

# OACS-E Content Modules

Tools that support  
standards based  
instruction for students  
with Significant  
Cognitive Disabilities

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Both NCLB and IDEA brought forth the importance of content rich instruction for ALL students, including those who previously were not considered capable of learning academic skills.

The skill sets associated with these standards represent important learning for all students, including those with significant cognitive disabilities.

(Kearns, et al. 2011)

- So... Ohio has designed modules to support this very important work.

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# Purpose of the Modules

- To expand the knowledge of teachers supporting students with significant cognitive disabilities enhancing their ability to provide active learning opportunities targeting Ohio's New Learning Standards.
  - Navigation
  - Content Understanding

## The Modules will NOT...

- Teach everything there is to know about each strand/domain or standard.
- Provide ready-made lesson plans and materials for classroom instruction

## The Modules will...

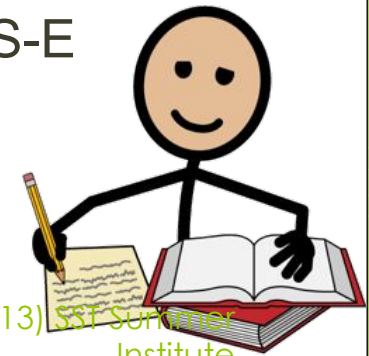
- Provide a foundation for the development of meaningful standards based lessons.
- Describe an effective planning process.
- Give examples of relevant lessons and materials.
- Show the connection between standards, the IEP and Alternate Assessment processes.

## Modules have been..

- Carefully designed to relate specifically to the instruction of students with significant cognitive disabilities.
- Referenced with best practice and research –based evidence.
- Reviewed by intervention and content representatives.

# The Modules: currently online

- **Module 1: What are Extended Academic Content Standards?**
  - Describe the academic content standards for general education in the state of Ohio, including Ohio's New Learning Standards (Common Core Standards for ELA and Mathematics and Ohio's Revised Academic Content Standards for Science and Social Studies)
  - Identify the purpose and structure of the OACS-E



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# The Modules: currently online

- **Module 2: General Curriculum for Students with Significant Cognitive Disabilities**
  - Recognize the alignment of the general curriculum for students with significant disabilities.
  - Recognize beliefs that will facilitate blending of functional and academic content learning.



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# The Modules: currently online

- **Module 3 - Planning for Instruction and Assessment for Students with Significant Cognitive Disabilities**
- Understand the planning process to develop instruction and assessment using both the OACS and the OACS-E for students with significant cognitive disabilities.



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# The Modules: What's next?

- **Module 4: Aligning Instruction to the Ohio English Language Arts Content Standards-Extended**
- **Module 5: Aligning Instruction to the Ohio Mathematics Content Standards-Extended**
- **Module 6: Aligning Instruction to the Ohio Science Content Standards-Extended**
- **Module 7: Aligning Instruction to the Social Studies Content Standards-Extended**

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# Sneak Peek Language Arts

# The importance of Language Arts

- **The ELA standards include skills in:**
  - Reading
  - Writing
  - Speaking
  - Listening
  - Language/Communication
  - And are Integrated into Other Subjects

Balanced Literacy is a flexible framework where all students are valued, knowing that each learner may need a variety of strategies to become an effective reader.

(Carnihan & Williamson, 2010; Fountas & Pinnell, 1996)

- LA strands should be evidenced throughout instruction every day

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# Have you seen these in the classroom?

- Shared Reading (Reading Aloud)
- Writing
- Guided Reading
- Self-Selected Reading
- Word Work/Study
- Phonics



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# Guided Reading/Writing:

(Fountas and Pinnell, 1996, 2001)

- The heart of balanced literacy
- Brings together homogeneous groups of readers
- Teaches to skill gaps in small groups
- Offers explicit teaching
- Students engage with level specific text as defined through data



## Tools at the Table

- Sticky Notes
- Graph paper
- Reading phones
- Space stick/chip
- Wikki Stix
- Audio/Video recorder
- PCS symbols
- Highlighters
- Colored Overlays
- Technology tools
- Pencil grips
- Highlighter tape
- Leveled books
- AAC devices
- Data sheets

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# Have you seen this in the classroom?



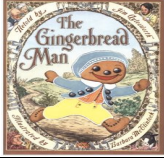
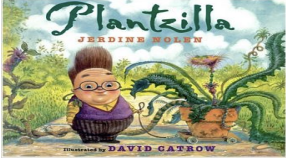
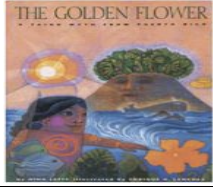

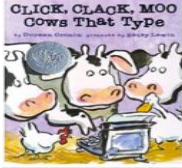

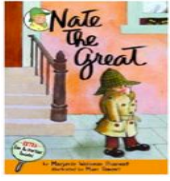

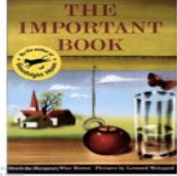



Example of a level B book (Fountas & Pinnell; Reading A-Z)

Reading Level Correlation Chart

Grade Level	Reading Strategy	Fountas & Pinnell Guided Reading	IEA	State Equivalent	Lexile Levels
Kindergarten	A, B	A	A	Kindergarten	
	C	B	B		
	D	C	C	Kindergarten	
	E	D	D		
Grade 1	F	E	E	Kindergarten	
	G	F	F	Kindergarten	
	H	G	G	Kindergarten	
	I	H	H	Kindergarten	
	J	I	I	Kindergarten	
	K	J	J	Kindergarten	
	L	K	K	Kindergarten	
	M	L	L	Kindergarten	
	N	M	M	Kindergarten	
	O	N	N	Kindergarten	
Grade 2	P	O	O	Grade 1	200-299
	Q	P	P	Grade 1	300-399
Grade 3	R	Q	Q	Grade 2	400-499
	S	R	R	Grade 2	500-599
Grade 4	T	S	S	Grade 3	600-699
	U	T	T	Grade 3	700-799
Grade 5	V	U	U	Grade 4	800-899
	W	V	V	Grade 4	900-999
Grade 6	X	W	W	Grade 5	1000-1099
	Y	X	X	Grade 5	1100-1199
Grade 7	Z	Y	Y	Grade 6	1200-1299
		Z	Z	Grade 6	1300-1399

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# Have you seen these in the classroom?

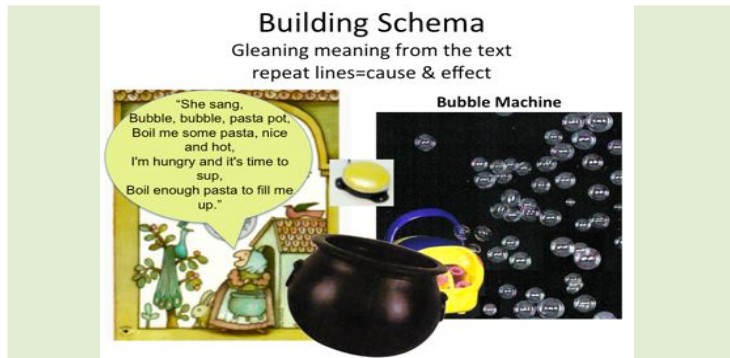
Genres		
Fairy Tales/Fables/Tall Tales 	Fiction 	Myths/Legends 
Historic Fiction 	Award Winners 	Non-Fiction 
Mystery 	Biography/Auto-Biography 	Poetry 
Web Resources Digital Books 	Research 	Student/Class Created Books 

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As a student listens to a book it is essential that they connect with the text through their senses.

- Builds connections to schema
- Extracts real life meaning from text
- Increases engagement
- Connects therapy with content

# Have you seen these in the classroom?

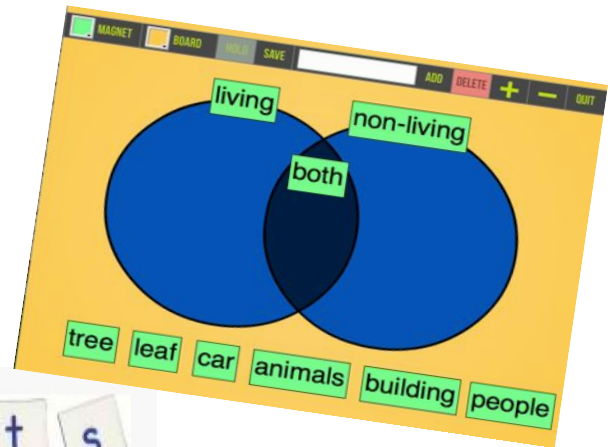


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# Technology Enhanced Literacy Experiences

- Full range of high and low tech options
- Includes instructional and assistive technology
- Enhances access, participation and independence
- Increases multiple means opportunities
- Includes online and classroom resources
- Practices generalization of skills

# Have you seen this in the classroom?



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# Building writing skills requires integration of multiple skill areas


(Light and McNaughten 2012)




- Narrative skills
- Language structures for phrases and sentences.
- Phoneme segmentation skills to breakdown words into component sounds
- Letter sound correspondence to encode sounds into written letters
- Spelling skills
- Handwriting or keyboarding skills
- Knowledge of conventions of writing, such as capitalization and punctuation.
- Planning, composing and revising.





# Have you seen this in the classroom?

1. What is this chapter about?  
 a. forest  b. cactus  c. desert 

2. What plant grows in the desert?  
 a. rose  b. cactus  c. wildflower 

3. Where do animals hide from the hot sun?  
 a. house  b. tree  c. under rocks 

4. What is hard to find in the desert?  
 a. water  b. flowers  c. corn 

5. What is important to know about a desert?  
 a. A cactus is a plant.  
 b. The desert is dry.  
 c. Snakes are reptiles.



read write my book picture  
 At school paint a make model story and

Journaling

today at school I

I have homework in

Name Martina  
 My favorite rainforest animal is a gorilla

1. My animal eats fruit

2. My animal lives in trees

3. My animal looks like black

4. My animal moves around by swinging

5. My animal is cool because it is strong

Step Book

Body Systems

brain

rest day

nervous



reproductive

urinary

The important thing about breathing is that it keeps us alive and it gives us oxygen

What did you think of this story?

Student response mode: point look other

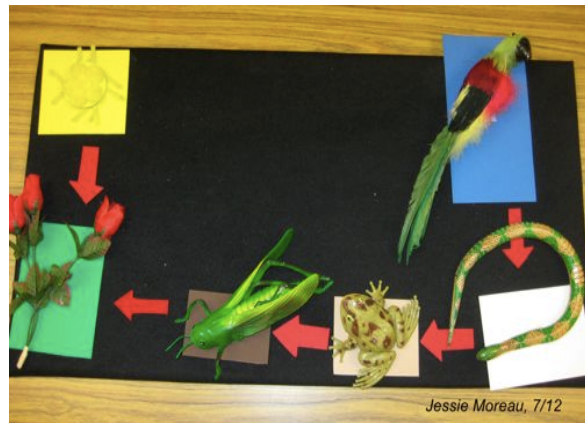
 Liked it  Did not like it



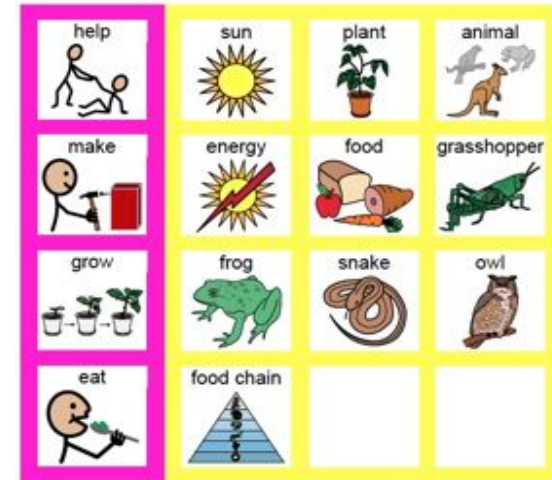
Adapted text and other instructional materials (including those that are teacher-created) **must** be provided to match ability levels and increase access, active participation and independence.  
(Musselwhite, Erickson & Ziolkowski, 2002)

- Use simple and consistent sentence structures.
- Predictable sentences.
- Heavy repetition of individual words within a given passage or story.
- Include heavy use of high frequency and decodable words.
- Provide a close picture-to-text match.
- Control the number of sentences per page. (2 – 4 per page for beginning readers)
- Control the number of pages for the complete story or passage. (approximately 8 – 10 pages)

# Have you seen these in the classroom?

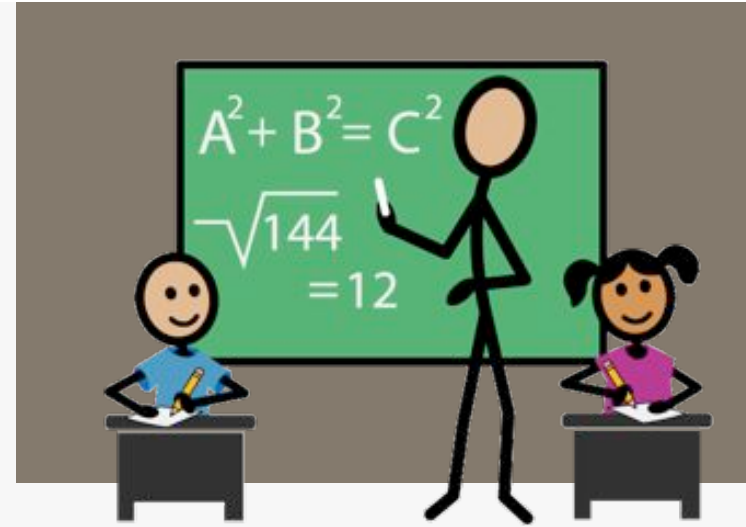


## A Food Chain



Text Types		
novels	big books	mail/email
picture books	books	magazines
cardboard books	catalogs	recipes
newspapers	music	signs
journals	digital text	menus
manuals	directions	product labels
closed captioning	audio text/mp3	braille
texts	textbooks	notes
comics	choice boards	dictionaries/thesaurus

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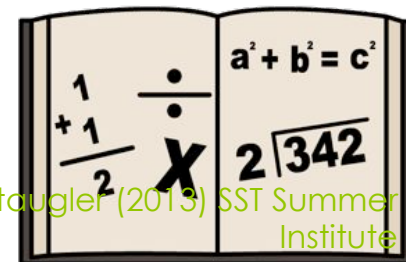


# Sneak Peek Mathematics

# A New Look in Mathematics

## ○ **Common Core Practices:**

- Make sense of problems
- Reason abstractly and quantitatively
- Construct viable arguments
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make sense of structure
- Look for repeated reasoning

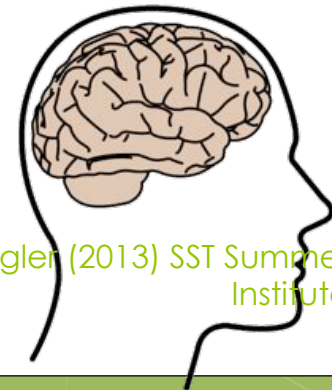


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# How the Brain Learns


(David Sousa 2011).

- "[Students] may diligently follow the teacher's instructions to perform a task repeatedly, and may even get the correct answers, but if they have not found meaning after the learning episode, there is little likelihood of long-term storage."

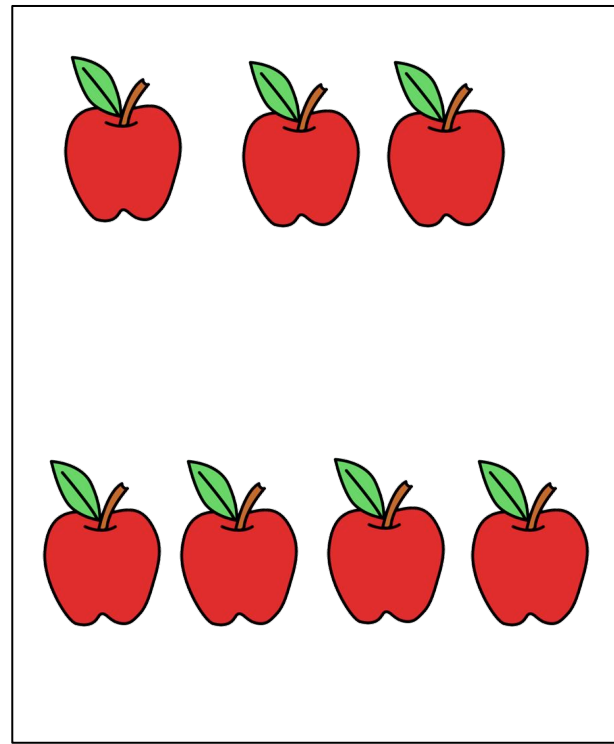


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Which way will produce meaning?

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$


**OR**



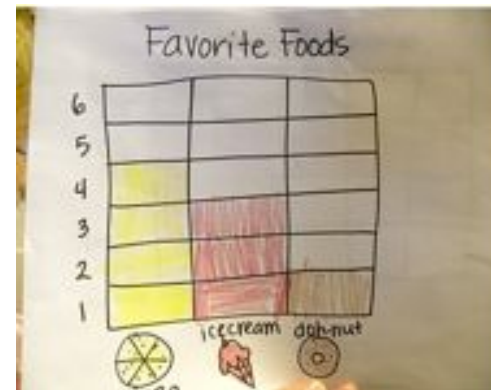
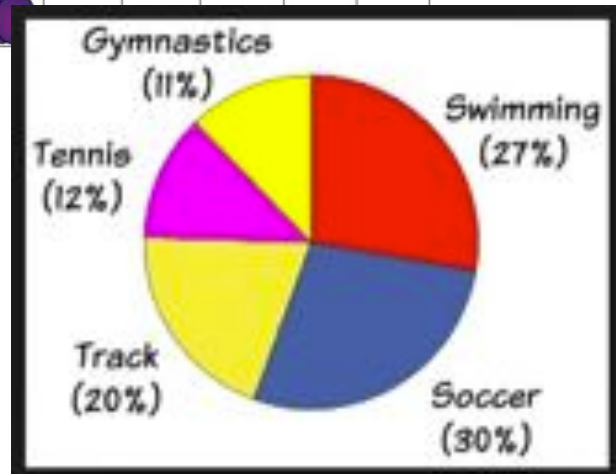
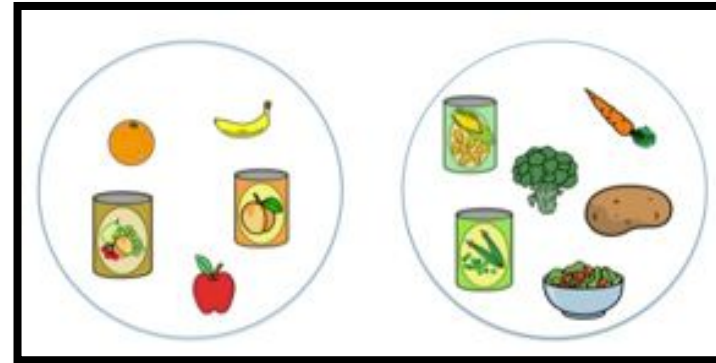
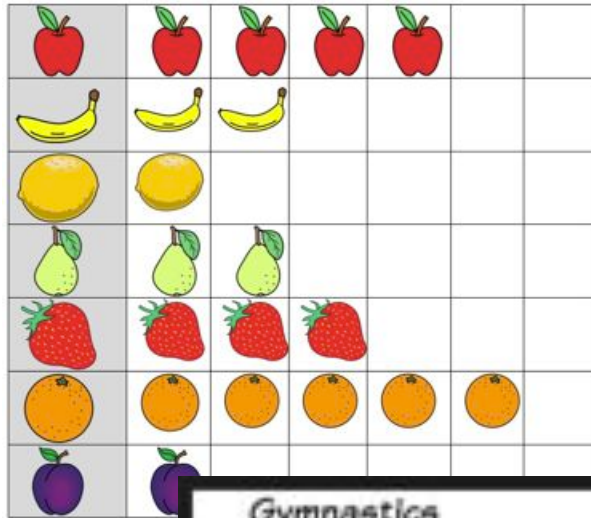
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# A framework to move each student forward at his or her own developmental level.

(Fosnot and Dolk, 2001)

- **Strategies:** observable organization schemes to solve problems.
- **Big Ideas:** central, organizing ideas of mathematics
- **Models:** mental maps of relationships that can be used as tools when solving problems

# Have you seen this in the classroom?



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# Problem Solving Tasks

(VandeWalle and Lovin, 2006)

- The problem begins where the students are.
- The problem must focus understanding of the mathematical ideas that are to be learned.
- The problem must provide ways for students to explain or show their solution method as part of the problem solving scope.

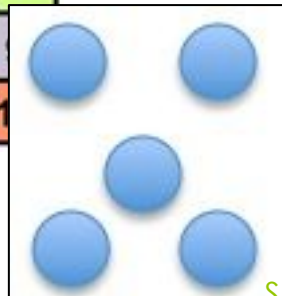
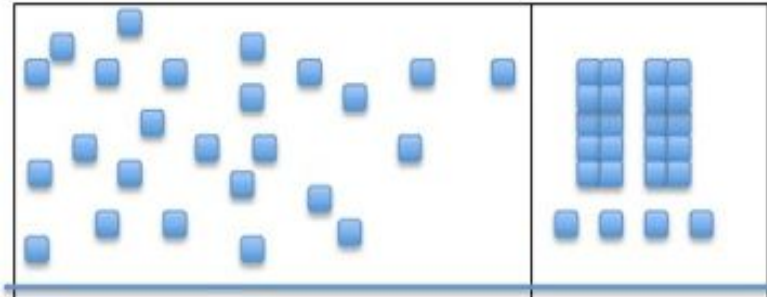
*How many ways can you think of to solve this problem?*

$$25 + 5 + 15$$

- *What tools and strategies might you use to show the solution to the problem?*

# Have you seen this in the classroom?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



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# problem solving application

(Jimenez 2011)

- Begin with a problem that has real meaning to the student's life.
- Present the problem in a story or scenario.
- Use math symbols to represent the problem.
- Solve the problem within a graphic organizer model.
- Apply the solution back to real life.

# Have you seen this in the classroom?

**Big Ideas:**

- Multiplication involved counting like size groups to determine how many in all.
- Multiplication and division are related.

Drew has 3 bags of cookies. Each bag has 5 cookies. How many cookies altogether?

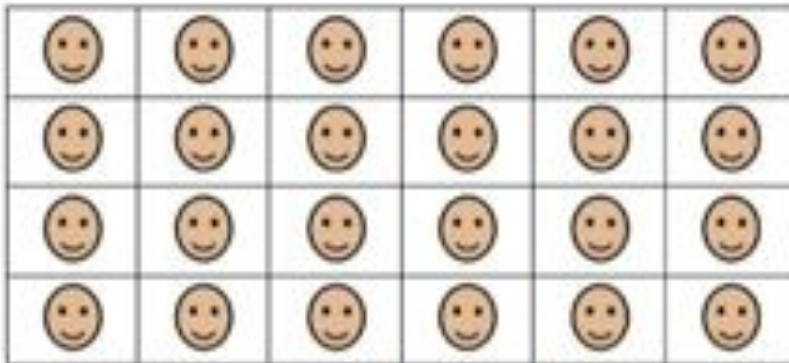
- Early learners will likely count out 3 sets of 5 cookies and then count by ones to find how many.



- Skip counting may be used to solve this... 5, 10, 15.
- Repeat adding might be used to solve this....  $5 + 5 = 10 + 5 = 15$ .

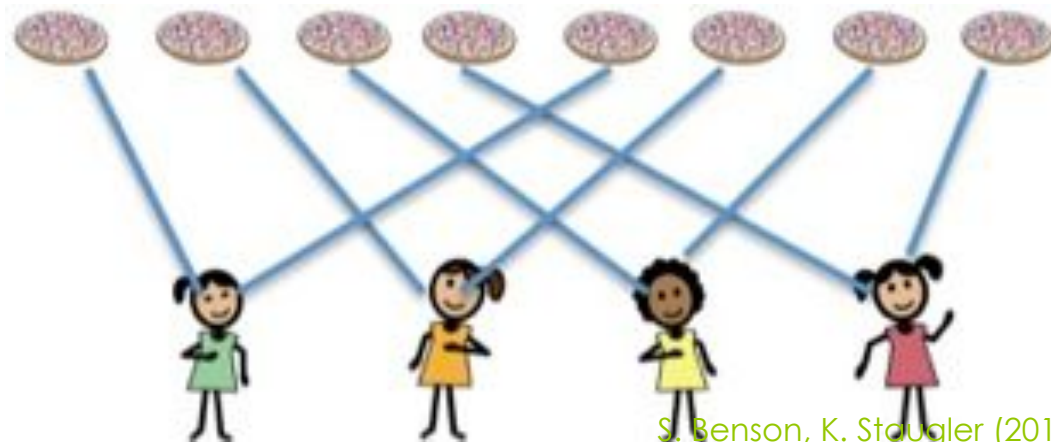
# Have you seen this in the classroom?

- The class is forming 4 groups to work on a science experiment. There are 24 students in the class. How many students are in each group?
  - Make 4 groups by adding one person at a time to each group until there are 24 people.
  - 4 groups, \_\_\_\_\_ in each group
  - Using a division sentence:  $24 \div 4 = 6$



# Introduction to fractions generally involves equal sharing

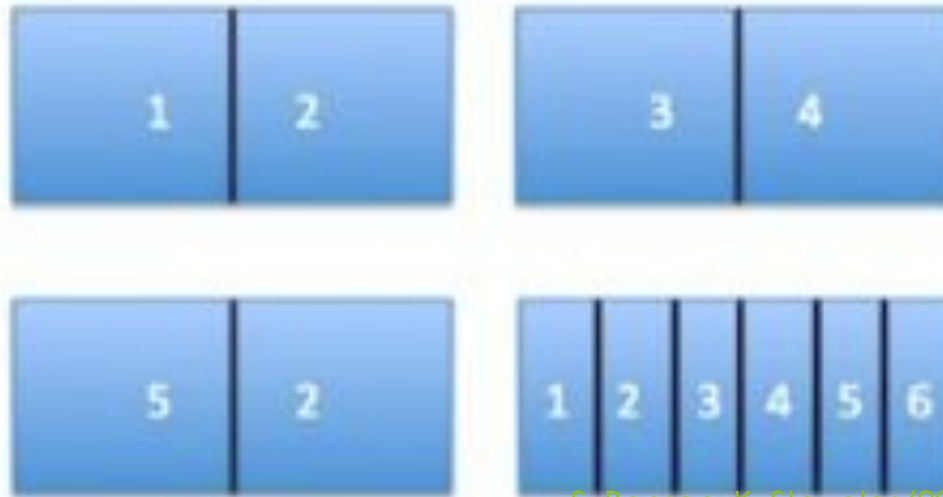
- There are eight cookies in the cookie jar. How many cookies will Paige and her three friends each get?



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# Have you seen this in the classroom?

- *How can four candy bars be shared with 6 children?*



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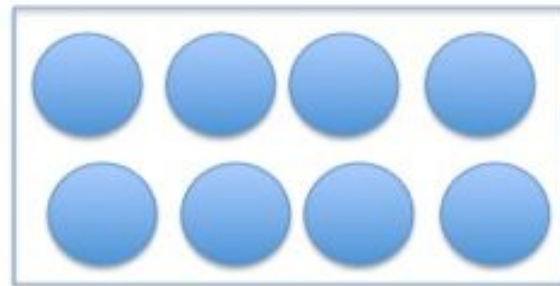
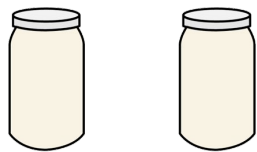
# Three steps to help students develop a conceptual understanding of measurement.

(Van de Walle and Lovin (2006))

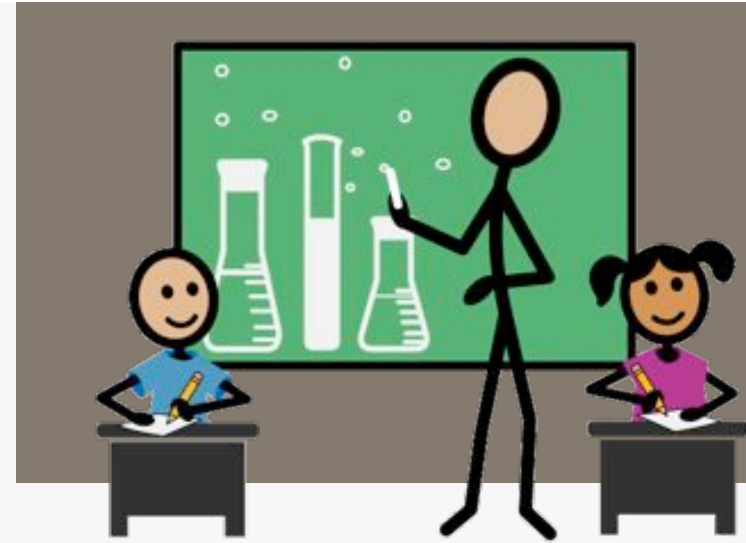
- **Making Comparisons.**
- **Using Models of Units.**
- **Using Measurement Tools.**

# Have you seen this in the classroom?

- Drew is using a quart jar to fill his fish tank. Estimate how many quarts of water it will take to fill the tank.



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# Sneak Peek Science

# Foundations in Science

- **Topics/Themes:**
  - Our Earth
  - Earth's History and Resources
  - Preserving our Planet
  - Weather Patterns and Systems
  - The Life of Plants and Animals
  - Human Genetics
  - The Discovery of Energy
  - What is Matter?

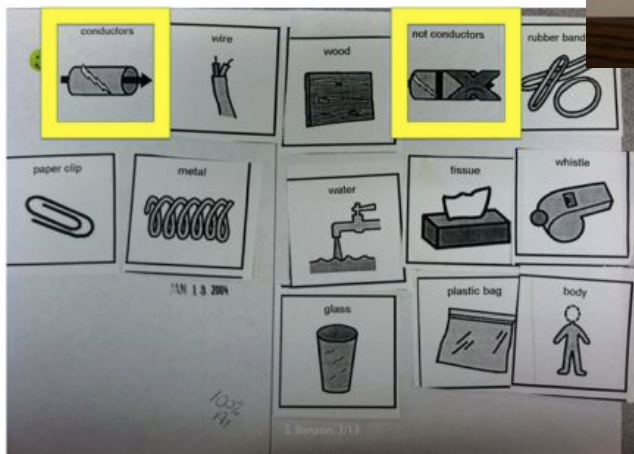
**Inquiry-based learning** provides opportunities to **analyze data** and encourages deep understanding.



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# Have you seen this in the classroom?

Experiment Data Log



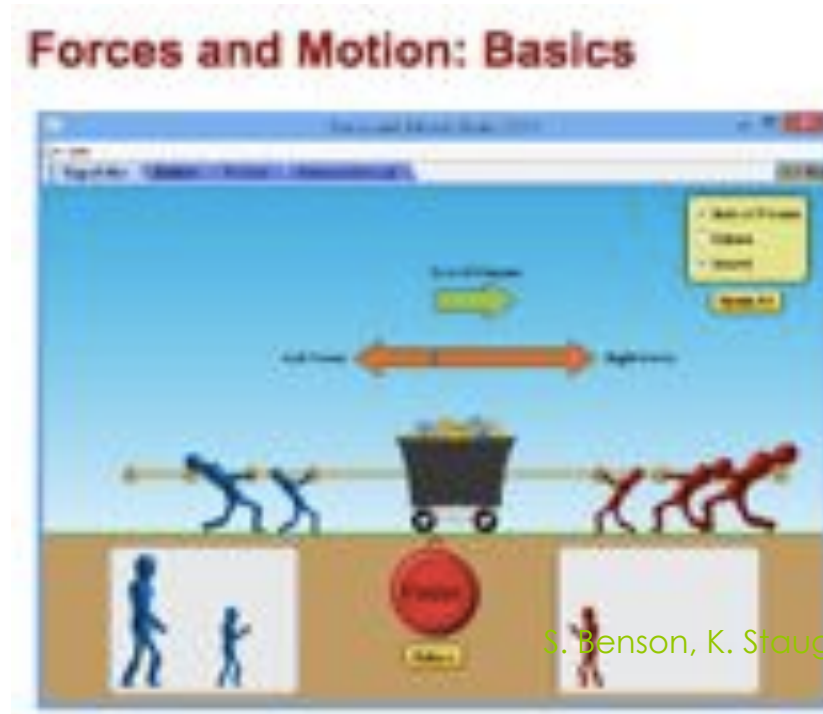
Jessie Moreau, 7/12

## Graffiti Wall



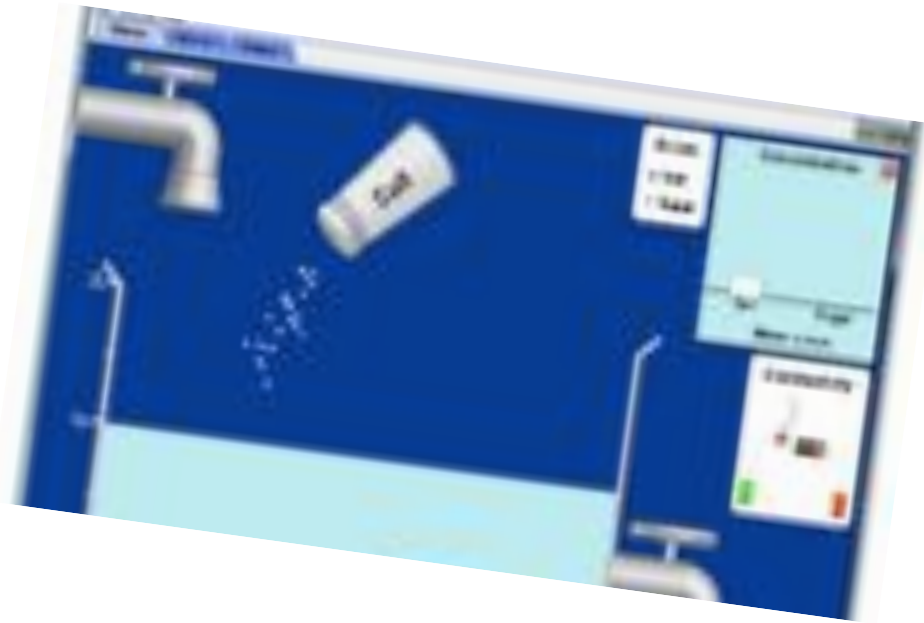
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**Technology-enhanced** instruction, including **simulations**, enables students to **manipulate variables** and quickly see the results.



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Have you seen these in the classroom?



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# Importance of teaching vocabulary in addition to scientific inquiry.

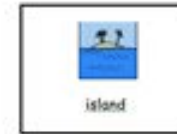
(Jimenez 2012)

- Offer multiple options and examples
- Match vocabulary to grade level standards
- Use age/grade appropriate vocabulary during instruction and assessment
- Pre-teach new vocabulary using imagery and real life examples as priming for content based instruction

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# Have you seen this in the classroom?

I Am a Living Thing	Bobbie Kalman	
Is It Living or Nonliving?	Rebecca Rissman	
Living Things Need Water	Bobbie Kalman	
Plants are Living Things	Bobbie Kalman	
Living and Nonliving	Carol K. Lindeen	
Is It Alive?	Kimberlee Graves	



Apply the science to real life.  
(Jimenez 2012)



Jessie Moreau, 7/12  
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Science is a process in which scientists “conduct” science.  
(Jimenez 2012)

- Use a variety of tools
- Active participation
- Make predictions/hypothesize
- Collaborate/engage with others (peers and adults)
- Document findings
- Ask questions

Offer many hands-on-learning opportunities.  
(Jimenez 2012)



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# Sneak Peek Social Studies

# The National Council for the Social Studies (NCSS) has named ten themes that address the instruction of social studies.

- Culture
- Time, continuity, and change;
- People, places, and environments;
- individual development and identity;
- individuals, groups, and institutions;
- power, authority, and governance;
- production, distribution, & consumption;
- science, technology, and society;
- global connections; and
- civic ideals and practices.

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These themes are to be taught within five disciplinary standards (strands) that compose a social studies curriculum (NCSS, 2002)

- History
- Geography
- Civics and Government
- Economics
- Psychology



# Have you seen these in the classroom?



Jessie Moreau, 7/12

## Goods for trade or sale

<p><u>rice</u></p>	<p><u>peppers</u></p>	<p><u>corn</u></p>
<p><u>potatoes</u></p>	<p><u>tobacco</u></p>	<p><u>pumpkin</u></p>

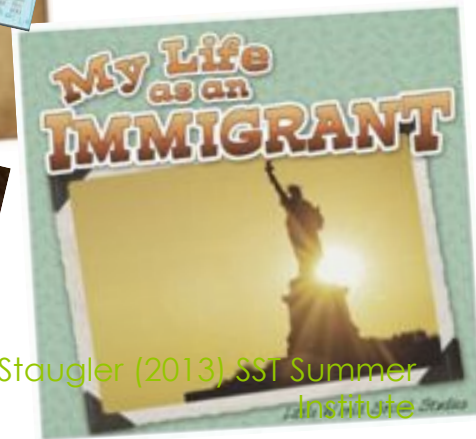


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Anne Frank Biography  
Guided Notes Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

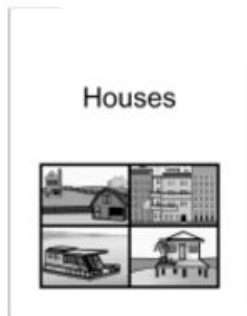
Had sister named Margot	
Moved to Amsterdam in 1933	
Had to wear Star of David	
Spent two years in hiding	



# Assessment Options



Have you seen these in the classroom????



Say: *Show (tell) me, what is next to Cora's house: a barn (indicate the barn card) or a lake (indicate the lake card)?*



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# Foundations in Social Studies

- **Topics/Themes:**

- Me on the Map
- Where Did We Come From and How did We Get Here?
- The Gifts of a Diverse Nation
- Rules, Laws and Government
- Protecting our Rights and Freedoms
- Sustaining Both People and Land for Future Generations
- Making Money, Spending Money

# Integration of Subject Matter

## Social Studies Eye of Integration 4th Grade Interdisciplinary Experience

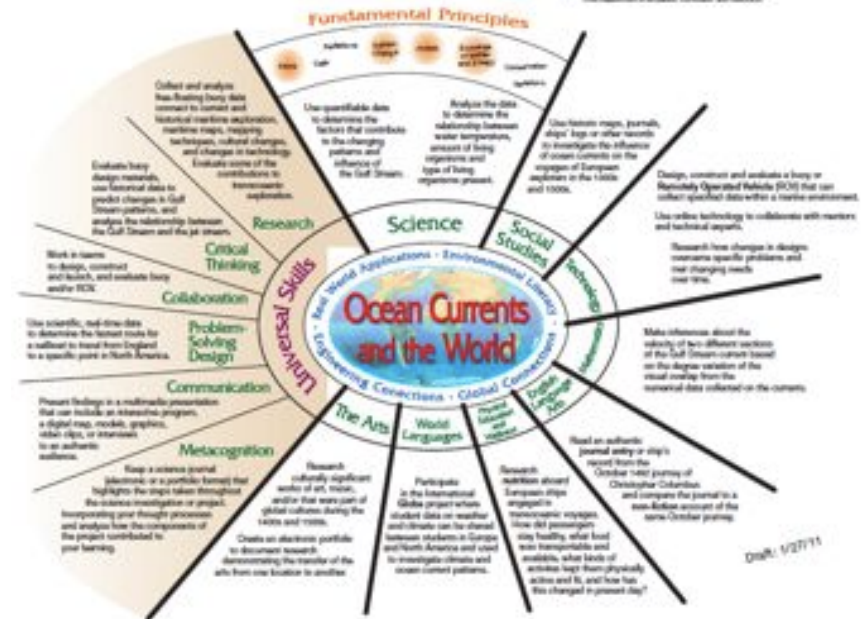
Ohio Department of Education



Working Draft, March 2010

## Science Eye of Integration 7th Grade Interdisciplinary Experience

Ohio Department of Education



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# Have you seen this in the classroom?

**Unit Theme:**  
**Ancient Cultures**  
**Grade 6-8**

Activity	S. Studies/Science	Math	Language Arts
Study of types and layers of rocks (Science)	ESS.6.1.2.3  HIS6.2  GEO6.1, GEO6.2, GEO6.4		RL.6.1, RL.7.1, RI.8.1  IT.6.1, IT.6.2, IT.8.1, IT.8.2  SL.6.1, 7.1, 4
Historic timeline (AD and BC) (Math)	HIS6.1, GEO6.2, GEO6.1	NS.6.5, NS.6.6	SL.6.1, 7.1
Study of cultures: India, Egypt, Mesopotamia, China, Greece and Rome (Social Studies)	HIS6.2, HIS7.1, HIS7.2  GOV6.2  GEO6.1, GEO6.2, GEO6.4, GEO7.1  ECON6.1, ECON6.2	NS.6.1  SP.7.1, SP.7.2	RL.6.1, RL.7.1, RI.8.1  SL.6.
Study of Professions (cartographer, archaeologist, geologist) (Daily Living)	HIS7.1,  GEO6.1, GEO6.2, GEO6.1		SL.6.1,

General Standard

	MOST	OACS-E COMPLEXITY	LEAST
6 <sup>th</sup> Rocks and Minerals -Minerals have specific, quantifiable properties. -Igneous, metamorphic and sedimentary rocks have unique characteristics that can be used for identification and/or classification. -Igneous, metamorphic and sedimentary rocks form in different ways. -Soil is unconsolidated material that	ESS.68.1a Sort minerals by properties (e.g., color, density and luster).  ESS.68.2a Classify igneous, metamorphic or sedimentary rocks.  ESS.68.3a Identify how each rock type is formed (pressure, erosion, cooling, melting, compaction, cementation,	ESS.68.1b Identify an object as a mineral or a rock.  ESS.68.2b Identify the properties of igneous (e.g., granite, basalt) or metamorphic (e.g., marble, quartzite) rocks.  ESS.68.3b Identify components of a rock cycle.	ESS.68.1c Identify a common rock-forming mineral.  ESS.68.2c Identify properties of sedimentary rocks.  ESS.68.3c Identify a component of a rock cycle.

General Standard

	Most	Complexity	Least
6 <sup>th</sup> History- Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	HIS.68.1a Use various sources to describe a historical event or period from different perspectives.	HIS.68.1b Sequence a series of events in history over an extended time period.	HIS.68.1c Identify a historical event/activity occurring before or after another given activity/event.
6 <sup>th</sup> History- Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products flourished as a result of favorable geographic conditions. The social practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	HIS.68.2a Compare the key physical and human features of societies of the past in the Eastern Hemisphere with society today. Content Connection Examples: Egypt, India, China, Mesopotamia (Sumer and Akkad)	HIS.68.2b Identify key physical and human features (of societies (e.g., houses, rivers, mountains, roads, buildings).	HIS.68.2c Identify the physical and human features of the local community.

S. Benson, K. Staugler (2018) SST Summer Institute

## What are ways the modules can be presented?

- Independent study by a teacher.
- Group review and discussion.
- Presentation workshop with activities.

## Exit Ticket

Now that you have been through a year...

- What improvements or growth have you seen in classrooms?
- What are the areas of continued need to support teachers?