Supplemental Handout

Reading the Louisiana Connectors

The Louisiana Connectors are fully aligned to the Louisiana Student Standards. As such, whereas the Louisiana Student Standard code has three parts (strand, grade level, standard number), each separated by a period, the Louisiana Connectors add the prefix to denote that these are the recommended standards for students with significant disabilities. And, if the Louisiana Connector is subdivided, the Connectors use letters to denote the subdivisions. An example from both English language arts and mathematics is below.

Grade 8 Math	
Louisiana Student Standards	**Louisiana Connectors (LC)**
8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers, show that the decimal expansion repeats eventually.~~,~~ Convert a decimal expansion that repeats eventually into a rational number by analyzing repeating patterns.	**LC.8.NS.A.1a** Identify π as an irrational number. **LC.8.NS.A.1b** Round irrational numbers to the hundredths place.

Grade 3 English Language Arts	
Louisiana Student Standards	**Louisiana Connectors (LC)**
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**LC.RL.3.1a** Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). **LC.RL.3.1b** Answer questions (literal and inferential) and refer to text to support your answer. **LC.RL.3.1c** Support inferences, opinions, and conclusions using evidence from the text including illustrations.

Introduction to the

Essential Elements Cards

Teachers have the challenge of teaching multiple students who are all at different levels of understanding on a specific topic. For the specialist teacher of students with significant disabilities, there is the added undertaking of planning for students across multiple settings. The Essential Elements Cards are available to assist educators with individualizing instruction for students with significant disabilities both in inclusive and self-contained environments.

These cards promote understanding of how students move toward the Louisiana Student Standards. Each contains one or more Louisiana Connector. The Essential Elements cards are ordered first by strand (e.g., literature, informational text; measurement, data and probability), then by grade span for ELA (e.g. K-2, 3-5) and individual grades for mathematics (e.g., 6, 7), and finally by the aligned standards and Connectors (e.g. 1, 2, 3).

While there are not yet Essential Elements Cards for every Louisiana Connector, there are resources associated with all strands and grade levels. To find a specific Essential Elements Card, select a file from the appropriate strand in your content area (e.g., Informational Text; Geometry). In ELA, select the grade band (e.g., 9-10) for which you are planning and open the .pdf document; in math, simply open the grade (e.g., 6 or 7) or subject-appropriate (e.g., Algebra I, Algebra II) file. Once there, do a search for either the Louisiana Student Standards or the Louisiana Connector you seek.

Within each Essential Elements Card (EEC) are features specific to each content area. Both begin by listing the Louisiana Student Standard and aligned Louisiana Connector. For mathematics, each EEC starts by identifying concrete understandings and representations that include measurable and observable content that is challenging, yet attainable. Then, for both ELA and mathematics, each EEC offers suggested instructional strategies to guide teacher planning and implementation. Each then provides suggested supports for students so that they can demonstrate what they know. The EECs are intended to assist teachers in developing instructional lessons that support all students in accessing grade-level material.

We are indebted to the work of the National Center and State Collaborative for the contents contained in this document. Please see NCSC's Element Cards for further information.

Louisiana Student Standard

- **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Louisiana Connector

- **LC.3.NBT.A.1** Use place value to round to the nearest 10 or 100.

Concrete Understandings:

- Identify ones, tens, hundreds place.
- Use a place value chart.
- Recognize that numbers 1-4 are closer to 0 and numbers 6 through 9 are closer to 10.
- Identify 5 as a number in the middle, but know that we round up.

Representation:

- Identify the nearest ten and the nearest hundred
- Understand the following concepts, symbols, and vocabulary: place value, ones, tens, hundreds

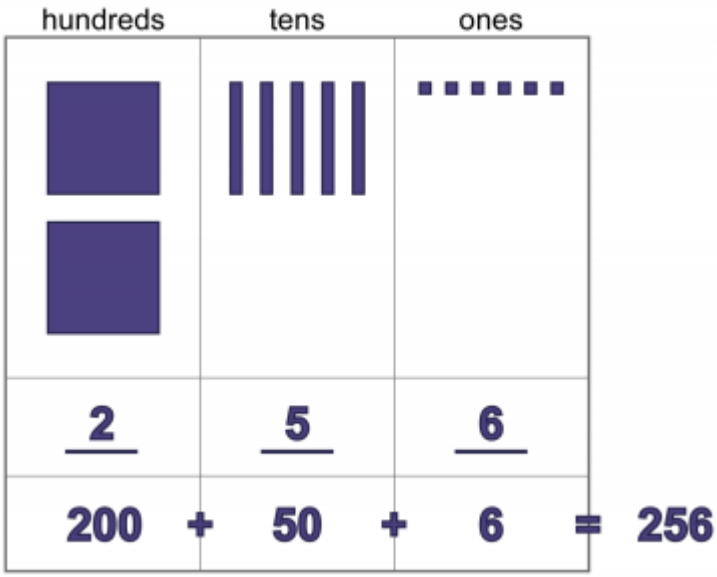
Suggested Instructional Strategies:

- Use video resources (e.g., Brain Pop Jr. http://www.brainpopjr.com/math/numbersense/rounding/preview.weml)
- Explicit instruction of the rules
- Task analysis (e.g., if rounding to the tens place, find the ten above and below the number, use rules to determine whether to round up or down)

Suggested Supports and Scaffolds:

- Make rules available on a "cheat sheet"
- Number line
- Interactive whiteboard or other technology to manipulate representations

- Assistive Technology



Grade K	Grade 1	Grade 2
Louisiana Standard • **RI.K.8** With prompting and support, identify the reason(s) an author gives to support point(s) in a text.	**Louisiana Standard** • **RI.1.8** Identify the reasons an author gives to support points in a text.	**Louisiana Standard** • **RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • **RI.2.8** Describe how reasons or evidence support specific points the author makes in a text.
Louisiana Connector • **LC.RI.K.8** With prompting and support, identify the facts an author gives to support points in a text.	**Louisiana Connector** • **LC.RI.1.8** Identify the facts and details an author gives to support points in a text.	**Louisiana Connector** • **LC.RI.2.2b** Identify the focus of a paragraph and the details that support the focus in an informational text. • **LC.RI.2.8a** Identify the facts and details an author gives to support points in a text.

Suggested Instructional Strategies:

Write to Understand

- **Information Coding for Main Topic: Information Coding:** Provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text. The coding system might look something like this:

• Code	• Meaning

• _____	• Here is the focus of a paragraph.
• ***	• This is a fact and detail that support the focus of the paragraph.

Graphic Organizer (e.g., bubble)

- List the topic of a text or multi-media and note events and/or details that support the topic (e.g., the best time to plant pumpkins, how long it takes them to grow and ripen, typical size, uses, etc.).
- Use a system of least prompts used when selecting a supporting detail.

Sort to Understand

- **Fact Sorting:** Make a set of sorting cards with various sentences/paragraphs from the informational text. On different sorting cards, write facts from the text and other sentences that do not include facts from the text (they could be opinions or they could be facts about different sets of information). Create two category cards: Facts from the Text and Not Facts from the Texts. Then, individually, in small groups, or with the whole class sort the evidence into the two categories.

Model to Understand

- **Think aloud:** Model the thought processes that occur while reading the text. This may include: asking questions while reading the text, identifying important details, identifying the topic, and identifying the main idea.

Key Details

- Using a text from a read aloud, shared reading lesson, or guided reading lesson, the teacher can model how to select and organize the key details using a story graphic organizer.

Suggested Supports and Scaffolds:

- Coding sheets
- Copies of informational texts for each student
- Sorting cards
- Various informational Texts
- Interactive White Board
- Highlighted important information
- Graphic organizers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text with the same key events or details
- Peer support, collaborative grouping
- Preview of the text and events, frontloading
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

Adapting Lesson Plans
for Students with Significant Disabilities

Teaching Louisiana Student Standards to students who participate in the LEAP Connect for Students with Significant Disabilities ensures teachers create educational opportunities for all students to work toward grade-level content. While the content remains constant, differential expectations for achievement are established by simplifying and prioritizing content and creating individualized adaptations for students with significant disabilities to learn the same concepts.

General education teachers know what content is most important for each grade and they often have developed activities and materials that can be readily adapted for students with significant disabilities. For those students who participate in the general education setting, the logical point of departure would be for specialists to work with the classroom teacher to create universally designed lesson plans that include all students. For others, additional adaptations will be needed to address unique learning differences. For examples of approaches with both, please refer to the case studies found on the Louisiana Believes website. The following table outlines a simplified process for thinking through lesson plan adaptation for students with significant disabilities.

Step 1 – ***Identify whole class standard and lesson***	
Step 2 – ***Identify aligned Louisiana Connector***	
Step 3 – ***Create student-specific objective and assessment***	
Step 4 – ***Create aligned activities***	
Step 5 – ***Identify appropriate supports and scaffolds***	

ELA Exemplar

The following table serves as an example of how one teacher thought about adapting a lesson plan for a specific student. The content is aligned to the case study of a 3rd grade student, Tara, found on the Louisiana Believes website.

Step 1 – Identify whole class standard and lesson	Tara's teacher identified that the whole class would be working on the "Because of Winn Dixie" unit, specifically the standard: ***RL.3.3*** *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.*
Step 2 – Identify aligned Louisiana Connector	Tara's teacher identified the aligned Louisiana Connector: ***LC.RL.3.3b*** *Describe a character's traits in a story using details from the text and illustrations.*
Step 3 – Create student-specific objective and assessment	Tara's teacher created a specific objective for Tara to begin the unit: *Student will be able to identify main characters in "Because of Winn Dixie" by selecting appropriate figurines for each character.*
Step 4 – Create aligned activities	Tara's teacher creates an individualized activity to introduce Tara to the characters in the novel: • Two objects placed on Tara's tray (girl, dog) • Tara is shown and then touches each one • No-delay prompt, "This is Winn Dixie, the dog" with hand-over-hand placement • Check for understanding "You find Winn Dixie, the dog" • Praise and repeat for all objects • Review all objects once more, with appropriate delays
Step 5 – Identify appropriate supports and scaffolds	Tara's teacher identifies the appropriate ways to scaffold the introduction of the characters: • Figurines and other manipulatives • Individual trays • Questions of increasing difficulty related to characters/ traits

Mathematics Exemplar

The following table serves as an example of how one teacher thought about adapting a lesson plan for a specific student. The content is aligned to the case study of Carlos, Grade 6, found on the Louisiana Believes website.

Step 1 – Identify whole class standard and lesson	Carlos's teacher identified that the whole class would be working on a Eureka lesson, specifically the standard: ***6.SP.B.4*** *Display numerical data in plots on a number line, including dot plots, histograms, and box plots.*
Step 2 – Identify aligned Louisiana Connector	Carlos's teacher identified the aligned Louisiana Connector: ***LC.6.SP.B.4*** *Collect and graph data: bar graph, line plots, dot plots, histograms.*
Step 3 – Create student-specific objective and assessment	Carlos's teacher created a specific objective for his student: *Student will be able to create a dot plot both with and absent of context.*
Step 4 – Create aligned activities	Carlos's teacher creates an individualized activity to introduce Carlos to the concepts and skills required: • Setting up: umber line and dot placement instructions • Model problem • Least intrusive prompt to guide through problem • Write responses • Solve equation • Independent practice
Step 5 – Identify appropriate supports and scaffolds	Carlos's teacher identifies potential ways to scaffold instruction: • Calculator • Graphic organizer • Interactive whiteboard • Computer software • Self-monitoring task analysis for student independence

Student Response Modes
for Students with Significant Disabilities

It is important to identify the best way for your student to show what they know in each lesson. Here are some options to consider:

- **Point to the correct response when given an array -** The number of options in the array may vary depending on the student's current skills. An array of four is often used with one correct answer, at least one plausible incorrect answer, and two other distractors. Be sure to vary the location of the correct answer in the array. This array can be placed on the students' communication system.

- **Pull-off -** Some students have difficulty pointing but may be able to make a selection when the responses are attached to a page. The array of four options is used, but the student pulls the correct response.

- **Eye gaze -** Students who do not have the motor skills to point, but have vision, may be able to indicate the response by looking at the correct option. The array can be attached to each corner of a piece of see-through plexiglass (available from most hardware stores). By looking through the plexiglass, the teacher can see where the student focuses his or her eyes to indicate the answer.

- **Say or Type -** Some students can verbalize the correct answer. This answer may be given after viewing an array of options or by generating the answer when asked a question. Other students may be able to generate the answer by typing a response. Saying or typing the answer provides students with the most flexibility to describe what they know.

- **Show -** Some learning can be demonstrating through showing the answer. The student may be able to indicate the area of the rectangle by moving his or her hand across the shape. Or, a student may answer a comprehension question by pantomiming the answer.

- **Write or type on computer -** Sometimes the student may be able to write the answer, for example, by writing the correct number in an equation or writing the name of the main character in a story.

- **Use material from the lesson -** Students may be able to show the correct math answer by using a number card or plastic numbers or with other manipulatives. Similarly, in language arts, the student may use a picture on the page in the book or prop that is used with a story to answer a comprehension question. Remember: the response mode needs to be something students can do without assistance once they learn the material.

We are indebted to the work of the National Center and State Collaborative for the contents contained in this document. Please see NCSC's Instructional Guide for further information.

Case Studies of Planning and Instruction for Students with Significant Disabilities

These case studies were written by educators who created the resources and field tested them with teachers and students in schools across the United States. They were then adapted to Louisiana standards and curricula in both English language arts and mathematics. While providing a path through the resources available on the Louisiana Believes website, each case study gives examples of how the resources might apply to students of varying abilities. The case studies described here are fictitious, but based on composites of students who participated in these field tests. Any similarity of a case study to an actual student is purely coincidental.

The 21st century has created the need for all students to leave school with higher levels of academic proficiency than prior generations have had to achieve. Students with significant cognitive disabilities also need the opportunity to prepare for a world where they can access and understand text, use mathematical problem solving, and engage in other academic expectations. Teaching state standards to students who participate in alternate assessments means teachers create educational opportunities for students to learn the content of the assigned grade level. While addressing this same content, differential expectations for achievement are set by prioritizing and simplifying the content and using adaptations for students with significant disabilities to learn the same concepts. The Louisiana Believes resources helps teachers create lesson plans that align with state standards.

Individualization will always be an important component of special education. The case studies offer examples of how to take the resources and make them responsive to individual student's current level of functioning. Through high expectations and individualization, teachers can help more students meet the higher academic outcomes needed to function in today's world.

We are indebted to the work of Browder, D., Wakeman, S., & Flowers, C. (2016). How to teach state standards to students who take alternate assessments. *Minneapolis, MN: University of Minnesota, National Center and State Collaborative.*

Student Background: Tara is beginning third grade at age 8. She has cerebral palsy with spasticity and limited use of her arms and legs. She relies on a wheelchair for mobility. Tara also is legally blind. She can perceive some enlarged images. Although Tara's precise intellectual level is uncertain, she is currently diagnosed as having a severe intellectual disability. Tara's strength is her social ability. Tara loves read-aloud stories and has learned to show recall by selecting between two objects placed on her lap tray by moving her arm right or left. One of Tara's interests is dogs. Her parents hope that someday she might learn to work with a therapy dog. Her teacher worries about how Tara will perform in her first experience with the state's alternate assessment this spring. Tara needs a lot of adaptations in the form of objects to supplement the assessment materials.

High-Quality Planning and Instruction: The general education 3rd grade class will spend the next six-to-eight weeks using "Because of Winn Dixie" as a foundational text to explore how characters change based on their relationships with one another. Tara's teacher is excited for the focus of this theme because it plays to Tara's strengths in the social realm. The selection of this text also incorporates her interest in dogs and good humor. Tara's teacher wants to begin his approach to the standards by introducing Tara to the vocabulary of the text and then build her understanding of character traits, motivations, and feelings. He references the Louisiana Connectors aligned to RL.3.3 and finds in them an appropriate benchmark to supporting Tara's mastery of describing characters in a story more generally.

Louisiana Student Standard	Louisiana Connector
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**LC.RL.3.3b** Describe a character's traits in a story using details from the text and illustrations.

Because Tara is legally blind, the teacher will not be able to use picture responses that he would with other students. Using the Student Response Modes resource found on the Louisiana Believes website, he determines that using manipulative materials will provide Tara with opportunities to demonstrate what she has learned. The teacher decides to use small figures for each word. He chooses a small figurine of a girl for Opal and a man for the preacher. She uses a can to represent the grocery store and a stuffed dog for Winn Dixie. For Florida, she uses a cut-out cardboard shape of that state from a puzzle she has in the room. The teacher cannot simply point to the correct answer as her prompt because Tara will not see it. Instead, his prompt will be to guide Tara's hand to scan the objects in the array and then gently lay Tara's hand on the right object.

To teach the vocabulary, the teacher puts two objects on Tara's tray (girl, dog) and says, "I have two things on your tray. Let's touch each one." She lets Tara touch each to explore her options. Then the teacher says, "This is Winn Dixie, the dog," while placing Tara's hand on the dog. After Tara puts her hand back in her lap, the teacher checks right away for understanding, "Now you find Winn Dixie, the dog." Tara does and the teacher praises her. He repeats this for all the objects. Then, just to be sure, the teacher goes through them all again, allowing appropriate time for Tara to respond.

Having consulted the Essential Element Cards aligned to standard RL.3.3, Tara's teacher anticipates that Tara's understanding of character development begins with physical appearance and, in increasing complexity, moves to character action, dialogue, and inner monologue. Because Tara cannot use the visual graphic organizer

suggested in the Essential Element Card, the teacher creates a series of questions that allow for making a choice of correct versus incorrect answers.

The teacher begins by asking, "Who is the main character in the story?" Tara selects Winn Dixie, the dog. The teacher affirms that the dog is a central figure in the story but probes further. "Think about who the action of the story is centered around. Who is the leading figure who learns and grows the most in the story?" Tara sets the dog figurine back on the tray, and selects Opal in its place which the teacher affirms. "That's right; it's Opal. Now I am going to ask you, Tara, 'What does the main character look like'?" The teacher pauses, giving Tara a moment to think about this and then adds, "Is she an elderly woman who has crinkly brown skin, wears a big floppy hat with flowers all over it and has no teeth?" Tara shakes her head vigorously, indicating her disagreement. "That's right – I was thinking of Gloria Dump." The teacher then describes Winn Dixie, "Is she big, ugly, and hairy with a funny sense of humor"? Once more, Tara signals her dissent, this time with a playful laugh. "You are correct, Tara – that sounds much more like Winn Dixie, doesn't it?" The teacher then explains, "Is the main character a fast runner with red hair and freckles?" he asks. Tara nods in affirmation and reaches for the figurine of Opal once more. The teacher praises Tara's response and then repeats this line of questioning for each of the major characters in the story.

Satisfied with Tara's grasp of the major characters of the story, Tara's teacher knows that she is ready to discuss other aspects of the story's characters. He begins to think about questions for the next day's lesson related to the characters' words, actions, and feelings throughout "Because of Winn Dixie".

Student Background: Jerome is starting the 8th grade at age 13. Jerome loves computers and has a tablet that he uses to communicate. He knows about 30 symbols that relate to social, academic, and personal needs. He can find the right page on his tablet to initiate a communication (e.g., "Let's Talk," "My Personal Needs," "Math Class"). Jerome is eligible for participation in the LEAP Connect due to a Traumatic Brain Injury; he is also paraplegic and uses a wheelchair. He performs best with a touch screen and does not manipulate objects well. He also can use his eyes to choose between symbols or objects. He does not speak. Jerome did not receive reading instruction when he was a child. His IEP includes trying an adapted beginning reading program with him this year that will also include some writing using a software program that involves clicking and selecting words. Jerome is a member of the middle school concert band. He uses his touch screen to activate music loops that provide background rhythm. Jerome is always highly motivated if a lesson has a musical component.

High-Quality Planning and Instruction: Ms. Johnson is the middle school teacher for Jerome. In her school, the special education teachers specialize in teaching either English language arts or mathematics. Ms. Johnson is the English language arts teacher. The regular classroom is currently studying the Guidebook Unit on the short story version of "Flowers for Algernon". All students are working toward identifying the theme of the story and summarizing the text. Ms. Johnson consults the crosswalks to determine which content and skills are central to the Louisiana Student Standard.

Louisiana Student Standard	Louisiana Connector
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	**LC.RL.8.2a** Determine the theme or central idea of a text. **LC.RL.8.2b** Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. **LC.RL.8.2c** Create an objective summary of a text.

Recognizing Jerome's love for music, Ms. Johnson chose to introduce the idea of "theme" with songs on the previous day of instruction. During the lesson, Jerome listened to clips of the lyrics of four songs to determine the underlying meaning. She asked Jerome, "What is the artist trying to teach us about life?" Ms. Johnson had brightly colored cards with general themes – such as love, loss, triumph – written. As Jerome listened to the music, he pointed to the card that best suited the theme. Satisfied with Jerome's grasp on theme, she has planned to move to understanding the theme of a text for today's lesson. Given Jerome's current level of reading performance, Ms. Johnson creates an adapted version of the story to simplify and abbreviate the text. Ms. Johnson also refers to the Essential Elements Card for possibilities in developing other, appropriate instructional strategies for this lesson on describing the central message.

In previous lessons, Ms. Johnson has used charts to help Jerome understand sequencing and character traits. This visual has proven to be successful. Ms. Johnson will locate pictures to illustrate scenes that determine important themes in "Flowers for Algernon" (e.g., white mouse in maze, Charlie with doctors, Algernon's grave, Charlie's former coworkers, ink blot test). She will then support Jerome in choosing a phrase for the theme of "Flowers for Algernon" by listing some possible themes as found in the Lesson 24 Guidebook notes (e.g., intelligence, friendship/relationships, medical experiments, belonging/being normal, treatment of those with

learning disabilities). Jerome will then select pictures that support the theme using short phrases activated using text-to-speech features. Once the chart is complete, Ms. Johnson will reiterate to Jerome that he has located relevant evidence from "Flowers for Algernon" which helped develop his identified theme. Once Ms. Johnson is satisfied with Jerome's ability to identify theme, she will think about how to show the development of this theme over the course of the text.

She will then turn to focus on the Louisiana Connector related to summarization. She has some clear ideas about how move forward with the planning of this lesson. She plans to model summarization by reading the short story aloud and then, periodically, stopping and summarizing what was just read. At the end of the story, the teacher will provide another summary of the entire text. As Jerome's understanding progresses, she will also plan to vary her approach by using a variety of ways to read the text aloud: sometimes she will read it, sometimes other students will read it, and sometimes she will prompt Jerome to use text-to-speech technology. She will also increase Jerome's opportunities for demonstrating his understanding of the text, moving from non-verbal gestures to choosing between two summary sentences to creating his own synopsis statements. She will create a page for Jerome's computer tablet that can be used across texts and chapters to summarize story elements including the setting, characters, problem, and resolution.

Student Background: Dave is a 16-year-old entering 10th grade who has autism. He spent an extra year in middle school because of his size and social maturity. Dave is still extremely small for his age. Although he can speak, he usually will gesture for items he wants and rarely talks. He will respond to an array of picture selections to answer a question, but will not initiate an answer. Dave can read and comprehend passages at about a first-grade level. He has learned to answer comprehension questions about text read aloud that is adapted to the third-grade level, but mostly can answer literal recall questions. Dave responds best to one-to-one instruction, but will tolerate a small group. If overwhelmed by classroom noise or the demands of a task, Dave will engage in self-injurious behavior (slapping himself) and has to have the opportunity to go to a separate room for a period of silence.

Louisiana Student Standard	Louisiana Connector
RI.9-10-2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**LAC.RI.9-10.2a** Determine the central idea of a text. **LAC.RI.9-10.2b** Determine how the central idea develops. **LAC.RI.9-10.2c** Determine how the key details support the development of the central idea of the text.

High-Quality Planning and Instruction: Ms. Kerry is the high school language arts teacher for Dave and follows the same scope and sequence as the general education teacher. She refers to the Louisiana Connectors crosswalks to establish the core learnings for this lesson. Ms. Kerry has negotiated some inclusion instruction for Dave. Each Friday, they join a 10th grade class that she co-teaches with the general education teacher. In reviewing the upcoming Guidebook lesson, Ms. Kerry discovers that Dave will need to understand the elements of persuasion and three rhetorical appeals: *ethos, logos,* and *pathos*. Like other students in the general education class, Dave will study the three rhetorical appeals with a non-print text and a deep vocabulary task.

In using the Louisiana Connectors aligned to Louisiana Student Standard RI.9-10-2, Ms. Kerry sees the vertical alignment of skills across grades, and understands that this alignment of skills, along with Dave's Individualized Education Plan, can give her more insight in what Dave has covered previously. On the most critical standards, she can also review teachers' materials from the previous year to more fully identify what Dave's level of performance is and what practices have been most successful for him in the past. Ms. Kerry refers to the Essential Elements Cards to determine appropriate teaching strategies for Dave. Upon reviewing the EEC, she reads that using a variety of texts is a useful strategy for Dave; similarly, the Louisiana Guidebook lesson suggests that all students use a video to introduce rhetorical devices. The first activity from the Guidebook has the class view a short, five-minute video on persuasive speakers. This is an introduction to the three rhetorical devices, and will provide Dave the opportunity to engage with informational text through media. Ms. Kerry will stop the video at times to review and repeat the main ideas.

Since Dave responds well to visuals, Ms. Kerry plans to review the definitions using a chart and pictures. She wants Dave to be able to identify rhetorical appeals and match them each to a picture. Ms. Kerry explains that, "*Logos* appeals to reason or logic" and shows Dave a picture of a light bulb. She explains that, "*Pathos* appeals to emotions" and shows Dave a picture of a heart. Finally, she says that "*Ethos* appeals to one's character or credibility" and shows Dave a stick drawing of a man. Ms. Kerry then lays out the three pictures and asks Dave to

point to the correct answer as she asks comprehension questions. Ms. Kerry reviews all three rhetorical devices, and Dave identifies the correct answers for each.

Ms. Kerry then wants to ask Dave about words that stem from these devises. He explains that related words often share roots or affixes which make them sound alike and share a similar meaning. Ms. Kerry discusses words such as "logical", "ethical", and "pathetic". Ms. Kerry points to the correct answer and Dave imitates her. Then to fade this prompt, Ms. Kerry shows words such as "logic", "pathological", and "ethnic" and directs Dave to put each with the correct picture. To Dave, this is a classification game, something he likes to do, and he picks up on the vocabulary quickly as a result.

The final activity asks students to think of advertisements they have seen that contain *ethos, logos*, or *pathos*. Since Dave is finds pictures more engaging, Ms. Kerry chooses to show Dave several commercials that are linked in 10th grade Guidebook, Lesson 3. Using a chart created by Ms. Kerry, Dave again uses the pictures (symbols) to indicate what rhetorical devise is being used in each commercial.

The following day will be Friday, when Dave and Ms. Kerry will rejoin the general education classroom. There, students will be practicing the art of rhetoric through speeches and a multimedia component. Ms. Kerry feels confident that what Dave did today will have him prepared for tomorrow's work. Ms. Kerry will modify the task and challenge Dave to design a multimedia product demonstrating *ethos, pathos,* and *logos.* She begins to think about the appropriate instructional strategies and scaffolds that will help him be successful.

Student Background: Sam is beginning the 5th grade at age 10. He has Down Syndrome and has been diagnosed as having a moderate intellectual disability. Sam communicates primarily by talking, but sometimes has to repeat himself to be understood due to articulation challenges. Sam has benefited from outstanding academic instruction from both his prior teachers and tutors that his parents hire. In math, Sam has shown his strongest ability. He can do two-digit addition and subtraction if there is no regrouping. He has some multiplication skills of single-digit numbers. If a math word problem involves addition, he can usually find the answer. Sam is in a 5th grade general education class fulltime. Sam has a lot of interests, but his passion is playing soccer. Sam's IEP team decided the state's alternate assessment was the best option for him. At the meeting, his parents asked that his academic instruction to be as close to 5th grade standards as possible.

High-Quality Planning and Instruction: In Sam's 5th grade general education math class, the teacher continues instruction on rounding decimals to the tenths, hundredths, and thousandths place through Eureka Math, Module 1, Lessons 7-8. The teacher's lesson plan includes annotations of the Eureka lesson and notes on differentiation and grouping. The special education teacher, Ms. Reine, reviews the lesson and sees that working with decimals and rounding will feature prominently.

Sam has strong knowledge of numbers and facility with rounding whole numbers, but no understanding of decimals. Given this, Ms. Reine uses the crosswalks and determines that Sam is ready to move to the second Louisiana Connector associated with the 5th grade standard.

Louisiana Student Standard	Louisiana Connector
5.NBT.A.4 Use place value understanding to round decimals to any place.	**LC.5.NBT.A.4b** Round decimals to the tenths place.

In preparation for this lesson, Ms. Reine did some warm-up work with Sam the day before to show how decimals are part of the whole using strips separated into blocks of 10. Then she showed how each block of 10 could be further divided into 10 each. Ms. Reine asks the general education teacher to review this concrete illustration of decimals at the start of the whole group lesson because other students may also be unclear on what the decimal means. Sam participates in this part of the lesson needing no special accommodations.

When the small group work begins, Sam is placed with other students who are continuing to master rounding to the tenths place. Ms. Reine has consulted the Student Response Modes resource on the Louisiana Believes website to determine the best ways for Sam to demonstrate what he knows and in the context of small group work with his peers. As such, Sam's group is working with a computer tablet that has the numbers. When it is Sam's turn, he changes the number to show how to round it. Sam reads his response aloud but is unable to articulate his answer clearly, in which case his peer also reads Sam's response aloud to ensure all members of the group comprehend and stay on track.

Sam's worksheet has numbers with a mix of those to round up and down but using numbers to the hundredths so he has only to attend to one number when rounding up or down (e.g., 23.46, 17.82). The last digit is highlighted and Sam uses a visual reminder to determine whether to round up if the number is five through nine or keep it the same if it is zero through four.

As Sam demonstrates his facility with rounding to the tenths place after deep practice, Ms. Reine prepares for the following day where they will begin working on rounding to the hundredths place. She thinks through other ways to represent the concept of place value, as well as additional modes Sam can use to show what he has learned.

Student Background: Carlos is an 11-year old boy with autism entering 6th grade in middle school. Carlos speaks both English and Spanish at home, but learns in English at school. He is estimated to have a moderate intellectual disability. Carlos responds to instruction in English, but will speak Spanish when he wants a translation. Carlos likes math and asks for worksheets to do both in his free time and at home. He can add and subtract single-digit numbers and recognize geometric figures and simple fractions. He likes to match sets of numbers to 20. Carlos's special interest is machinery. He will talk about the types and parts of machines for long periods of time if not interrupted.

High-Quality Planning and Instruction: Grade 6 students in the general education classroom are learning to create dot plots by studying Grade 6 Eureka, Module 6, Lesson 3. Ms. Binder reviews the lesson and determines that Carlos might require additional support in order in meeting the expectations required by Lesson 3, specifically in accessing the context of the data and managing the number of data points which sometimes exceed 20. This requires small, important adaptations to the general education teacher's lessons. As such, the teacher consults the Adapting Lesson Plans resource on the Louisiana Believes website. Having identified the standard and lesson of the class, Ms. Binder consults the crosswalks document to determine the Louisiana Connector for Louisiana Student Standard 6.SP.B.4. By doing so, she determines that she needs to focus first on leveraging Carlos's understanding of one-to-one correspondence to have Carlos build a dot plot absent of context before tackling the work of Lesson 3. From there, she develops aligned activities and identifies the appropriate manipulatives to best support Carlos.

Louisiana Student Standard	Louisiana Connector
6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**LC.6.SP.B.4** Collect and graph data: bar graph, line plots, dot plots, histograms.

Carlos has strong knowledge of numbers and one-to-one correspondence, but he is easily distracted and sometimes discouraged when presented with an unfamiliar context and/or a context about which he has no interest. To help Carlos focus on the math, Ms. Binder pulls a data set of 15 numbers absent of context. To aid Carlos in building his first dot plot, Ms. Binder also creates a number line on a large sheet of paper that covers Carlos's desk and has printed and cut- out, small, black dots for Carlos to use. Ms. Binder informs Carlos that they will be placing one dot for each number in the set and they are to place the dot above the corresponding number on the number line. She models placing the first dot above the first number in the set. She asks Carlos to read the first number aloud, then to point to the same number on the number line. After placing one of the black dots in its appropriate place, she points to the next number and repeats the process.

Now the teacher uses the least intrusive prompt to help Carlos do the next one on his own. She is using the data set from Example 1 of the Eureka lesson but has limited the data set to only 20 numbers. "Read the first number in the data set," she tells him. When Carlos does not respond, the teacher gives a verbal directive for the first step, "Point to the first number in the data set." When he does not, Ms. Binder models it by circling the first number with her finger. Then Carlos circles with his finger. She waits for him to take the next step. When he does not, she says, "Place a black dot on the number line directly above the number you circled." Carlos waits. She shows him, "Here, 7 is the first number in the set. Place a black dot above the number 7." With this guidance,

Carlos places a black dot on the number line above the number 7. She waits for him to continue. Carlos looks at the data set and reads, “Eight.” He looks at his number line, finds the “8,” and places a black dot above it. “Perfect!” the teacher says. “You plotted the next number in the set by yourself.” She waits for him to finish. He begins to skip numbers in the set and she interrupts by gently putting her hand over the remaining numbers, allowing Carlos to only see the numbers he has plotted thus far. She gives the verbal direction, “Don’t skip any numbers.” Carlos says, “*Si!*” and then plots the next number. Ms. Binder uses a small sheet of paper to cover part of the set, helping Carlos to not skip any numbers.

After a few more practice problems, she gives Carlos three more examples to do at his desk. While he does these, Ms. Binder begins thinking about how to transition Carlos from dot plots to histograms in the next Eureka lesson, allowing him to stay on pace with his peers.

Student Background: Liz is a 15-year-old entering the 9th grade. She has Angelman Syndrome, no speech, and walks with difficulty in balance. She has a severe intellectual disability. Liz's strength is her social skills. She will seek out interaction through walking to someone, showing materials, and vocalizing a calling sound. Liz has emerging literacy and numeracy skills. Neither was emphasized in her school career to date, so she is entering high school with a minimal foundation in academics. Liz has only done math embedded in a daily routine like finding three cups to set a table. She can put one cup with one plate through one-to-one correspondence.

High-Quality Planning and Instruction: Mr. Gomez teaches high school Algebra to Liz. Mr. Gomez wants to find a way to make writing mathematical equations meaningful for her given her limited numeracy skills. He begins with the Eureka lesson used for all students: Algebra 1, Module 1, Lesson 25. In the second exercise of the Eureka lesson, equation formation is taught using the real-world context of work at a printing press and provides a suggested goal for building equations to model simple arithmetic operations. To employ more readily-accessible manipulatives, Mr. Gomez alters the exercise to a vocational activity of working at a hardware store with bags and bolts. Using the crosswalk documents, he identifies the best Louisiana Connector associated with the Louisiana Student Standard.

Louisiana Student Standard	Louisiana Connector
A1: A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear, quadratic, and exponential functions.*	**LC.A1: A-CED.A.1** Translate a real-world problem into a one variable linear equation.

With the concrete objective of "translate a real-world problem into a one variable linear equation" in place, Mr. Gomez thinks about the ways in which Liz will be able to both learn the content and skills, as well as demonstrate mastery. He finds the instructional Student Response Mode guide on the Louisiana Believes website which guides his decisions about how Liz will show what she knows during the academic lesson. Mr. Gomez decides that for a student with emerging skills like Liz, he will begin with limited options and have her make selections from physical manipulatives.

He tells Liz that her job is to set up bags of some number of bolts by evenly distributing the total number of bolts to five different bags. In the initial round, he writes ($5b$) for five bags of bolts. The b means they do not know how many bolts go in each bag yet. Liz knows she has a total of 25 bolts to evenly distribute to five bags. He has Liz help to create the equation by selecting numbers to put on the equation: $5b = 25$.

Mr. Gomez sets up the task of getting the bolts ready to distribute into five different bags. Liz can count with one-to-one correspondence, so Mr. Gomez uses a large number line to help Liz keep track of how many bolts she's distributed, ensuring she uses all 25 bolts. Liz puts a bolt in each of the five bags, using the number line to help her count the total number of bolts distributed, and she circles the last number counted after giving each bag exactly one bolt (i.e., she circles the number 5 to represent having distributed five bolts total). Liz continues to distribute the bolts one at a time while Mr. Gomez ensures she is utilizing the number line to keep count. When Liz finishes distributing all 25 bolts, Mr. Gomez asks Liz to tell him how many bolts went into each bag. Mr. Gomez

then asks Liz to use the number line to defend her answer that each bag received five bolts. Finally, Mr. Gomez brings Liz back to the equation she wrote to connect the concrete activity to solving the equation: If $5b = 25$, then $b = 5$. Moving between the concrete activity of distributing bolts to the abstractness of both the number line and the equation that models the situation, connecting all three helps to bridge Liz's emerging numeracy understandings and skills to the expectation of the Louisiana Connector.

Mr. Gomez can repeat this process changing the number of bolts, the number of bags, or both, allowing for Liz's understanding of how equations can be used to model and solve real-world problems. He can ask Liz to select from various cards – each with either a number, a variable, or a symbol on it – in order to engage her more in the process of creating the equation. He can increase the complexity of the problem Liz is trying to solve by asking, "If the store can only sell bags of 5 bolts but has a total of 42 bolts, how many bags can they sell?" Asking this question when the numerical answer to the equation is not a whole number will force Liz to think more deeply about the problem, connecting the need for the algebraic skills to solving real-world problems. In later lessons, Mr. Gomez can alter the way he presents the problem to lead Liz to writing inequalities, such as, "If the store can only sell bags of 5 bolts but has a total 63 bolts, what is the maximum number of bags the store can sell?"

With the right planning and guidance, Liz is able to write a mathematical equation in the context of a real-world problem, all the while increasing her overall numeracy and understanding of the four operations. This mirrors the work of other 9th grade students and provides Liz with access and opportunities for mastery through differentiated materials and scaffolding