Alternate Eligible Content: Essentialization Samples

ELA/Reading

Pennsylvania Training and Technical Assistance Network
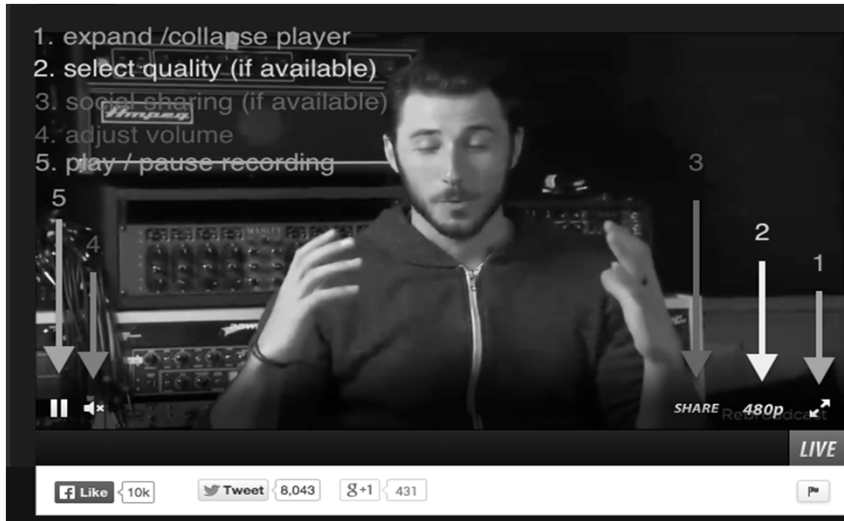

Questions during the webinar

For Content :

- AlternateAssessment@pattan.net

- Reference   : 10/21/2015
- Questions and answers will be posted as an FAQ with the recorded webinar following this presentation

For Tech Support:

- support@pattan.net

Technology Considerations

1. expand /collapse player
2. select quality (if available)
3. social sharing (if available)
4. adjust volume
5. play / pause recording

Toggle Full Screen

1. Click anywhere on the video area to un-hide the controls
2. Double-Click on the double arrow icon to Toggle fullscreen ON
   • HINT: The double arrow is located in the bottom right corner of the video area

Learner Outcomes

Participants will:

- Identify the steps of essentialization to make the content accessible
- Identify examples of statements and 'look fors' that demonstrate alignment to the alternate eligible content at various levels of complexity within ELA/Reading content
- Identify suggested resources to locate grade appropriate text

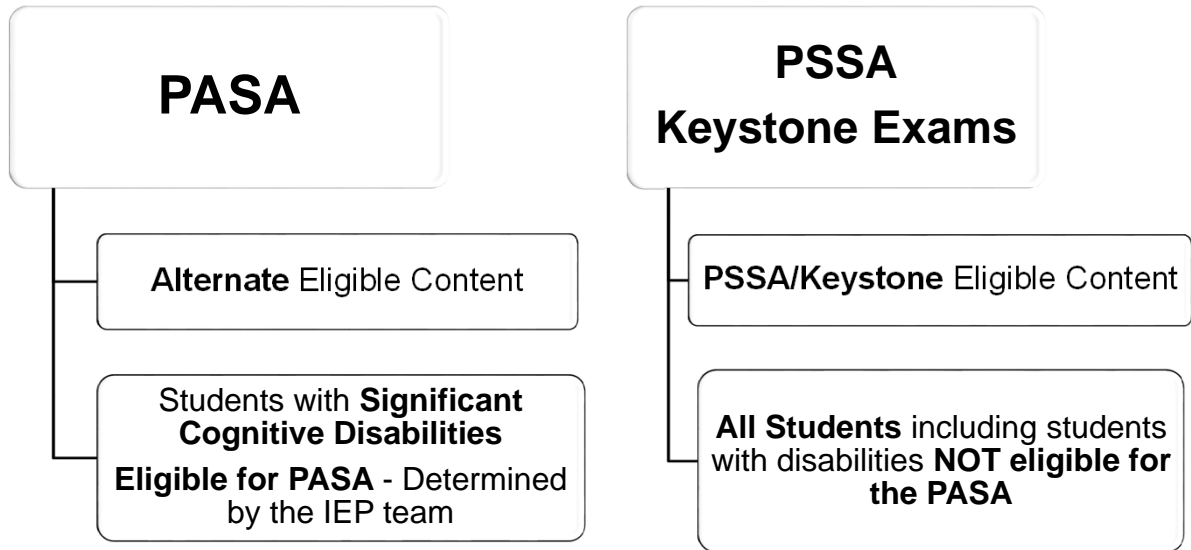# Alternate Eligible Content

What it is

- Academic content appropriate for students who are eligible for PASA (Pennsylvania Alternate System of Assessment)
- Aligns to grade-level PA Core Standards
- Modifies targets relative to the PSSA Eligible Content by reducing depth and breadth

What it is

- Number of pieces of Alternate Eligible Content varies by grade and PA Core Standard
- NOT a one-to-one match for every PA Core Standard and/or every piece of PSSA Eligible Content
- Alternate Eligible Content represents the **highest** level of achievement for students taking PASA
- Content can be adjusted through essentialization to ensure appropriateness for the variety of students eligible for PASA

Who it is for: Eligibility and Content PASA vs PSSA

PASA

**PSSA
Keystone Exams**

Alternate Eligible Content

PSSA/Keystone Eligible Content

Students with **Significant Cognitive Disabilities**

Eligible for PASA - Determined by the IEP team

All Students including students with disabilities **NOT eligible for the PASA**

Today's Focus

- Examining essentialization samples in ELA/Reading

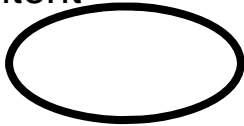Alternate Eligible Content

Essentialization:
The Process

Essentialization

- Code
- Determine intent
- Determine whether or not to reduce complexity further
- Generate meaningful and attainable targets

Essentialization Coding

- Select and read a piece of Alternate Eligible Content
- Refer to the PA ELA/Math glossaries to understand terms and intent

Circle WHAT students need to **KNOW**

Box what they need to **DO** with the 'what'

Underline the **CONTEXT** of what they need to know and do

Essentialization: Determining the Intent

- How are the alternate eligible content, eligible content, assessment anchor and standard connected?
- What is the common thread?
- What is the conceptual learning?
- When considering different scenarios, does it remain aligned?
- Is it broad enough to meet the needs of the range of students eligible for PASA?

Determining whether or not to essentialize

Essentialization: Making the Decision

What we know about the content

DATA

What we know about the student

Essentialization: Generating Meaningful Targets

- Instructional targets should be written at different levels of complexity to reflect:
  - Challenge
  - Meaningfulness
  - Alignment
  - An **INCREASE** of performance from a student's **CURRENT** level of performance

---

Essentialization: Generating Meaningful Targets

- Targets that reflect Alternate Eligible Content:
  - as written at its fullest complexity
  - at a mid level of complexity yet still aligned to the intent
  - at the least level of complexity yet still aligned to the intent

- There is a continuum of targets that can be written

Alternate Eligible Content

Essentialization
ELA/Reading Considerations

Essentialization: ELA/Reading Considerations

- Use of **grade-appropriate** text
- Consider pairing authentic text with modified text when appropriate
- Reduce vocabulary to reflect language familiar to the student
- Utilize PSSA ELA Vocabulary Glossary as needed
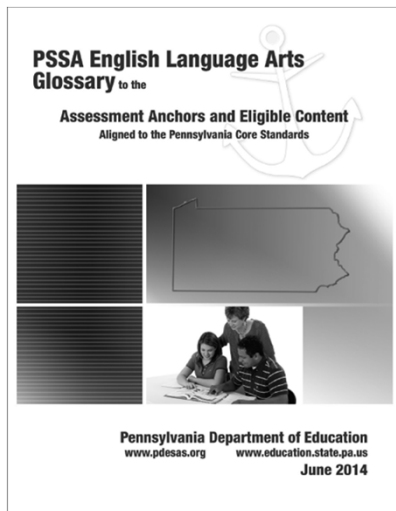- Refer to the across the grades view

Essentialization: ELA/Reading selecting grade appropriate text

- Readworks: http://www.readworks.org/

- CAST book builder: http://bookbuilder.cast.org/

- International Children's Library: http://en.childrenslibrary.org/

- Text Project: http://textproject.org/

Essentialization: ELA/Reading selecting grade appropriate text

- PDE/SAS Text Exemplars:
  http://static.pdesas.org/content/documents/ELA-Appendix_B-Text-Exemplars-and-Sample-Performance-Tasks.pdf

- News ELA: www.newsela.com

- Paul V Sherlock Center on Disabilities:
  http://www.ric.edu/sherlockcenter/wwslist.html

Essentialization: Accessing the ELA/Reading Vocabulary Glossary

---

Alternate Eligible Content

Essentialization
ELA/Reading Samples
Grades 3, 7, 11

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story

Essentialization: Grade 3 Literature

Step 1: Code

E03AC2.1.1a Identify who is telling the story

Essentialization: Grade 3 Literature

Step 2: Determine the intent

E03AC2.1.1a Identify who is telling the story

Is it identifying characters in a story?

OR

Identify the perspective from which a story is being told - not simply identifying characters in a story

Essentialization: Grade 3 Literature

Step 3: Whether or not to essentialize (reduce complexity further)

E03AC2.1.1a Identify who is telling the story

Questions about student data:
- What are the modes of receptive and expressive language?
- What is the familiar frequent vocabulary of the student?
- Do they interact with text?
- How much text?
- Do they know what a character is?
- Can they identify characters in a story?
- Do they understand perspective (mine, yours, someone else?)

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story

Step 4: Determine targets based on students' instructional level

Most Complex
Identify who is telling the story: a specific character or an outside person (i.e., narrator)
Middle Complexity
Identify which character is telling the story in a brief passage from a familiar story
Least Complex
Identify which character is talking or acting in a quote from a familiar story

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story

Most complex
Identify who is telling the story: a specific character or an outside person

Sample student data that might lead to determining the target:
- identifies characters consistently within stories with/without visual supports
- interacts with grade-appropriate text at sentence, paragraph and multiple paragraph level
- emerging in identification of pronouns through intensive language programming, but does not always generalize them appropriately

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story
Most Complex

Identify who is telling the story: a character or an outside person

Instructional ideas:
- Present a brief passage of text (read, read aloud with visual supports, video, ebook, etc.), and ask "Who is telling the story? Is the character telling a story about themselves or is someone else telling the story about the character?"
- Give examples from the text and prompts: "Do they use the words "he, she, they or do they use I, me, we?" Is the person telling the story IN the story?" Examples should be clearly third person or first person perspective.

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story
Most Complex

Literature example – Most Complex
Stuart Little (E.B. White)
- Original Text: **"Stuart was a great help to his parents, and to his older brother George, because of his small size..."**
- Modified Text: **Stuart helps his parents and older brother because he is so small.**
- Is Stuart taking about himself or is someone else talking about Stuart? – someone else - "he" and "his" are not first person. And it is not one of the other characters – parents and older brother are in sentence

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story

Middle Complex

Literature example 2 – Most Complex

The True Story of the Three Little Pigs (Scieszka & Smith)

- Original Text: **"I'm the wolf. Alexander T. Wolf. You can call me Al"**
- Modified Text: **I am the wolf. My name is Alexander T. Wolf, but you can call me Al.**
- The wolf is talking about himself, uses "I" and "my - that's first person

---

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story

Middle complexity

Identify which character is telling the story in a brief passage from a familiar story

Sample student data that might lead to determining the target:

- identifies some familiar characters consistently within stories with visual supports
- interacts with short pieces of text with visual support
- identifies some basic details about characters with visual supports and prompting in isolation

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story
Middle Complexity

Identify which character is telling the story in a brief passage from a familiar story

Instructional ideas:
- Present a brief passage of text (read, read aloud with visual supports), and ask "Who is telling the story?"
- Use a passage in which there is a clear first person character voice used
- Use a text that is familiar to the student (e.g. that has been read/discussed previously and has familiar characters)
- Use protocols such as errorless learning, shaping, and error correction procedures
- Dramatic reads, visual, object and video support can also be great strategies to assist the student with learning the content

---

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story
Middle Complexity

Literature example -
The True Story of the Three Little Pigs (Scieszka & Smith)
- Original Text: **"I'm the wolf. Alexander T. Wolf. You can call me Al"**
- Modified Text: **I am the wolf. My name is Al Wolf.**
- Who is saying this? Choices with pictures support

Wolf   Dog   Pig

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story

Least complex

Identify which character is talking or acting in a quotes from a familiar story

Sample student data that might lead to determining the target:
- identifies some pictures/objects that represent characters in familiar grade appropriate texts through intensive teaching
- interacts with some text at word and phrase level with visual supports
- identifies some items and requests some items when present and not present
- beginning to demonstrate imitation skills

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story
Least Complex

Identify which character is talking or acting in a quotes from a familiar story

Instructional ideas:
- Provide an array of 1-3 pictures of characters from a familiar story
- Present a statement, action or line of dialogue used by one of the characters in the story (presented with dramatic style e.g. act it out, use character expressions and voices, video, electronic book format)
- Ask, "Who said that?" or "Who did that?" (E.g., "Who said, NO?", "Who was crying?")
- Act out dramatically, use video, pictures or objects and have the student point to or 'show me' that one who was talking, the one who 'did' something, the one who was crying (sad)
- Have student imitate an action of the targeted character
- Scaffold vocabulary to include frequent familiar words

Essentialization: Grade 3 Literature

E03AC2.1.1a Identify who is telling the story

Least Complex

Literature example -

The True Story of the Three Little Pigs (Scieszka & Smith)

- Original Text: **"I'm the wolf. Alexander T. Wolf. You can call me Al"**
- Modified Text: **My name is Al Wolf**

  Show me the one who is talking, Al Wolf

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Essentialization: Grade 7 Literature

Step 1: Code

E07AV4.1.2a Identify the meaning of figurative language in context

---

Essentialization: Grade 7 Literature

Step 2: Determine the intent

E07AV4.1.2a Identify the meaning of figurative language in context

Is it identifying meaning of a group of words?

OR

Identifying meaning of a group of words that says one thing but means another within a specific part of the story

Essentialization: Grade 7 Literature

Step **3**: Whether or not to essentialize (reduce complexity further)

E07AV4.1.2a Identify the meaning of figurative language in context

Questions about student data:

What are the modes of receptive and expressive language?
What is the familiar frequent vocabulary of the student?
Do they interact with text?
How much text?
Can they identify any figurative language in text or conversation?
What figurative language phrases has the student mastered?

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Step 4: Determine targets based on students instructional level

Most Complex

Identify the meaning of a common phrase of figurative language used in context

Middle Complex

Identify the meaning of figurative language using obvious contextual clues

Least Complex

Identify the meaning of defined figurative language in context with visual supports

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Most complex

Identify the meaning of a common phrase of figurative language used in context

Sample student data that might lead to determining the target:

-Student identifies some figurative language used in conversation (ex. Raining cats and dogs, 'on fire' today)

-Student interacts with text at sentence, paragraph and multiple paragraph level

-Student data demonstrates a wide vocabulary that student identifies under a variety of conditions

---

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Most Complex

Identify the meaning of a common phrase of figurative language used in context

Literature Example at 7th grade level: Twain, Mark. The Adventures of Tom Sawyer. New York: Modern Library, 2001.

- **Text excerpt:** (1876) From Chapter 2: "The Glorious Whitewasher"

    But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire.

- Modified Text

    Tom became tired. He was miserable because he had to work instead of have fun. Soon the boys who were free to play would come back and tell about their exciting adventures. They would make fun of Tom having to work. The thought of it **burned Tom like fire.**

Essentialization: Grade 7 Literature   E07AV4.1.2a Identify the meaning of figurative language in context

Most Complex

Identify the meaning of a common phrase of figurative language used in context

Instructional Ideas
- Explicitly teach concept of figurative language using examples that may be familiar to students (e.g. cold as ice, lightning fast, raining cats and dogs, etc) use visuals, actions, videos to enhance the understanding. Begin to add unknown examples using context of the story to aid with comprehension
- Present a passage of familiar or unfamiliar text, using multiple/flexible modes of representation (text, supporting illustration, text-to-speech or reading aloud, dramatic rendition, etc.)

Essentialization: Grade 7 Literature   E07AV4.1.2a Identify the meaning of figurative language in context

Most Complex

Identify the meaning of a common phrase of figurative language used in context

Instructional Ideas
- Utilize instructional strategies such as errorless learning, shaping and error correction to engage students and scaffold comprehension.
- Select figurative language from text and use yes/no questioning strategy to analyze meaning in context:
- Ensure the students have understanding, under multiple conditions, with the vocabulary used.

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Most Complex

Identify the meaning of a common phrase of figurative language used in context

What does **'burned Tom like fire'** mean in this text?

He hurt himself working
The boys made him sad
He is angry

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Middle complexity

Identify the meaning of figurative language using obvious contextual clues

Sample student data that might lead to determining the target:

-Student interacts with text at word, phrase, sentence, and multi sentence

-Student data demonstrates a limited vocabulary that student identifies under specific conditions (when the object/visual of the word is present)

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Middle Complexity

Identify the meaning of figurative language using obvious contextual clues

Literature Example at 7th grade level: Twain, Mark. The Adventures of Tom Sawyer. New York: Modern Library, 2001.

- **Text excerpt:** (1876) From Chapter 2: "The Glorious Whitewasher"

    But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire.

- Modified Text

    Tom had to work instead of having fun. His friends went out to play and would come back and tell about the fun they had. They would laugh because Tom had to work instead of play. The thought of it **burned Tom like fire.**

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Middle Complexity

Identify the meaning of figurative language using obvious contextual clues

Instructional Ideas

- Explicitly teach concept of figurative language using examples that may be familiar to students (e.g. cold as ice, lightning fast, raining cats and dogs, etc) Use visuals, actions, videos to enhance the understanding. Teach the concepts with language and vocabulary mastered by the student under a variety of conditions.
- Present a passage of familiar or unfamiliar text, using multiple/flexible modes of representation (text, supporting illustration, text-to-speech or reading aloud, dramatic rendition, etc.)
- Utilize instructional strategies such as errorless learning, shaping and error correction to engage students and scaffold comprehension.
- Select figurative language from text . Use instructional strategies outlined above to shape understanding ensuring there is a visual or object present.
- Ensure the students have understanding, under a variety of conditions, with the vocabulary used.

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Middle Complexity

Identify the meaning of figurative language using obvious contextual clues

What does burned Tom like fire mean (partner with pictures)?

Feel mad

Hurt hand

Feel tired

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Least complex
Identify the meaning of defined figurative language in context with visual supports

Sample student data that might lead to determining the target:

- Student may interact with text at word and/or phrase
- Student identifies some pictures/objects to represent vocabulary under specific conditions (when the object/visual of the word is present)
- Student identifies some items, requests some items when present and not present
- Student beginning to demonstrate imitation skills

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Least Complex

Identify the meaning of defined figurative language in context with visual supports

Literature Example at 7th grade level: Twain, Mark. The Adventures of Tom Sawyer. New York: Modern Library, 2001.

- **Text excerpt:** (1876) From Chapter 2: "The Glorious Whitewasher"

  But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire.

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Least Complex

Modified Text

The boys walked by the fence and saw him working,

 and laughed at him.

He thought about that.

He was so mad his face burned like fire.

Literature Example at 7th grade level: Twain, Mark. The Adventures of Tom Sawyer. New York: Modern Library, 2001

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Least Complex

Identify the meaning of defined figurative language in context with visual supports

Instructional Ideas

- Ensure the students have understanding, under a variety of conditions, with the vocabulary used in the lesson and text.
- Present a passage of familiar text, using multiple/flexible modes of representation (text, supporting illustration, text-to-speech or reading aloud, dramatic rendition, sounds, object support for understanding etc.)

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Least Complex

Identify the meaning of defined figurative language in context with visual supports

Instructional Ideas

- Explicitly teach concept of figurative language in conversation using examples that may be familiar to students (e.g. cold as ice, lightning fast, raining cats and dogs, etc) Use visuals, objects, actions, videos to enhance the understanding.
- Provide opportunities for student to imitate or practice imitation of actions that represent figurative language shared. Pair the actions with visuals.
- Teach the concepts with **language and vocabulary mastered by the student under a variety of conditions**. Generalize learning to the vocabulary used in the selected text
- Utilize instructional strategies such as errorless learning, shaping and error correction to engage students and scaffold comprehension.

Essentialization: Grade 7 Literature

E07AV4.1.2a Identify the meaning of figurative language in context

Least Complex

Identify the meaning of defined figurative language in context with visual supports

How did Tom feel when **he was so mad his face burned like fire**?

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca

Identify why interactions occurred between two individuals, events, or ideas in the text

Essentialization: Grade 11 Informational Text

Step 1: Code

CC1.2.1112Ca

Identify why interactions occurred between two individuals, events, or ideas in the text

---

Essentialization: Grade 11 Informational Text

Step 2: Determine the intent

Identify why interactions occurred between two individuals, events, or ideas in the text

Identifying what happened?

OR

Demonstrate understanding of the cause of a direct effect between two people, two thoughts or two happenings

Essentialization: Grade 11 Informational Text

Step **3**: Whether or not to essentialize (reduce complexity further)

Identify why interactions occurred between two individuals, events, or ideas in the text

Questions about student data:
What are the modes of receptive and expressive language?
What is the familiar frequent vocabulary of the student?
What are their present levels with imitative skills?
Do they interact with text?
How much text?
Can they identify details in a text?
What are their present levels when considering cause and effect?

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Step 4: Determine targets based on students instructional level

Most Complex

Identify an interaction between two people and what are the steps that caused this interaction within a grade appropriate informational text

Middle Complex

Identify an interaction between two people and one step that happened to connect them within a grade appropriate informational text

Least Complex

Identify what connects two people in a grade appropriate informational text

Essentialization: Grade 11 Informational text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Most complex

Identify an interaction between two people and what are the steps that caused this interaction

Sample student data that might lead to determining the target:

- Student identifies details in text with and without visual support
- Student interacts with text at sentence, paragraph and multiple paragraph level
- Student data demonstrates a wide vocabulary that student identifies under a variety of conditions
- Student demonstrates understanding of 1 part cause and effect

---

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Hurricane Sandy returns wedding ring, lost for 40 years

NICOLE LEONARD, Staff Writer | Posted: Saturday, October 31, 2015 4:00 pm

More than 40 years ago, Larry Watts lost his wedding ring at a Manahawkin shore home. One minute, two couples were playing a game of tetherball, and the next, Watt's wedding ring flew off his finger and disappeared.

"We looked for the ring for years, every time we went over there, but nothing ever surfaced," Pat Watts said.

That was the end of the story, until 2012.

On Oct. 29, three years ago, Hurricane Sandy rolled into New Jersey's coast, destroying many things in its path, including much of that Manahawkin home. Most people can say nothing good came of that storm, but Sandy returned something special to Pat and Larry Watts.

Sandy flooded Brian and Terri Longmore's home, which sits on the edge of a lagoon in Manahawkin. As a result, the Longmores had to raise and reconstruct their home. When workers were drilling holes for the house's piles this spring, Brian Longmore went out to survey the construction and spotted something shiny on the ground.

He picked it up and discovered it was someone's wedding ring.

"When Brian found it, he assumed it was one of the workmen's. It looked brand new," Watts said. "Low and behold, he brought it into his son, who remembered hearing a story about this silly ring. When he looked inside, there was the engraving, the proof."

The 49-year-old wedding ring with the engraving "P.A.M. to L.J.W" was returned to its owners on their anniversary this past July. The lost ring had turned into a joke over the years, but neither couple thought it would ever be recovered.

"We couldn't believe it when it was found. We never expected to see it again."

The Watts met in Wildwood in 1965 while Pat was renting a shore house with friends and Larry was visiting family in the area. They kept in touch, traveling to meet each other with friends in the Poconos. The following summer, they got married.

They spent their early years living in Indiana before moving to Delaware County, Pennsylvania. Eventually, they made their way to the Jersey shore where their three children grew up and went through the Ocean City school system.

Larry Watts now wears his original ring on his pinky, along with a newer wedding band.

"Whenever they would expand the house and do work on it, we'd kind of always say, you didn't see any ring, did you? Now we won't have anything to talk about," Pat Watts said, laughing.

Contact: 609-272-7022

NLeonard@pressofac.com

Twitter @ACPressNLeonard

Sandy Ring

Larry and Pat Watts, of Ocean City, have been married for 49 years. More than 40 years ago, Larry lost his wedding ring outside of a friend's house in Manahawkin. The ring was found in 2015 while the house was being rebuilt after damage inflicted by hurricane Sandy.

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Most Complex

Informational text

- **Text excerpt:** (2015) from the Atlantic City Press

   More than 40 years ago, Larry Watts lost his wedding ring at a Manahawkin shore home of his friend. One minute, two couples were playing a game of tetherball, and the next, Watt's wedding ring flew off his finger and disappeared…On Oct. 29, three years ago, Hurricane Sandy rolled into New Jersey's coast, destroying many things in its path, including much of that Manahawkin home…As a result, the Longmores had to raise and reconstruct their home. Brian Longmore went out to survey the construction and spotted something shiny on the ground. He picked it up and discovered it was someone's wedding ring. When he looked inside, there was the engraving, the proof. The 49-year-old wedding ring with the engraving "P.A.M. to L.J.W" was returned to its owners on their anniversary this past July.

- **Modified Text**

   Long ago at the shore a man named Larry was playing a game at his friend's house and lost his wedding ring. Three years ago, Hurricane Sandy hit the same shore and the house was broken. While fixing the house, the new owner, Brian found a wedding ring. He found the owner, Larry, who lost the wedding ring lost a long time ago. He was able to give the ring back to Larry.

Essentialization: Grade11 Informational text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Most Complex

Identify an interaction between two people and what are the steps that caused this interaction

Instructional Ideas

- Explicitly teach concept of multi step cause and effect using visuals, actions, videos to enhance the understanding. Begin to add examples using context within informational text to aid with comprehension. Begin with one step and then move to more steps

- Summarize the text using the strategy of 'what comes first', 'what comes in the middle','what comes at the end'

- Present a passage of familiar or unfamiliar text, using multiple/flexible modes of representation (text, supporting illustration, text-to-speech or reading aloud, dramatic rendition, etc.)

Sandy Ring
Larry and Pat Watts, of Ocean City, have been married for 49 years. More than 40 years ago, Larry lost his wedding ring outside of a friend's house in Manahawkin. The ring was found in 2015 while the house was being rebuilt after damage inflicted by hurricane Sandy.

Essentialization: Grade11 Informational text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Most Complex

Identify an interaction between two people and what are the steps that caused this interaction

Instructional Ideas
- Utilize instructional strategies such as errorless learning, shaping and error correction to engage students and scaffold comprehension.
- Select details from text and have the student identify
- Ensure the students have understanding, under multiple conditions, with the vocabulary used.
- Have students identify text features such as picture and caption

Sandy Ring

Larry and Pat Watts, of Ocean City, have been married for 49 years. More than 40 years ago, Larry lost his wedding ring outside of a friend's house in Manahawkin. The ring was found in 2015 while the house was being rebuilt after damage inflicted by hurricane Sandy.

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Most Complex

Identify an interaction between two people and what are the steps that caused this interaction

Name what happened in the article and the steps that happened to bring the men back together?

Larry bought a wedding ring- Larry got married- Larry lost his wedding ring – Brian found it - the men got together and had a party

Larry lost his wedding ring- Brian had a fire at his house- the house burnt down- Brian found the wedding ring- the two men got together to celebrate

Larry lost his wedding ring at Brian's house- a storm came and damaged the house where he lost his ring - the house had to be fixed- the wedding ring was found- the two men got together to give the ring back

Essentialization: Grade 11 Informational text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Middle complex

Identify an interaction between two people and one step that happened to connect them within a grade appropriate informational text

Sample student data that might lead to determining the target:

-Student identifies some well defined details in text with supports

-Student interacts with text at word, phrase, simple sentence and/or multi sentence level

-Student data demonstrates understanding of vocabulary when visual supports are present

-Student demonstrates understanding of simple cause/effect

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Middle Complex

Informational text

- **Text excerpt:** (2015) from the Atlantic City Press

  More than 40 years ago, Larry Watts lost his wedding ring at a Manahawkin shore home of his friend. One minute, two couples were playing a game of tetherball, and the next, Watt's wedding ring flew off his finger and disappeared…On Oct. 29, three years ago, Hurricane Sandy rolled into New Jersey's coast, destroying many things in its path, including much of that Manahawkin home…As a result, the Longmores had to raise and reconstruct their home. Brian Longmore went out to survey the construction and spotted something shiny on the ground. He picked it up and discovered it was someone's wedding ring. When he looked inside, there was the engraving, the proof. The 49-year-old wedding ring with the engraving "P.A.M. to L.J.W" was returned to its owners on their anniversary this past July.

- **Modified Text**

  Long long ago a man named Larry was playing at his friend's house and lost his wedding ring. When fixing his house the other day, the new owner, Brian found a wedding ring! It was the ring Larry lost! Everyone was happy.
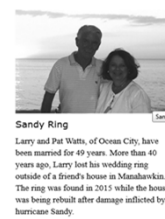
Essentialization: Grade11 Informational text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Middle Complex

Identify an interaction between two people and what is one step that caused this interaction

Instructional Ideas

- Explicitly teach the concept of cause and effect using visuals, actions, videos to enhance the understanding. Begin to add examples using context within informational text to aid with comprehension. Use key words such as 'If', and 'then'
- Summarize the text using the strategy of 'what comes first' (1), 'what comes in the middle' (2), 'what comes at the end' (3). It can also be limited to first and second. Use pictures and/or objects for the student to order.

Sandy Ring

Larry and Pat Watts, of Ocean City, have been married for 49 years. More than 40 years ago, Larry lost his wedding ring outside of a friend's house in Manahawkin. The ring was found in 2015 while the house was being rebuilt after damage inflicted by hurricane Sandy.

Essentialization: Grade11 Informational text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Middle Complex

Identify an interaction between two people and what is one step that caused this interaction

Instructional Ideas

- Utilize instructional strategies such as errorless learning, shaping and error correction to engage students and scaffold comprehension.
- Select details from text and have the student identify
- Ensure the students have understanding, under multiple conditions, with the vocabulary used.
- Have students identify text features such as picture and caption

Sandy Ring

Larry and Pat Watts, of Ocean City, have been married for 49 years. More than 40 years ago, Larry lost his wedding ring outside of a friend's house in Manahawkin. The ring was found in 2015 while the house was being rebuilt after damage inflicted by hurricane Sandy.

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Middle Complex

Identify an interaction between two people and what is one step that caused this interaction

Name what happened in the article and one step that happened to bring the men back together?
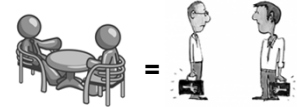
Larry had a wedding ring and got married

Larry lost his wedding ring and Brian was fixing his house and found it

Larry and Brian sat next to each other and became friends =

Essentialization: Grade 11 Informational text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Least complex

Identify what connects two people in a grade appropriate informational text

Sample student data that might lead to determining the target:

-Student interacts with text at word, phrase, and/or simple sentence

-Student data demonstrates understanding of limited vocabulary when visual supports are present

-Student is beginning to identify imitation skills

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Least Complex

Informational text

- **Text excerpt:** (2015) from the Atlantic City Press

    More than 40 years ago, Larry Watts lost his wedding ring at a Manahawkin shore home of his friend. One minute, two couples were playing a game of tetherball, and the next, Watt's wedding ring flew off his finger and disappeared…On Oct. 29, three years ago, Hurricane Sandy rolled into New Jersey's coast, destroying many things in its path, including much of that Manahawkin home…As a result, the Longmores had to raise and reconstruct their home. Brian Longmore went out to survey the construction and spotted something shiny on the ground. He picked it up and discovered it was someone's wedding ring. When he looked inside, there was the engraving, the proof. The 49-year-old wedding ring with the engraving "P.A.M. to L.J.W" was returned to its owners on their anniversary this past July.

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Least Complex

Informational text
- **Modified Text**

A man named Larry was playing at his friend's house and lost his wedding ring.

Brian found a wedding ring under his house!

It was the ring Larry lost! Everyone was happy!

Essentialization: Grade11 Informational text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Least Complex

Identify what connects two people in a grade appropriate informational text

Instructional Ideas
- Utilize instructional strategies such as errorless learning, shaping and error correction to engage students and scaffold comprehension.
- Select actions from the story and act them out. Have student imitate the actions.
- Use prompts such as 'what is the same?"
- Ensure the students have understanding, under multiple conditions, with the vocabulary used.

Sandy Ring

Larry and Pat Watts, of Ocean City, have been married for 49 years. More than 40 years ago, Larry lost his wedding ring outside of a friend's house in Manahawkin. The ring was found in 2015 while the house was being rebuilt after damage inflicted by hurricane Sandy.

Essentialization: Grade 11 Informational Text

CC1.2.1112Ca
Identify why interactions occurred between two individuals, events, or ideas in the text

Least Complex

Identify what connects two people in a grade appropriate informational text

Select what connects the people in the article?

Resources to Support Use of the Alternate Eligible Content for Instruction

Webinars to support Alternate Eligible Content

Available on the PaTTAN website:

Introduction

- **November 5, 2014**: What's New: PA Alternate Eligible Content, Assessment and Instruction

Winter Series

- **December 17, 2014**: Using the Alternate Eligible Content to Write Standards Aligned IEPs
- **January 14, 2015**: Instructing Math and Reading/ELA Using the Alternate Eligible Content: Getting Started

Webinars to support Alternate Eligible Content, continued

Spring Series
- **February 25, 2015:** Increasing Academic Expectations with the Alternate Eligible Content: Increasing Communication/Language Expectations
- **March 25, 2015:** Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at Math
- **April 22, 2015:** Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at ELA/Reading
- **May 20, 2015**: Increasing Academic Expectations with the Alternate Eligible Content: Creating Lessons

Webinars to support Alternate Eligible Content, continued

Fall/Winter Series 2015-16

- October 21, 2015 3:30pm-4:30pm: **Alternate Eligible Content: A View Across the Grades**

- November 17, 2015 3:30pm-4:30pm: **Alternate Eligible Content: Sample Essentialization: ELA/Reading**
  (will be available following Nov 17, 2015)

Upcoming Webinars Fall/Winter 2015-2016

- December 16, 2016 3:30pm-4:30pm: **Alternate Eligible Content- Sample Essentialization: Math**

- January 20, 2016 3:30pm-4:30pm: **Alternate Eligible Content: Defining Expectations and Intent**

Communication: The Most Up to Date Information and Volunteer Opportunities

- Listserv for teachers administering the PASA and others
- Opportunities to participate with design of instructional resources to support the Alternate Eligible Content
- **Sign up on PaTTAN website under Students with Significant Cognitive Disabilities - Listserv/Volunteer**
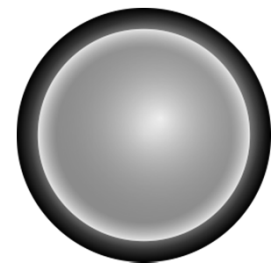
Learner Outcomes

Participants will:
- Identify the steps of essentialization to make the content accessible
- Identify examples of statements and 'look fors' that demonstrate alignment to the alternate eligible content at various levels of complexity within ELA/Reading content
- Identify suggested resources to locate grade appropriate text

Contact Information   www.pattan.net

Dr. John Machella
412-851-0413
jmachella@pa.gov

Sharon Leonard
slleonard@pattan.net

Audrey Kappel
akappel@pattan.net

pennsylvania
DEPARTMENT OF EDUCATION

Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Commonwealth of Pennsylvania

Tom Wolf, Governor