusionary services,** such as those students typically categorized as having severe disabilities.

(Kurth, Lyon, and Shogren 2015)

Exposure vs. Mastery

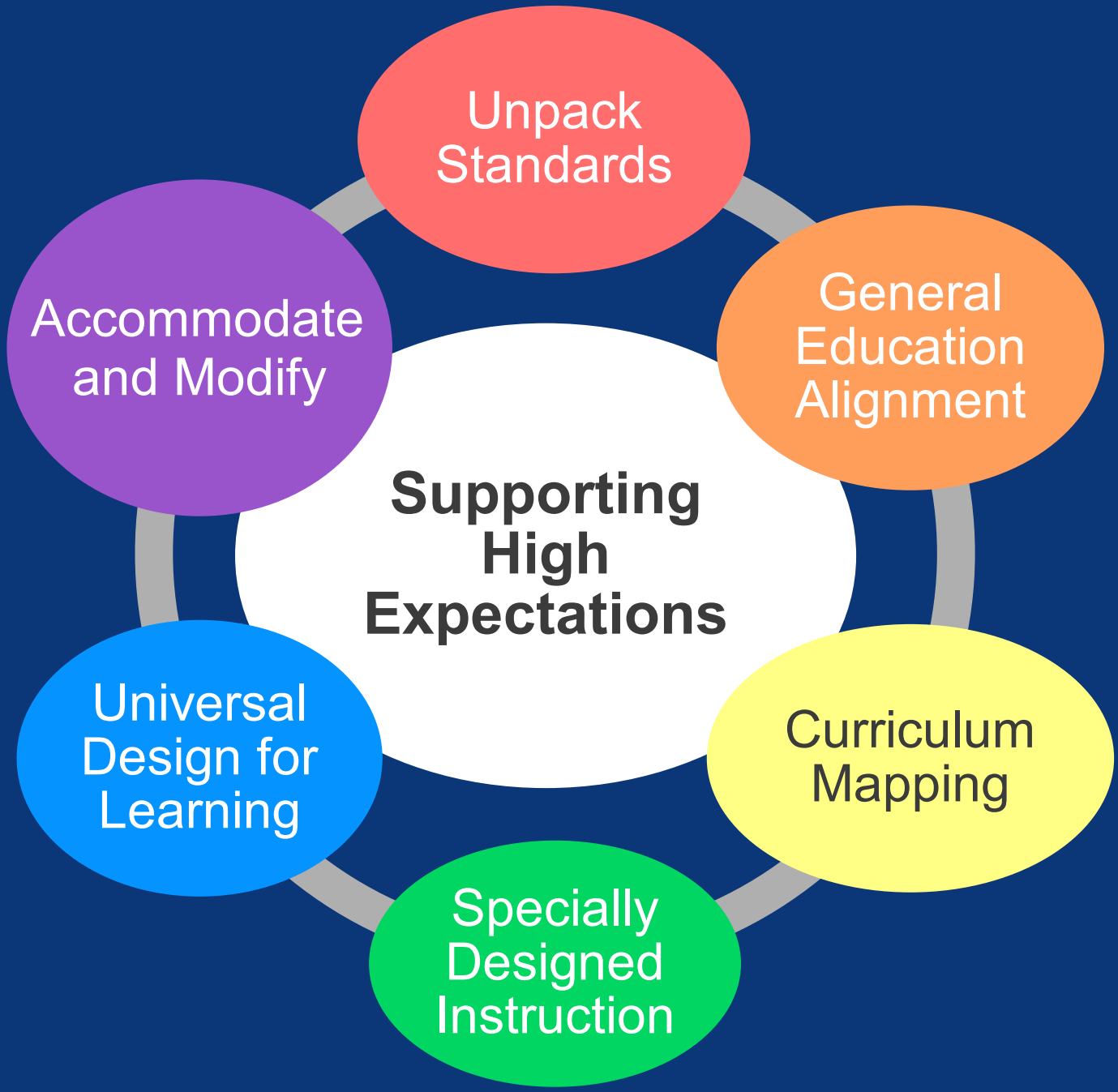
Exposure*

to grade level
gen ed content

Mastery

of skills at/near
ability level

**for students with the most significant disabilities*


Unpack Standards
General Education Alignment
Curriculum Mapping
Specially Designed Instruction
Universal Design for Learning
Accommodate and Modify
Supporting High Expectations

How familiar are you with the unpacking process?

What experience have you had with unpacking standards?

On a scale of 1-5:

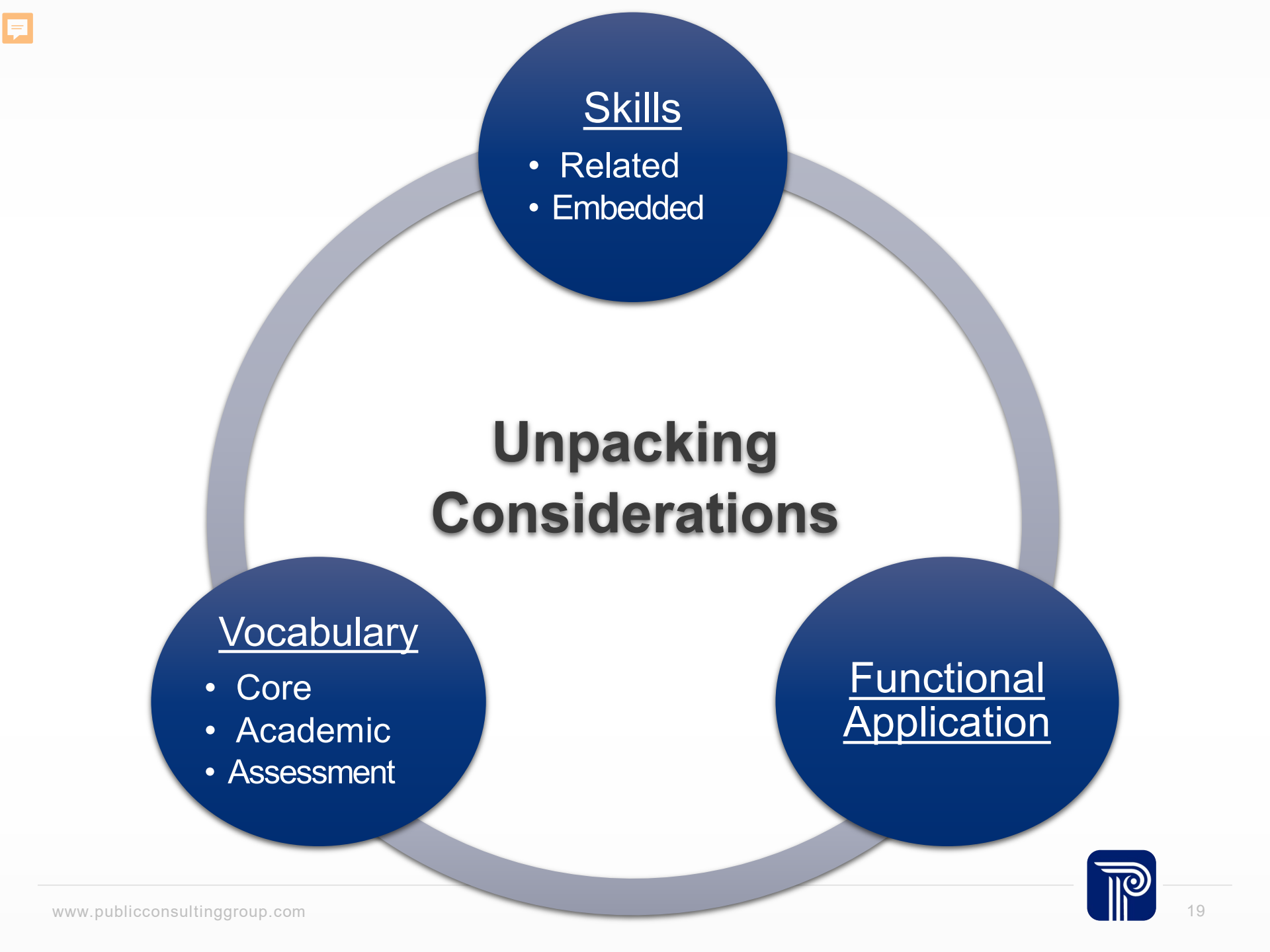
1 = not at all / none

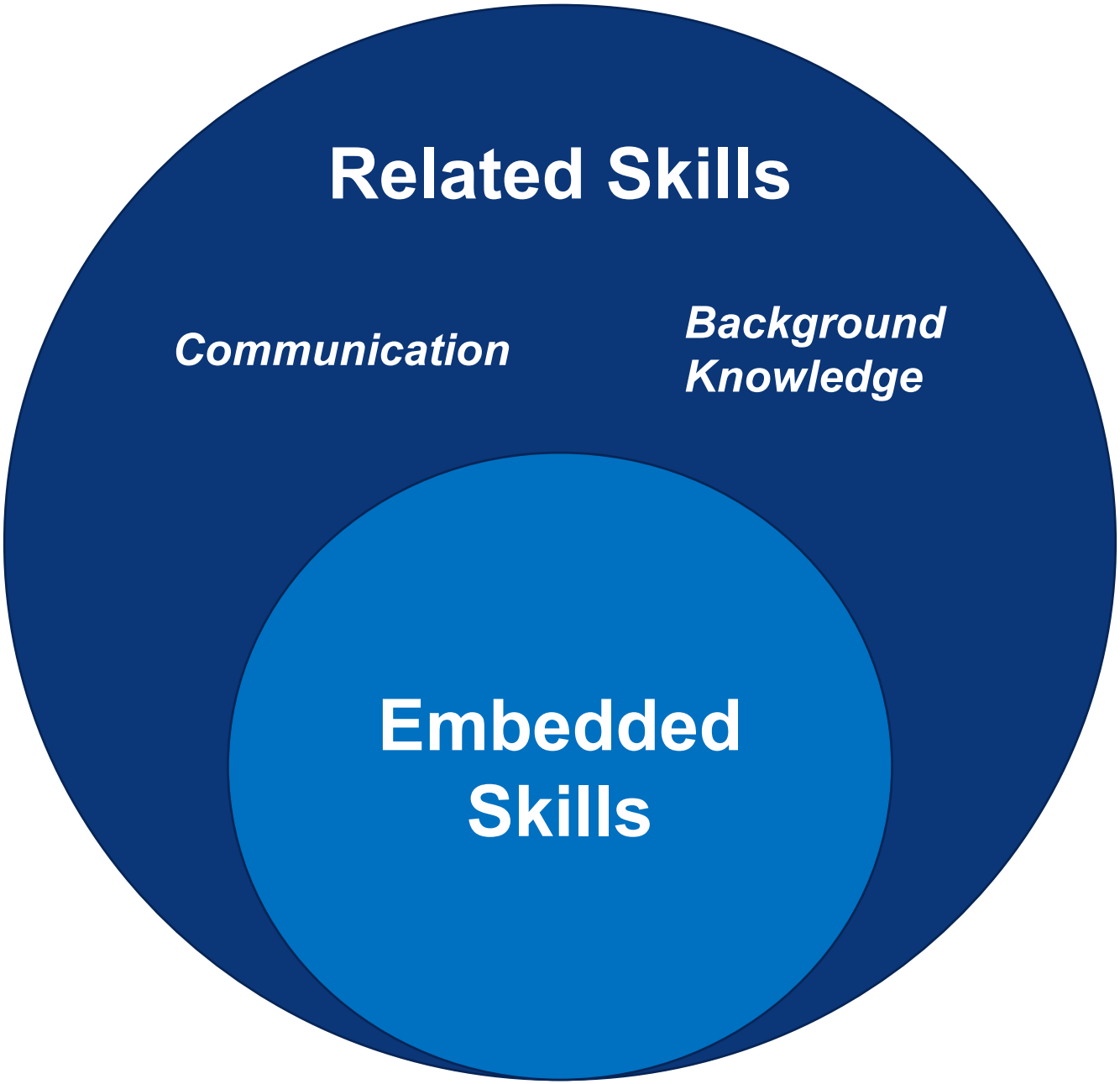
...

5 = completely / tons

Unpacking Content Connectors: Teacher and SLP Perspectives

https://www.youtube.com/watch?v=pY5QZw-b_HM&feature=youtu.be (3:39)


Skills
• Related
• Embedded
Unpacking Considerations
Vocabulary
• Core
• Academic
• Assessment
Functional Application


Related Skills
Communication
Background Knowledge
Embedded Skills

Core Vocabulary

- Small set of simple words used frequently and across contexts
- Includes various parts of speech *(prepositions, pronouns, adjectives, etc.)*
- Not very good picture producers
- Examples: I, me, know, you, go, want, more, not, have, good, on

Fringe Vocabulary

- Larger set of words used less frequently and in more specific contexts
- Includes mostly proper names and nouns
- Easier to label
- Examples: angle, chair, umbrella, basketball, pizza, teacher, movie

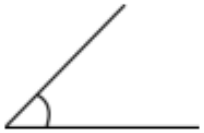
Academic Vocabulary

ELA Academic Vocab

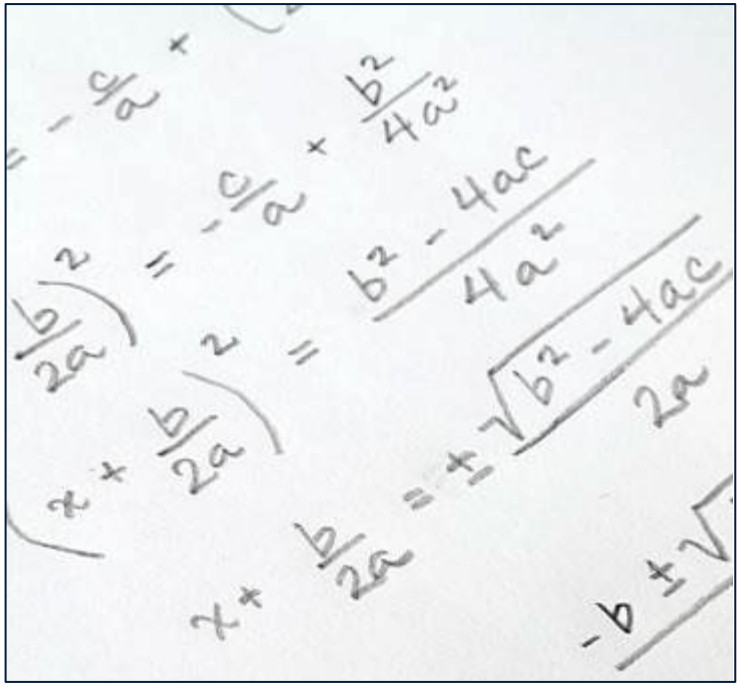
Math Academic Vocab

- Embed into daily lessons
- Teach students how to respond to vocabulary
- Share with others working with the student for consistent use

Word	Definition	Examples
accurate	An assessment word that means free of errors.	Which of the following sentences most *accurately* describe the setting of the story?
after	An assessment word that means following in time or place.	What happened *after* the 2nd paragraph?
all	A signal word used to cue students to add a group of items.	How many pencils did the students have in *all*?
analyze	An assessment word that means to study something carefully.	*Analyze* the following passage and determine its plot structure.

Word	Definition	Examples
acute angle	A mathematical term that refers to an angle less than 90°.	

Functional Application



Algebra doesn't have to "look like" algebra!

Unpacking Template	
Content Connector:	
SKILLS: What should students be able to DO? (VERBS)	**CONCEPTS: What should students KNOW? (NOUNS)**
What access skills are required for <u>every student</u> to master this grade-level Content Connector?	
Which access skills describe <u>barriers</u> for students' access to and progress toward this grade-level Content Connector? *(Varies)*	

Unpacking:
Primary Examples

Unpacking Template

Content Connector:

3.RL.2.3.a.1: Describe characters in a story (e.g., their traits, motivations or feelings).

SKILLS: What should students be able to DO? (VERBS)	**CONCEPTS: What should students KNOW? (NOUNS)**
• Identify a character in the story (who) • Describe a character from the story – traits, motivations, or feelings	• WH Questions: WHO, WHY • Traits – details • Feelings – emotions

What access skills are required for every student to master this grade-level Content Connector?

- Mode of communication
- Listen and attend to instruction/text
- Know difference between people and objects
- Identify relevant details
- Categorize
- Describe a character by stating the character's traits, motivations, and/or feelings

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? *(Varies)*

- Know difference between people and objects (Identify a character within the story)
- Identify relevant details

Unpacking Template

Content Connector:

4.RL.2.2.a.1: Paraphrase or retell the main events in story, myth, legend, or novel.

SKILLS: What should students be able to DO? (VERBS)	CONCEPTS: What should students KNOW? (NOUNS)
*Paraphrase *Retell	*Event *Story *Myth *Legend *Novel

What access skills are required for <u>every student</u> to master this grade-level Content Connector?

*Mode of communication
*Listen/attend to text
*Stay in assigned area
*Identify correct summary of a text selection (given two choices)
*Differentiating between main idea and details
*Identify key details from text
*Restate key details from text

Which access skills describe <u>barriers</u> for students' access to and progress toward this Content Connector?

(Varies)

Unpacking:
Secondary Example

Unpacking Template

Content Connector:

7.RL.2.2.a.2: Provide a detailed summary of a text.

SKILLS: What should students be able to DO? (VERBS)

What the Content Connector is asking students to do?

*Provide

More specifically:

*Provide a detailed summary

CONCEPTS: What should students KNOW? (NOUNS)

What the Content Connector is asking students to know:

*Detailed

*Summary

*Text

What access skills are required for <u>every student</u> to master this grade-level Content Connector?

*Identify that the "story" and "text" are synonyms

*Sequence first, next and last, and beginning, middle and end

*Use details to describe (colors, shapes)

* Use a graphic organizer to provide a detailed summary

*Text Structure: Each text has a beginning, middle and end.

*Identify the beginning of the text, as what happens first-the introduction

*Identify the middle of the text, as what happens next-conflict of the story

*Identify the end of the text, as what happens last-the resolution/solution of the story

*Retell the beginning, middle or end of the story/text, using words or pictures

*Paraphrase the key ideas of the story/text

Which access skills describe <u>barriers</u> for students' access to and progress toward this Content Connector?

(Varies)

Using details within a summary of the text. Details that give the readers specific facts and examples and help the reader visualize the event.

Key elements for 'readers' to look for:

*What did I see? What did I hear? What did I smell? What did I touch? What did I taste?

Unpacking Template

Content Connector:

8.RL.2.1.a.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly.

SKILLS: What should students be able to DO? (VERBS)	**CONCEPTS: What should students KNOW? (NOUNS)**
• Cite text evidence • Analyze and state what the text says explicitly	• Evidence: finding details to support answers • Explicitly: word for word • Analysis: breaking down a complex topic into smaller parts to gain a better understanding

What access skills are required for every student to master this grade-level Content Connector?

- Mode of communication
- Listen and attend to instruction/text
- Sequencing: breaking down the story into smaller parts, in order
- Retell: what the text says (in this case, explicitly)
- Cite text evidence: refer back to text when answering questions

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? *(Varies)*

- Sequencing
- Retell

Unpacking Template

Content Connector:
MA.8.GM.3.a.1: Recognize a rotation, reflection, or translation of a figure.

SKILLS: What should students be able to DO? (VERBS)
What the Content Connector is asking students to do?
*Recognize-observe and demonstrate awareness (gesture, point, eye movement, facial expression)

More specifically:
*Recognize a rotation
*Recognize a reflection
*Recognize a translation

CONCEPTS: What should students KNOW? (NOUNS)
What the Content Connector is asking students to know:
*a rotation
*a reflection
*a translation
* a figure

What access skills are required for <u>every student</u> to master this grade-level Content Connector?
*Understand basic shapes-circle, square, rectangle, triangle
*Understand common shapes- hexagon, trapezoid, parallelogram, trapezoid, rhombus
*Rotation=rotating an object

*Reflection=flipping an object across a line. Flip a triangle about a line, it moves to a new position and appears backwards.

*Translation=sliding a figure in any direction. Slide a shape from one position to another.

Which access skills describe <u>barriers</u> for students' access to and progress toward this Content Connector?
(Varies)
*Understanding that a reflection is a type of movement, which a shape is flipped. A reflection moves a shape over the 'line of reflection' to a new position and appears backwards.

Let's try one together!
Step 1

Unpacking Note Catcher

Unpacking Template
Content Connector: 5.NS.1.a.2: Compare two decimals to the hundredths place with a value of less than 1. Make relationship to money. Use symbols <, >, and = & vocabulary. Model with coins.

SKILLS: What should students be able to DO? (VERBS)	CONCEPTS: What should students KNOW? (NOUNS)
• Skill	• Concept

Step 1: Example

Unpacking Template
Content Connector: 5.NS.1.a.2: Compare two decimals to the hundredths place with a value of less than 1. Make relationship to money. Use symbols <, >, and = & vocabulary. Model with coins.

SKILLS: What should students be able to DO? (VERBS)	CONCEPTS: What should students KNOW? (NOUNS)
• Identify place value to the hundredths place • Determine which decimal is bigger/smaller	• MORE THAN and LESS THAN • Symbols: <, >, =, $

Step 2

Unpacking Template
Content Connector: 5.NS.1.a.2: Compare two decimals to the hundredths place with a value of less than 1. Make relationship to money. Use symbols <, >, and = & vocabulary. Model with coins.

What access skills are required for every student to master the selected grade-level standard?
• Mode of communication • Listen and attend to instruction/text

Step 2: Example

Unpacking Template
Content Connector: 5.NS.1.a.2: Compare two decimals to the hundredths place with a value of less than 1. Make relationship to money. Use symbols <, >, and = & vocabulary. Model with coins.

What access skills are required for every student to master the selected grade-level standard?

- Mode of communication
- Listen and attend to instruction
- Understand MORE THAN and LESS THAN
- Identify decimal in a number
- Match decimal values to coins (0.01 to penny, 0.05 to nickel, etc.)

Unpacking Template

Content Connector:

5.NS.1.a.2: Compare two decimals to the hundredths place with a value of less than 1. Make relationship to money. Use symbols <, >, and = & vocabulary. Model with coins.

SKILLS: What should students be able to DO? (VERBS)

- Identify place value to the hundredths place
- Determine which decimal is bigger/smaller

CONCEPTS: What should students KNOW? (NOUNS)

- MORE THAN and LESS THAN
- Symbols: <, >, =, $

What access skills are required for every student to master the selected grade-level standard?

- Mode of communication
- Listen and attend to instruction
- Understand MORE THAN and LESS THAN
- Identify decimal in a number
- Match decimal values to coins (0.01 to penny, 0.05 to nickel, etc.)

Which access skills describe barriers for students' access to and progress toward this grade-level standard? *(Varies)*

- Number identification
- Using symbols: <, >, =, $

Unpacking and Lesson Planning

Unpacking Content Connectors Template

Lesson Plan Quick Guide Template (PDF) (Word)

Lesson Plan Quick Guide Template (with links) (PDF) (Word)

Lesson Plan Template with Distance Learning Considerations (PDF) (Word)

Unpacking Template

Content Connector:

5.NS.1.a.2: Compare two decimals to the hundredths place with a value of less than 1. Make relationship to money. Use symbols <, >, and = & vocabulary. Model with coins.

SKILLS: What should students be able to DO? (VERBS)

- Identify place value to the hundredths place
- Determine which decimal is bigger/smaller

CONCEPTS: What should students KNOW? (NOUNS)

- MORE THAN and LESS THAN
- Symbols: <, >, =, $

What access skills are required for every student to maste

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Which access skills describe barriers for students' access t
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- Number identification
- Using symbols: <, >, =, $

Indiana Standard(s):		
CCC(s):		
Academic Vocabulary:	**Key Core Vocabulary:**	
Learning Objective:		
Concrete Understandings Students will know... Students will be able to do...	**Critical Prior Knowledge:**	
Considerations Tier1:	**Considerations Tier2:**	**Considerations Tier3:**
Manipulatives & Visuals:	**Resources/Materials:**	

Unpacking Template

Content Connector:

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Manipulatives & Visuals:	**Resources/Materials:**	

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Academic Vocabulary:	**Key Core Vocabulary:**	
Learning Objective:		
Concrete Understandings Students will know… Students will be able to do…	**Critical Prior Knowledge:**	
Considerations Tier 1:	**Considerations Tier 2:**	**Considerations Tier 3:**
Manipulatives & Visuals:	**Resources/Materials:**	

Where We've Been

- Unpacking is all about increasing access!
- Consider skills, vocabulary, and functional application
- Unpack standards to tailor lessons to student need.

Where We're Going

Upcoming Opportunities

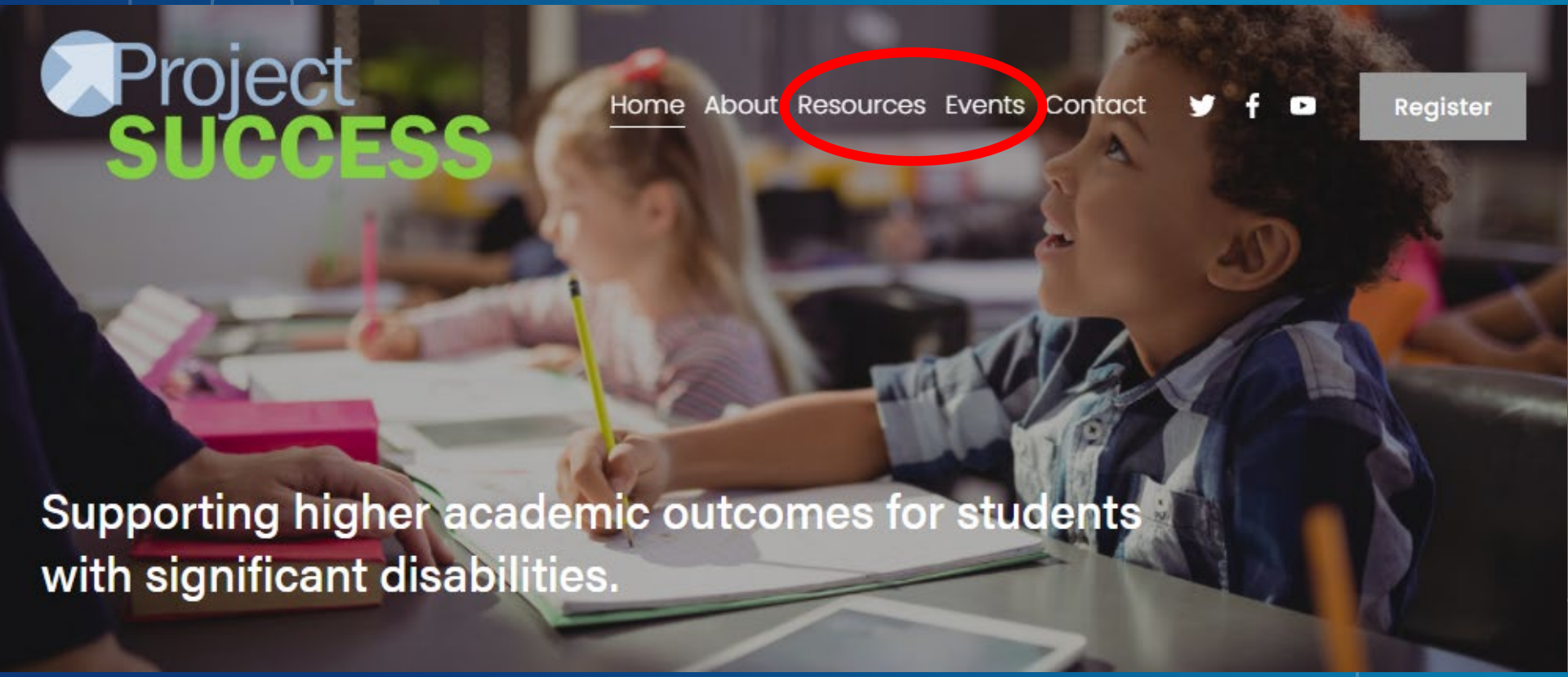
9/23/20 Inclusive Mindset: Sharing the Message

11/4/20 Best Practices for Inclusive Instruction

Register HERE!

Visit our website for additional virtual training opportunities!

www.projectsuccessindiana.com



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