

>> Good afternoon! And welcome to the second and final Webinar in our Alternate Eligible Content winter series. Today, our session's entitled, "Instructing Math and Reading/English Language Arts, Using the Alternate Eligible Content, Getting Started." We recognize in one hour, we will be able to give you an overview, and are excited to share with you that we will be announcing our spring series for the Alternate Eligible Content at the end of this session. Many of the topics that we discuss today will be expanded upon and provided to you in more depth, as we roll this out throughout the rest of this school year, and we look forward to having each and every one of you join us for our spring series session.

If you haven't already, please make sure you have available the handouts that were provided, on the same page where you accessed the link for this session. There will be a PowerPoint, plus four separate one-page handouts, so let's get started.

So, today, as we work together to prepare students with significant cognitive disabilities to be college, career and community-ready, our objectives and learner outcomes are outlined on the screen. We would be remiss not to reference effective instruction when we reference this Alternate Eligible Content. The framework that you provide the content to the students will make the students successful, and assist them with mastering this content.

We're also going to spend some more time with essentializing the Alternate Eligible Content. If you joined us in December, we used this process when we considered how to make a designed target for our IEPs. We can also think about this process as we design instructional targets and sequences aligned to the Alternate Eligible Content. We're going to touch briefly on math, and talk about a concrete representational abstract methodology to teach math. We've been out in some schools working with some classrooms and teachers in life skill support and mobile disabilities classrooms in regard to this methodology, and we're having some very, very exciting results. We also are going to spend, briefly, some time discussing some of the big ideas and components around reading and English Language Arts instruction necessary to connect to the Alternate Eligible Content.

When we think about effective instruction, and we're going to start and kind of situate today's conversation around the instruction that's occurring in our classrooms. We know Pennsylvania references the Charlotte Danielson model, and when we think about the Charlotte Danielson model, on this slide are listed four considerations for effective instruction that you can find within the instruction domain. We know, and we can say quite convincingly and knowingly that effective instruction is good effective instruction, regardless of the cognitive ability of a student; whether they're gifted, or they have significant cognitive disabilities, the principles of good effective instruction remain constant. So, today, as we think about students with significant cognitive disabilities and instructing along the lines of our Alternate Eligible Content, we're going to reference these particular bullets that you see on the screen: Communicating with students, Using direct instruction, Engaging students in the learning, and Using assessment when instruct.

Let's unpack these a little deeper. As we look at these, we're going to provide you some questions that want you to reflect on your classroom, and your current situation. When we think about effective instruction and communicating, our first question is, how is each student receiving the information? Within classrooms of students who are eligible for the alternate assessment, and students who have significant cognitive disabilities, we know the skills and the ability levels are very varied. And so, how each student is receiving information is really going to be important in how you are designing and delivering your instruction.

How does each student show what they know? How am I eliciting responses? How I communicate with students when delivering instruction is so important, as well as when we provide feedback and reinforcement, because we know that is what shapes that learning. So, we ask the question, am I providing feedback and appropriate reinforcement throughout the instructional process?

Direct Instruction: Our first question we would like you to reflect upon is, am I providing opportunities to shape and teach new learning, as opposed to students engaging only in repetitive and/or practice activities, during what may be called instructional periods of time? We could also think about this as two separate questions. First question: Am I, as a teacher, providing opportunities to engage students in small or large groups, to shape and teach new learning? Is that occurring? And, the other question would be, or, am I engaging students by providing repetitive and/or practice activities during instructional periods of time, and calling this instruction?

Another really good question, or questions, to ask yourself about direct instruction is, how much of your lesson is spent modeling versus guided practice, versus independent practice? What other strategies could you include, based on the student's level, to increase more independent thinking? When we think about engaging students in learning, are all of the students active participants with their learning? Do you see pockets of students who are not actively engaged? Are only certain students responding more than others? How can I, as a teacher, ensure that I'm providing equal opportunity for students to participate? Am I considering errorless learning? Ensuring, errorless learning is ensuring the students have the correct answer, and then modeling and having the student repeat that correct answer, rather than waiting for them to make an error, and then provide them with the correct answer.

Am I differentiating targets and expectations within small and large group settings? Am I able to take a larger group of students teaching the same content and know that different students have different levels of mastery within that content? As a teacher, there were opportunities when I was teaching that I would have large groups of students within life skills. I had the opportunity to work with a set of teachers, and we would schedule students. And when some students and smaller groups of students would be receiving family and consumer science at the high school level, I would have a larger group. But I could teach one piece of content, but know that I had students in there who were non-verbal, but I had students who were also reading at third grade level, and how could I differentiate within that content and still be teaching all of them? It was challenging, but it was really, really dynamically a lot of fun, and we saw students learning.

Using assessment in instruction: Very critical, critical piece, and the fourth piece that we're going to talk about today around effective instruction. How am I using assessment to guide instruction? Am I using formative assessment? Am I having students choral respond? Am I having students using thumbs up, thumbs down? Am I having students blink, or touch colored pieces of paper, so I know that students are fully learning what it is that I'm teaching? Am I checking in with each learner? Do I have a way to measure what it is that they're learning, and keep my pace moving as I'm checking in? How are my data collection systems designed? Do I have a way, while I'm teaching, to collect the information about what the students are learning? It's important to be able to check in with the students and have something designed, but that's also going to inform the teacher as you're teaching, how to either stay a little bit longer on a particular topic, or a particular piece of information, or a particular skill, or do I move on? The students have learned it. And if I move on, where am I moving to? So, these pieces of data that we collect are incredibly important, and a very big piece of effective instruction.

So, let's move forward and think about a lesson, a basic lesson, and some considerations as a teacher for you during, before, after the lesson, and then your reflection and how that can help create very dynamic learning environments when teaching the Alternate Eligible Content. And as I said earlier, we're going to expound on these in future Webinars, and there is one that's going to be devoted completely to this whole lesson planning process.

So, before the lesson, some considerations, and we're just touching on this today, but will definitely talk about this and give you examples in future Webinars. Before the lesson: First of all, what eligible content will be addressed? We talked last time in December about the importance of becoming very familiar with the Alternate Eligible Content in reading, English Language Arts and math, and the grade level or grade levels of the students that you have in your classroom. And then once you know what that content is, determining what's going to be part of the lesson that's within a unit of study will also be important, so you're going to have to know what your targets are. What skills can I teach to help the students acquire and integrate this knowledge? Is there anything that I may need to teach the students, so they can participate in this lesson? Maybe we need to practice some of the thumbs up/thumbs down kinds of strategies, or the touching a piece of colored paper, or blinking to get someone's attention, or turning the head, or making a certain noise. But we practice with fun stuff and fun examples, before we actually take them into the content. We make sure that they're able to follow the directions, or be part of the activities that we're going to be incorporating within the lesson.

What skills? Are there skills that I need to teach that are kind of getting the students ready to apply this knowledge? And, how will I know if the students have learned this knowledge, those assessment and data collection tools? What do I have in place? What am I going to use, and when am I going to use it to check in with the students throughout the lesson, and after the lesson? All of that has to be designed up front, or thought about up front, and in some way, either captured, written down. I used to write things down because it helped me to remember, and also helped me to know where my starting point and my next step might be. So, all of that is done before the lesson.

During the lesson: Up front, we tell the students what they're learning. For example, if in math they're going to learn about area, then we're going to say, "Today, we're going to learn about area." We can scaffold the language, we can scaffold it with some of the core vocabulary that some of you may be familiar with when we think about language in our students, and language and communication is so important, and vocabulary is so important, but tell them what they're going to learn. We may be teaching area by measuring and wrapping gifts, and that's an activity that's fun, that's functional, that's helpful for students, but we don't need to hide what they're learning, let's tell them up front. We're going to use some of that direct instruction and effective instruction model to teach what's going to be learned; we're going to shape it. We're going to build and scaffold towards those instructional targets. We're going to check throughout the lesson to make sure that the students are understanding, and we're going to back up and we're going to reteach. And we're going to find a different way to teach it. We're going to find ways to engage students with our initial practice, provide feedback to the students, remodel if we need it, monitor what the students are doing, and reteach if we need to. And eventually, then provide opportunities for independent practice, instead of always jumping to the independent practice as a model for teaching.

After the lesson: Before the students exit the lesson, summarize for them, restate. "Today we learned about area," or, "We learned about nouns," or, "We learned about a perspective taking." Then you

conclude the lesson. You end the lesson, you provide an exit assessment, provide opportunities for students to share what they've learned, a ticket out the door. It could be, tell me one thing, one key detail about the story, or one key detail about the picture that we're looking at, or hold the picture up, show me again, a key detail, an important component of the story, an important piece. Provide that exit assessment, that gives you information as the teacher of what the students learned, and where the next step might be. Following the lesson -- your time to reflect. What does this data and exit assessment tell me? And what went well? What would I change, what would I do differently?

I can tell you, as a teacher spending time in the classroom, there were many times I either was floating on air, saying, "That went so well, we're going to try something like that again," or, on the other hand, I'd say, that tanked. "I will never, ever, ever do that again," and I'm sure many of you may have had those same experiences. But that reflection is so important to your students' learning, so where will I start the next lesson? I often, before I even shifted gears and transitioned to my next piece of the day, I would jot down a little note so I would know where we needed to start off next time; or I had data, I could jot a little note next to each student, or check the little box. So that gave me information, because once I was off and running on something else, it would be hard for me to remember all of that. And it was an easy pickup for the next day, the next class, when we would revisit this content, or be moving on to the next step of this content, I have my starting spot. Just good pieces that we're going to flush out in our one-hour session, all about implementing lessons.

So, I've been talking about being in the classroom. I wanted to share this picture with everyone. This is my first class. I had many, many other classes after this group of students, but just to let you know that there is diversity. This group of students included students with little to no language, to students who were -- I had one student who was reading on a fourth, fifth grade level. So, we recognize the diversity that's in your classrooms, and as we move into the next section of this presentation on making content meaningful, we recognize that you're going to need to be adjusting this content for a variety of levels in your classroom.

So, as a review from our December presentation, Making Content Meaningful, our Essentialization Process, there's a way to take this content, and we can build instructional scaffolds, and we can build IEP goals and objectives. Today we're focusing on the instructional scaffolds, and sometimes you need scaffold back, and that's okay, and then work your way back up towards that Alternate Eligible Content, which is, if you remember, from our Webinars, the one in November, in addition to the last one, we talked about the Alternate Eligible Content being that upper edge, that upper edge within that one percent of students of what we expect students to know and be able to do.

So, let's pull out Handout One, and you're going to see an essentialization system coding. We borrow this essentialization system from colleagues in Oregon, and we are very excited about this process and have gotten a lot of great feedback from teachers who have used this. It's a way to take content and then reduce the depth and breadth and complexity, based upon what we know about students.

So, on your handout, you'll see that a way to think about it is, we're going to read the content, look at the content. We're going to circle the nouns, or the noun that really is, what is this Alternate Eligible Content really getting to? What are they talking about? That is "the what," the noun? And then, we're going to look at the verbs. We're going to box the verbs today, and the verbs are really -- tell us, what is this content asking students to do with that noun, or with what it is they need to know. What is it that they have to do with it? And once we understand what the content's saying, what they need to know,

what they need to do, within what context? When we have these three pieces of information, then we can look at it and say, okay, this is how we can reduce it and take it back to where our instructional level is of our student, to ensure that we are building from what it is that we know students can already know and do, and start shaping that learning towards that Alternate Eligible Content, the way it is written.

So, let's practice a little bit. We're going to practice and do some together. Before we're going to have an opportunity to let you practice on your own, and then reflect while we're all together on what it is that you come up with. So, this first piece of content that we're going to look at is in fifth grade. It is a piece of content in the English Language Arts informational text. Of looking, we have here, for your consideration today, and just for your reference, the PA Core Standard. But what we're going to focus on essentializing is the content that you see at the bottom of the screen, where it is in larger and bolder print.

So, the PA Core Standard looks into more main ideas, and how they're supported by key details in summarizing the text. Well, this piece of Alternate Eligible Content simply states, was reduced in depth and breadth to say, identify key details that support one main idea. So, what is the noun? What is the noun in this statement? What is it that they want students to know? What is the focus of this content? Well, the focus of this content is key ideas. It's all about key details. Key details is what they want students to focus on. What do they want them to do with the key details? If you said "identify," you're absolutely correct. They want them to identify key details. And within what context do they want them to identify the key details? They're actually looking at them to identify the key details that support one main idea.

So, once we isolate this information, then comes the job of where you really fit in, knowing your students, and knowing what their instructional levels are around this content. And so, we take the information that we've highlighted, the key details, the identify and supporting main idea, and we're going to take them one at a time, and think about what could be if we had to tease that back, if we had to look back and scaffold backwards, what might that look like? Well, for our key details -- notice it says "key details," so they're looking for more than one. Well, and the first easy piece is thinking, well, we could reduce the content by just that noun, by just asking for one detail. Or, maybe we're just looking for a supporting descriptor, something we could find in a picture, what feature. Tell me something about -- it doesn't have to be a key detail, just something about a particular object.

So, when we think about identify, we could scale that back, or scaffold that back, to -- you could name something, you could point to it. You could select something from a choice of two or three pictures, you could use objects. We want students to find a way that they can indicate to us what it is that they're talking about in regard to the detail, or key details. And the context, in this context -- and we know that within the PA Core, that the literature and informational text always lends itself, text is a big piece of that, that a main idea in a whole story may be way, way too complex. So, we could back it up to one sentence, one sentence topic, or for some students, you might even need to be working on what is a detail? What is something that you can tell me about, maybe it's a person that's familiar to the student, a place, a thing, using pictures, using objects. And we start first with understanding, and being able to shape that the student understands what a detail is, or a support to a picture, and we gradually start building it back. We may start first with the object or picture, build it back to a sentence topic, then build it back up to a couple of sentences, to them maybe back into that one main idea of a story or a

paragraph. There are ways that we can definitely scale and build around this content, and still be lined in, if you're in fifth grade, to this fifth grade content.

Let's take a look at a math example. In this math example, you can see what the PA Core Standard says, we're in high school, here, which looks very daunting. "Construct and compare linear, quadratic and exponential models to solve problems," and our Alternate Eligible Content says, "Select the appropriate graphical representation of a linear model based on a real world event," or, "real world events." So, what's our now? What is it, what is the focus of this, the noun that's the focus of this Alternate Eligible Content? So, the focus, really, is a graphical representation. They want the students to focus an understanding of graphical representation. And what is it that they want them to do with this graphical representation? They want them to select it. And within what context? Well, they certainly want it within a context of real world events, and they're asking for it as a graphical representation of a linear model. Again, if you remember from our December Webinar, we did reference if you needed some pointers, some refreshers on some of the vocabulary that's used in some of the Alternate Eligible Content, Pennsylvania has math and ELA glossaries located on their SAS portal under the PA Core Standard tab, which could really help you to understand what it is that they may be asking for within a piece of content.

So, let's look at this in a little more detail, and think about the nouns, the verbs and this contextual piece of this content. So, a graphical representation, it doesn't necessarily have to be maybe where you think first, it could be points, it could be bars on a graph, it could be a pictograph. It could be something that we know we can reduce in complexity for students to understand. The amount of numbers used can be reduced in complexity, the size can be reduced in complexity of what it is that we're asking students to know.

So, select again, we can do it lots of different ways. We can have choices, we can have students eye gaze, verbally select, point to, indicate somehow what it is that it is we want them to know. The context is where we get into thinking about what it is that they're asking about a graphical representation. And they want a linear model, so they're going to want something that shows change that goes forward, real world events or situations would most likely be things that would be very familiar to a student, or students that you're teaching. For example, the example we're going to show you is, if a student -- and we're talking high school, so these are kids who could be, or should have transition plans, and you can be working on things like monthly budgets; and in this particular example, determining what a bus pass would cost for a monthly budget. So, we would have to consider, well, what it costs each week, and how does that build each week? And we can show a linear model building that to a monthly budget, and we can reduce the complexity of this by determining the numbers or the content that the student's tracking. We could reduce it by what we're asking in the real-world event, and we'll show you an example of that. I think, for example, the example we're going to show you is, maybe the student not working in money or bus passes, but maybe we can have them track how many times they ride the bus in a week. On Day One, I ride it once because mom picked me up, and Day Two I ride it twice, so by Day Two, I've ridden the bus three times. And what's important about that? It's important to situate yourself in time and reality, and understanding what's going to happen to you. We can all use examples of real-world events to help monitor how things occur. And so, data is important in so many respects to our students. And then, we may just be working on students identifying what graph is about the content we're talking about.

So, let's take a look at these examples. On the left side of your screen, you see Example One. And this is with the bus pass. And if the bus pass costs \$10 a week, and over five weeks, can we show a linear model where that's growing, where that amount of money is growing? And in Example One, there's no points. This is students that probably have an instructional level where we're starting with some money sense, and we're starting with having them track what they're spending. And we may have built up this learning by teaching them how to look at coordinate points on a graph, and we've gotten them to the point that they don't even need to see the points, and be able to say, yes, that's showing the upper trend between those two graphs, and that's showing me what my bus pass may cost. The graph right below it doesn't show me that; it just shows me that something is decreasing, and I know that each week, that my money builds.

Example Two, we actually have points on there. We may have been building students' knowledge, who have some basic money sense, into coordinate points, and they're learning how to match up with Week One with \$10, falls at that place, and we have points on a graph. And we have taught them that over time, that is going to go up, because we're going to see that each week, it's costing me more. And by the end of the month, I'd better have \$50 in my budget. The bottom graph, while it has coordinate points, does not show me that.

And the Third Example is the bus example we talked about earlier, where the student can keep track of how many times they've ridden the bus coming to school, but it's definitely going to go up. But in this case, we just want the student to recognize that we're collecting information about riding the bus; we're not collecting information about flowers. So, we would be teaching them and having them discriminate, what is the content of the data that I'm collecting, before we can move them forward to actually counting, and showing that positive direction. However, we're still going to expose them to that information of a linear model.

Some instructional targets: We didn't write these out on our first example, but we're going to write them out here. Some examples we have for you, and you can see them here, I'm going to read them to you, that we had them select a real graph based on a model with or without points; and the second one is just the students able to even select the graph that represents data that we're trying to collect.

So, we're going to do a couple of practice ones with you. We're going to ask you to pull out Handout Number Two, it says, "Essentialization Practice," great for math, and we're going to ask you to -- we've put the Core Standard just for your reference, but with the Alternate Eligible Content, compare values and determine which is greater than, less than or equal. I'm going to ask you right now to circle your nouns, box your verbs and then underline your central content, the context. And once you have that done, I want you to just, with your noun, give me one example in the box that says, "Examples of Nouns," one example of reducing the complexity. Think about one of your students, give me one example of reducing the complexity of that verb, and also an example of reducing the complexity of the context. And then based on those three pieces, write an instructional target.

So, I'm going to give you -- I'm putting my clock on, it's 4:10. I'm going to give you until 4:12, or 4:11, I guess, I'm going to just, in lieu of time, just jot something down, and we'll come back at 4:11, and I'll show you what we came up with.

Okay. Here's our noun. If you have circled "values," that's exactly what students are being asked to compare values, values of numbers. So that's what really is the important noun within this piece of

content. What are they asked to do with it? This was a trick question. They're asked to "compare" it. And if you also boxed "determine," you're correct; because they're asked to do a couple things. They're asked to compare it, and then make a determination about it. So, they're really doing two pieces here. And the context, I'm sure you all did well with this, would be, "which is greater than, less than or equal."

Some ideas of some nouns to replace values, like, how much is the number worth, the place value. You could put in a number amount, less than three, three or less, you could put ten or less, you could put values of 20 to 50 -- all depending, based upon the students' current performance levels. Your verb, "compare" and "determine," you could have it what's the same, what's different, determine could be decide -- you could make a choice, identify. And the context, of course, we could change that to, "which is bigger," "which is smaller," especially if we're using objects and we're not using numbers. You don't have to use numbers. "Which is the same," do any or all of these. And then write your instructional targets based on that. This entire PowerPoint with all of these added slides will be available with the recorded version, following this session.

So, you can see you can back it all the way down to using small sets, one to three objects. On that third bullet, students will determine which is the same. And you can start there, but don't end there. Build it. Once the students show mastery of that, move it. Move it to, students will determine which is different. And if you can, enlarge the numbers, but not necessarily needed because the Alternate Eligible Content doesn't define the numbers; they just want students to make a determination and compare.

So, Essentialization Practice Number Two, I'm going to give you two minutes on this one, it's 4:14, 4:16. Make sure you circle the nouns, box the verbs, underline the essential content. Give one example of each to reduce the depth and breadth, and write a target from that.

Okay, so let's see how you did with this. This one was also a little different, I mean, but again, as a teacher, there's no exact right or wrong answer here; we want you to use your best, best expertise and knowledge about content. So, first of all, part of the nouns is the "characters," so you want to know about the characters in the story. But another thing, or piece, that the student needs to know is, how the "reader responds," so their response, which is really, kind of if you flip it to a noun, there are two things that students need to know, here. And so, what's really critical in your verb is, "determine how" these two things kind of connect, and again, within the story. So, here's our nouns, our verb and our context noun. So, we could reduce it to just one character, we could reduce it to one type of response familiar to a student, if a student is familiar with happy, what makes you happy, what makes you sad. You start with what you know the student understands and knows, because again, we want to know the concept of this content. So, you would identify, point to, select from a choice of two to three. You want to show how these connect -- maybe use an arrow between them. And then, your context -- they're talking about a story here, and this is eighth grade -- but we could use a paragraph, we could reduce it to one sentence, we could use, if we're really teaching how things connect, we could reduce it back to a real-life scenario, something that the student knows and understands. But then we want to scaffold it back to text. We could use a video, but then scaffold it back to a story, to text. So, we want to make sure that that is very clear.

So, here's your Instructional Targets. You could use it with some open-ended types of feelings, you could really back it up to the student, why, be able in that third bullet to identify emotions by matching it to a situation. I mean, you may have to start way back there to teach this piece of Alternate Eligible

Content, but if we teach it with effective instruction with really well-crafted lessons, we can shape that learning, and move those students forward.

So, a couple real quick overviews. We're going to touch a little bit about math and English Language Arts, these are some big ideas. We want to kind of be pre-teaching to you, so as we unfold them in our spring series and give you more information, you have some of the ground-level understanding.

So, math, we're going to talk about Number Sense. And it's really understanding what numbers mean. We focus so much on what the numbers are that, when we think about it conceptually, what do numbers mean? And that's, really, what do those symbols represent? Because when it comes right down to it for students, and we think about college, career and community, we want students to be able to understand the concept of amounts, and when we think about those types of things. So, we want to really build an understanding of what these symbols represent. And when we've taught numeracy, we want to teach around quantity. And we think about the symbols, not necessarily numbers, but think of them as symbols, and the digits zero to nine. When students know these, and also know the number 10, it's very helpful, as we then build upon that knowledge by matching some quantities, and I'm going to explain that to you here.

We have had a history of focusing on the names, we teach one through nine, and then after 10, it's 11, 12, 13, so on and so forth, until 20 and 21. And some of the things we've been doing in instructing in some classrooms is, we've kind of flipped that model. And once students understand it can go to 10, we then say, well, it's one ten, one one. One ten, two ones. One ten three ones, so on and so forth, until we get to the symbol of 20, and we say, well, that's two tens. Two tens, one one is 21; two tens, two ones. And quickly, we can -- we are moving students to understand how to manipulate conceptually these symbols, as opposed to just using numbers, and what symbols, the number names. And we have a focus so long on one to one correspondence, which takes a lot of time, a lot of working memory, and we can start getting kids to start quantifying in their heads, it moves them so much faster, and moves them faster when they are doing some real-world application with it.

And so, magnitude has become as big an issue when students understand things from a very conceptual level. And it helps with composing and decomposing numbers. And we've used number lines, ten frames, place value mats, things to help support students learning this.

You may have heard in Pennsylvania, we've been using a model called Concrete Representational Abstract, and we also have been taking kids all the way to the abstract, first without teaching them what those symbols mean. And that Concrete -- they make sense by manipulating and moving it, and Representational, they draw it, and Abstract is just using the numbers. So, we've had some great success. The language stays consistent across all three levels. We can move students between one level to the next, but they don't have to move if they can make sense of it at the one level.

We've had some great success in some life skills classrooms. I'm going to show you some pictures, here. This was a primary class, where they were starting out with that manipulation. And there's mats on the table, or what are called "ten frame" mats, and the students are quickly learning to see that as a unit of ten and being able to move forward.

This is a middle school class, a secondary level. And I love this picture because it really shows us that within one classroom, and I lived it and breathed it, and I know you all are out there, you have kids at so

many different levels. The kids in the background are taking numbers like 52, and they're able to say, "five tens, two ones," and they have these mats, these place value mats, where they're putting it there, and they're practicing. And it's been directly instructed and taught to them. The teacher, who has her back to you here, is working with some students who are working with these manipulatives, adding and subtracting four-digit numbers, not using calculators, but using these manipulatives by this whole base ten system of counting and the manipulating numbers at a concrete level. And then, you also have the student who is still, who is working to make sense of conceptual units. So, he's sorting there. So, all different levels, all in the same classroom, all around the same content.

So, a couple of words about big ideas about reading and English Language Arts, and the math and this Reading/English Language Arts will be expanded upon. Effective Components that we need to remember -- reading, we're not throwing the baby out with the bathwater, decoding and fluency, and having students actually read text is important. And we're not saying as IEP teams determine what students need to know and be able to do, reading can and should be a very important consideration. But it doesn't mean that students who have a print disability cannot benefit from the same alternate eligible content by having the text interacting with the text, as it's read to them. There is a strong focus, a very strong focus on text, so we will be alluding to text, and knowing that we want to work towards text. So, as students, as we shape learning and instruction for students, we may start back with objects and pictures to find key details, but we're going to move that, once students understand what that detail is, to hearing and learning and focusing on text to be able to select details. Literature and Informational text are the two pieces that you need to know and be aware of within the reading ELA, Alternate Eligible Content. As students move through the grades, we know that there's a stronger emphasis on the informational text that becomes more important to students as they transition into their post-secondary outcomes. And reducing complexity of what it is we're asking students to know and be able to do within those concepts of English Language Arts and Reading, is very important. And we are going to spend some time looking at what that looks like instructionally in our ELA Webinar.

A phrase that you will see throughout the Alternate Eligible Content is a phrase that references Grade Appropriate Text. Grade Appropriate Text refers to text that would appear, or could be related to a student's chronological age or a grade. For example, we wouldn't be reading *Brown Bear, Brown Bear* in high school. Students in high school may have reading about getting and keeping a job, where elementary texts may have things or problems related around recess. So, just keep in mind that it is related to the chronological age or a grade of a student.

Text can be adapted, we're going to recommend that you check with your local LEA in reference to appropriate and allowable grade-level adapted text. There's tons of Websites out there and places you can go to actually find the adapted text. And use of resources to support comprehension -- using pictures, objects, a play, a video, a dramatic reading, additional videos, additional audio recordings can always help support comprehension of what a student is reading that's going to be a critical component of effective instruction, with the English Language Arts and Reading Alternate Eligible Content.

So today, it was a whirlwind. There was a lot of information we shared with you, and these were our objectives and learner outcomes in regard to the basic components of effective instruction, the essentialization process, some big ideas and overview about math instruction, some big ideas and overview about Reading and English Language Arts. We hope it has been beneficial, and you've gleaned some nuggets of information that are going to assist you in your classroom.

We have to thank our teacher reviewers for this session: Kelly Bucy, Kelly Deems, Anne Grimes Essay and Leah Eslinger Shaw. Thank you, thank you, thank you -- these ladies, it was a quick, quick turnaround after the Christmas/New Year break, to get it back to us in time to get it available to you prior to this session. So, ladies, thank you so, so much! And we will again be doing this with each of our sessions, we will be pulling from our volunteers resources, you very well in the future may be getting a request. See if you'd be interested in doing this with us, and if you are interested, and haven't heard from us yet, please send an email to my email address at the end of this session. We'd love to include you!

Our spring series, the registration for that should be available in the very near future. Please hold these dates, share them with your colleagues, all to be held 3:30 to 4:30. We're going to flush out increasing academic expectations. We're going to start first with language and vocabulary expectations, and the alignment with communication. And then, we're going to dig deeper in math in March. In April, we're going to dig deeper in ELA and Reading, and then May 20th, we're going to pull all of that information together into creating lessons and provide you some examples, step by step, in math and ELA. Again, you'll have to take all four, watch all of these live to get your four Act 48 credit hours, but it will be available to you.

A reminder for those who are participating today, who are Act 48 participants, click on the link at the Registration page to complete your survey and enter today's code. It will come at the very end of this session, in about 30 seconds. And in order to receive the Act 48 for our winter series, which was two hours, you must have attended both sessions live, and complete the surveys. We are asking the surveys to be completed no later than January 30th.

Thank you very much, have a wonderful evening, and I look forward to seeing each and every one of you at our February session!