

**“USING THE CONTINUOUS IMPROVEMENT MODEL TO FOCUS INSTRUCTION WITHIN THE UNIQUE LEARNING SYSTEM CURRICULUM”**

**WORKSHOP OBJECTIVES**

- ❖ Participants will be able to identify the features and foundation of the Unique Learning System (ULS) that provides a standards-based curriculum for students with significant disabilities.
- ❖ Participants will be able to identify a system for aligning the ULS lessons to the ULS checkpoint assessment.
- ❖ Participants will be able to identify supplemental literacy materials that can compliment the ULS curriculum.

- ❖ **FEATURES AND FOUNDATION OF ULS’S STANDARDS-BASED CURRICULUM**
  - ❑ Aligned to content standards through instructional targets
  - ❑ Multiple grade level bands
    - ❑ Elementary K-2
    - ❑ Intermediate 3-5
    - ❑ Middle 6-8
    - ❑ High 8-11
    - ❑ Transition
  - ❑ Addresses students’ diverse abilities and needs
    - ❑ Differentiated Levels
      - ❑ Level 1 (max support) to Level 3 (least amount of support)
  - ❑ Monthly Science or Social Studies themes which incorporate reading, writing and math skills
  - ❑ Data driven instruction
    - ❑ Student profiles
    - ❑ Pre and Post test checkpoints
    - ❑ Assessment Tools

- Aligned to content standards through instructional targets

**Unique Learning System + Florida Reading/Language Arts Standards**

**Grade 3**

Strand: Reading Process		Grade 3	
Standard 4: Phonics/Word Analysis			
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.			
BENCHMARK CODE	BENCHMARK	ULS Instructional Targets Intermediate Grade Band	ULS Lessons/Units Intermediate Grade Band
LA.3.1.4.1	The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words.	Phonemic Awareness/Word Recognition and Fluency: <ul style="list-style-type: none"> <li>• Read common sight words</li> <li>• Use letter-sound knowledge to decode words</li> </ul>	Lesson 7, 8, 9, High Frequency Activities Lesson 10: Word Sort  Phonemic Awareness/Word Study Guides/ Instructional Tools
LA.3.1.4.2	The student will use knowledge of the pronunciation of complex word families (e.g., -eve, -red) to decode words in these families.		
LA.3.1.4.3	The student will decode multi-syllabic words in isolation and in context, and	Acquisition of Vocabulary:	
LA.3.1.4.4	The student will use self-correction when subsequent reading indicates an earlier misreading.	<ul style="list-style-type: none"> <li>• Read high frequency sight words</li> </ul>	

<http://unique.n2y.com/standards.aspx>

- Access Point Connection
- | <i>Independent</i>  |
|---|
| LA.3.1.4.In.a Manipulate individual phonemes in CVC words through addition, deletion, and substitution. |
| LA.3.1.4.In.b Identify and segment initial, final, and medial phonemes in CVC, CCVC, and CVCC words.    |
| LA.3.1.4.In.c Blend three to four phonemes to form words.   |
| LA.3.1.4.In.d Decode words with common long and short vowel spelling patterns (CVC and CVCCe words).    |
| LA.3.1.4.In.e Decode phonetically regular CVC, CCVC, and CVCC words.                                    |
| LA.3.1.4.In.f Recognize high frequency sight words and contractions.                                    |
| LA.3.1.4.In.g Use self-correction when subsequent reading indicates an earlier misreading.              |

- | <i>Supported</i>   |
|--|
| LA.3.1.4.Su.a Produce common sounds associated with ten or more letters.                   |
| LA.3.1.4.Su.b Identify, segment, and blend syllables and onset-and rime in familiar words. |
| LA.3.1.4.Su.c Identify initial and final phonemes in CVC words.                            |
| LA.3.1.4.Su.d Blend sounds to decode VC and CVC words.                                     |
| LA.3.1.4.Su.e Recognize high frequency sight words.  |
| LA.3.1.4.Su.f Use self-correction when subsequent reading indicates an earlier misreading. |
- | <i>Participatory</i>  |
|---|
| LA.3.1.4.Pa.a Respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities. |

Multiple grade level bands

Subject	K-2	3-4
September: <i>Grade Band Topic</i> <i>People in Societies</i>	<b>We are Different, We are the Same</b> Basic look at diversity by comparing similarities and differences in people	<b>Friends in Different Places</b> Basic understanding of cultural differences of people and ways we are alike
	<b>5-7</b>	<b>8-11</b>
	<b>What is Equality?</b> Basic understanding of equality by treating people fairly; a look at history related to equality	<b>Getting Along with Others</b> Basic application of personal cooperation and conflict resolution with historical references
		<b>Transition</b>
		<b>Personal Health Care</b> How to know when I am sick; handling common illnesses; taking medications; medical appointments

Addresses students' diverse abilities and needs

**Differentiated Tasks:**

Level 3	Level 2	Level 1
Students will independently read the book.  Students will respond to simple questions about the story.	Students will state a word or point to a picture of omitted words during a shared reading.  Students will point to pictures in response to simple questions related to the story.	Insects on parade. Students will state a sentence from the book by activating a talking switch.

Many insects are in the park.  
Can you see the insects?  
The insects are on parade.

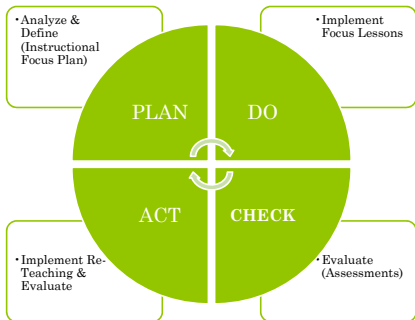
Monthly Science or Social Studies themes which incorporate reading, writing and math skills

Literary Experience: List Poem: "America"	Reading/Writing Social Studies	Writing Processes: Generate ideas and topics for writing. Construct a variety of sentences: Prepare for publication using an appropriate format for the purpose Writing Conventions: Use grammatical structures in writing; Use end punctuation and capitalization Government: Identify local, state and national leaders
Write a Story: Let's Take a Trip	Writing	Writing Processes: Generate ideas through discussion. Write simple paragraphs: Proof for clarity and conventions Writing Applications: Produce informational writing for a purpose Writing Conventions: Use grammatical structures in writing; Use end punctuation and capitalization; Spell high-frequency words
Number Sense: How Many People on the Bus?	Math	Number Sense and Operations: Use tools for computing (paper/pencil, calculator); Solve problems involving addition and subtraction

WHAT IS THE CONTINUOUS IMPROVEMENT MODEL?

- Research based (Total Quality Management)
- A problem solving model
  - Plan – Analyze and Define
    - Data disaggregation
    - Instructional Focus Plan
  - Do - Implement
    - Direct Instructional Focus
  - Check - Evaluate
    - Assessment
    - Maintenance
    - Monitoring
  - Act - Implement and Evaluate
    - Maintenance
    - Re-Teaching
- Closely connected to Problem Solving/Response to Intervention (PS/RtI)

CONTINUOUS IMPROVEMENT MODEL



PLAN – ANALYZE & DEFINE  
START WITH THE END IN MIND!

- Monthly checkpoints may be administered as a pre and post assessment. Areas of assessment are designed specifically for the grade level band and for the content that is presented in the unit materials.

<b>Intermediate</b>
<b>Content 1</b>
• Content related vocabulary and skills in Social Studies and Science
<b>Content 2</b>
• Content related vocabulary and skills in Social Studies and Science
<b>Reading 1</b>
• High-frequency words
<b>Reading 2</b>
• Initial sounds and letters
<b>Math 1</b>
• Number concepts, simple addition and subtraction
<b>Math 2</b>
• Money concepts to \$5.00
<b>Word Recognition</b>
• 18 high-frequency words

HOW ARE THEY BEING ASSESSED?

- Each area of assessment has 5 questions that increase with complexity and/or difficulty. These areas are based on skills to recognize, understand and apply knowledge based on components of Bloom's taxonomy.
- It can be expected that students will respond to these questions with varying levels of accommodations and support.

Items A, B, C	<ul style="list-style-type: none"> <li>One question, three opportunities for correct response</li> <li>Basic question requiring recognition of pictures, words, numbers</li> </ul>
Items D and E	<ul style="list-style-type: none"> <li>Two questions</li> <li>Basic questions that require general vocabulary understanding and skill knowledge</li> </ul>
Items F and G	<ul style="list-style-type: none"> <li>Two questions</li> <li>Questions require specific knowledge or application of skills</li> </ul>

WHAT DO THEY NEED TO KNOW?

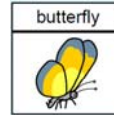
Content 1: Content Understanding  
 Target: Life Science - Categorize plants and animals according to common characteristics

Item A (Recognize)  
 Instructions:

A butterfly is an insect.  
 Show me a butterfly.

- Present 3 pictures (with text).
- Response options may be presented verbally.

ant	grasshopper	butterfly
-----	-------------	-----------



(Correct response: butterfly)

Item D (Understand)  
 Instructions:

Some insects can jump.  
 Show me an insect that can jump.

- Present 3 pictures (with text).
- Response options may be presented verbally.

ant	grasshopper	butterfly
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(Correct response: grasshopper)

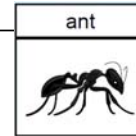
Item E (Understand)  
 Instructions:

Some insects can dig.  
 Show me an insect that can dig.

- Present 3 pictures (with text).
- Response options may be presented verbally.

ant	dog	butterfly
-----	-----	-----------

(Correct response: ant)



Item F (Apply)  
 Instructions:

Insects are different. Insects are the same.  
 How are insects the same?

- Present 3 phrases/sentences (with pictures).
- Response options may be presented verbally.

a. All insects have three body parts.
b. All insects can fly.
c. All insects are red.

(Correct response: All insects have three body parts.)



a. All insects have three body parts.

Item G (Apply)  
 Instructions:

Insects have legs.  
 How many legs do insects have?

- Present picture of insects.
- Present 3 numbers (no pictures).
- Response options may be presented verbally.

four	two	six
------	-----	-----

(Correct response: 6)

c. six


LESSON 1

**WHICH LESSON TEACHES THAT CONCEPT?**

**Instructional Targets:**  
 Reading Comprehension: Independently read for a purpose  
 Reading Fluency: Read fluently in varied text formats  
 Word Recognition: Read common sight words  
 Informational Text: Use titles, pictures and captions to develop comprehension  
 Life Sciences: Categorize plants and animals according to common characteristics  
 Which of your state standards are aligned to these instructional targets?

**Classroom Activities/Lesson Plan:**  
**Leveled Book: *Insects on Parade***  
 This story is presented in three leveled text formats: Levels A, B and D. Select a level appropriate to the student.  
 Read the story, *Insects on Parade*.

**Insects on Parade**  
Level B




**Item A (Recognize)**  
**Instructions:**  
*A butterfly is an insect.*  
*Show me a butterfly.*

- Present 3 pictures (with text).
- Response options may be presented verbally.

ant	grasshopper	butterfly
-----	-------------	-----------

(Correct response: butterfly)



Level A  
p. 5


This is a butterfly.

**Item D (Understand)**  
**Instructions:**  
*Some insects can jump.*  
*Show me an insect that can jump.*

- Present 3 pictures (with text).
- Response options may be presented verbally.

ant	grasshopper	butterfly
-----	-------------	-----------

(Correct response: grasshopper)



Level B  
p. 3


The grasshopper can jump.

**Item E (Understand)**  
**Instructions:**  
*Some insects can dig.*  
*Show me an insect that can dig.*

- Present 3 pictures (with text).
- Response options may be presented verbally.

ant	dog	butterfly
-----	-----	-----------

(Correct response: ant)



Level B  
p. 2

The ant can dig.


Lesson 5

**Instructional Targets:**  
 Reading Comprehension: Independently read for a purpose; Answer questions related to text  
 Literary Text: Experience different literary forms: Non-fiction  
 Life Sciences: Categorize plants and animals according to common characteristics  
 Which of your state standards are aligned to these instructional targets?

**Classroom Activities/Lesson Plan:**  
**Article 1: "What is an Insect?"**  
 Read the article, "What is an Insect?" This article introduces the insects and the body parts of an insect. Use the pictures in the article to identify these body parts.

**INSECTS**

What is an Insect?




**Item F (Apply)**  
**Instructions:**  
*Insects are different. Insects are the same.*  
*How are insects the same?*

- Present 3 phrases/sentences (with pictures).
- Response options may be presented verbally.

a. All insects have three body parts.
b. All insects can fly.
c. All insects are red.

(Correct response: All insects have three body parts.)

p. 2




There are over a million kinds of insects. Sometimes we call insects "bugs." Every insect has six legs. Insects do not have bones. Insects have a very hard outside. Even though different kinds of insects look very different, they all have three body parts.

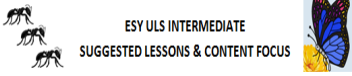
**Item G (Apply)**  
**Instructions:**  
*Insects have legs.*  
*How many legs do insects have?*

- Present picture of insects.
- Present 3 numbers (no pictures).
- Response options may be presented verbally.

four	two	six
------	-----	-----

 There are over a million kinds of insects. Sometimes we call insects "bugs." Every insect has six legs. Insects do not have bones. Insects have a very hard outside. Even though different kinds of insects look very different, they all have three body parts.

**IDENTIFY LESSONS TO FOCUS ON THEN DO – IMPLEMENT FOCUS LESSONS**

 **ESY ULS INTERMEDIATE**  
**SUGGESTED LESSONS & CONTENT FOCUS**

**Lesson 1 and 2 -** Students will be able to identify the following concepts:  
 Recognize a picture of a butterfly.  
 Recognize a picture of jump.  
 Understand that a grasshopper is an insect that can jump.  
 Understand that an ant is an insect that can dig.  
High Frequency Words (HFW): can, this, is, see, the, jump (list 1) up (list 2)

**CHECK – EVALUATE ASSESSMENT DATA CHAT EXAMPLE**

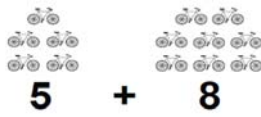
		PRE		POST	
		Rdg 6		11	
		Math 7		5	

Content 1	Score	Content 2	Score	Reading 1	Score
Item A, B and C	3 3	Item A, B and C	1 3	Item A, B and C	1 3
Item D	0 0	Item D	0 0	Item D	0 0
Item E		Item E		Item E	
Item F		Item F		Item F	
Item G		Item G		Item G	
<b>Total Score</b>	<b>3 3</b>	<b>Total Score</b>	<b>1 3</b>	<b>Total Score</b>	<b>1 3</b>

Reading 2	Score	Math 1	Score	Math 2	Score
Item A, B and C	1 2	Item A, B and C	3 3	Item A, B and C	1 2
Item D		Item D	3 0	Item D	
Item E		Item E	0 0	Item E	
Item F		Item F		Item F	
Item G		Item G		Item G	
<b>Total Score</b>	<b>1 2</b>	<b>Total Score</b>	<b>6 3</b>	<b>Total Score</b>	<b>1 2</b>

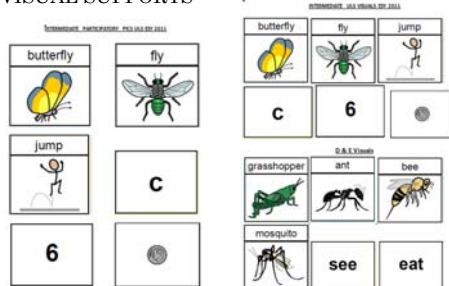
**ACT – MAINTENANCE & RE-TEACHING**

Student	Subtest Area	Item	Strategy
Noah	MATH 1	"D" add 2 single digits	Teach Noah to add two digits by counting the items in the picture when verbally prompted "How many?"



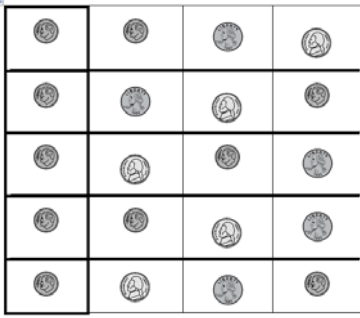
❖ **SUPPLEMENTAL MATERIALS THAT CAN COMPLEMENT THE ULS CURRICULUM**

○ **VISUAL SUPPORTS**



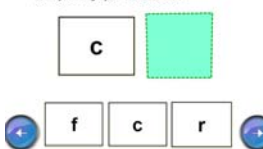
○ **Practice Worksheets**

INTERMEDIATE ESY 2011 MONEY MATCHING

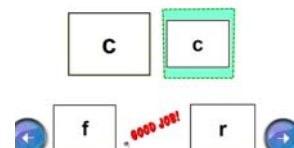


o Smartboard Activities

Find the letter **c** at the bottom of the page and drag it to the box. If you are right you'll see "Good Job!"



Find the letter **c** at the bottom of the page and drag it to the box. If you are right you'll see "Good Job!"



GOOD JOB!

o Tar Heel Reader Books [www.tarheelreader.com](http://www.tarheelreader.com)

Intermediate Books

- <http://tarheelreader.org/2011/05/31/insects-on-parade/>
- <http://tarheelreader.org/2011/06/03/the-letter-c/>
- <http://tarheelreader.org/2011/01/07/the-number-6/>
- <http://tarheelreader.org/2011/01/27/all-about-the-dime/>
- <http://tarheelreader.org/2010/05/13/i-see-bugs/>

**Insects on Parade**  
rekortc  
14 pages



<http://tarheelreader.org/2011/05/31/insects-on-parade/>