

Louisiana Connectors for Students with Significant Disabilities

Network Leader Handout – January 18, 2017

Vignette: Tara

Louisiana Student Standard	Louisiana Connector
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).

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 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. She has learned to make simple sets in math by pushing large checkers across a line. 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.

Teacher Planning: Tara's teacher wants to begin her approach to the Louisiana Connectors by introducing Tara to the vocabulary she will need to answer the questions for the story "Because of Winn Dixie". What are ways the teacher can have Tara approach the task?



Louisiana Connectors - Examples

Grade 3 English Mathematics - Louisiana Student Standards	Grade 3 Mathematics - Louisiana Connectors
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	LC.3.NBT.A.2.1 Use the relationships between addition and subtraction to solve problems. LC.3.NBT.A.2.2 Solve multi-step addition and subtraction problems up to 100. LC.3.NBT.A.2.3 Solve multi-digit addition and subtraction problems up to 1000.

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Grade 3 English Language Arts - Louisiana Student Standards	Grade 3 English Language Arts - Louisiana Connectors
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	LC.RI.3.8a Identify signal words that help determine what the text structure is in an informational text. LC.RI.3.8b Describe the connection between sentences and paragraphs in a text.



Vignette: Tara

High- Quality, Standards-Based, Instruction for Tara: Tara’s teacher wants to introduce vocabulary she will need to answer the questions for the story “Because of Winn Dixie”. She first consults the same ELA Guidebook materials used for all students and begins to think about accommodations. Tara loves animals and her teacher thinks this will be a great story to get her started on more literacy skills. Because Tara is legally blind, the teacher will not be able to use picture responses that she would with other students. She consults the instructional support resources on the Louisiana Believes website in order to determine possible student response modes. The teacher decides to use small figures for each word. She chooses a small figurine of a girl for Opal and a man for 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, her 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. She 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.