Inclusion and the Florida Access Points

Inclusion of students with significant cognitive disabilities using the Florida Access Points in the general education classroom and beyond.
**KUD’S**
**KNOW, UNDERSTAND, DO**

<table>
<thead>
<tr>
<th>KNOW:</th>
<th>UNDERSTAND:</th>
<th>BE ABLE TO DO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion is best.</td>
<td>Presumed Competence</td>
<td>Include students with SCD in your classroom.</td>
</tr>
<tr>
<td>You can teach ALL children.</td>
<td>What the FSAA is &amp; who takes it</td>
<td>Scaffold and Differentiate for every student.</td>
</tr>
<tr>
<td>You will receive the tools. TODAY!</td>
<td>Why is the push is happening now.</td>
<td>Access resources in your own classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share this knowledge with your colleagues</td>
</tr>
</tbody>
</table>
WHY ADVOCATE FOR INCLUSION?

We have no idea what a child is capable of learning unless information is presented in a way that is accessible to them and they have a reliable means to communicate their understanding.

Until then...

teach them everything.
Presuming competence is nothing less than a Hippocratic oath for educators.

- Douglass Biklen

"...its more than just a nice idea"

To not presume competence is to assume that some individuals cannot learn, develop, or participate in the world. By presuming competence, educators place the burden on themselves to come up with ever more creative, innovative ways for individuals to learn. The question is no longer who can be included or who can learn, but how can we achieve inclusive education. We begin by presuming competence.

Douglas Biklen Dean of the School of Education
Syracuse University

Presuming competence is nothing less than a Hippocratic oath (do no harm) for educators. It is a framework that says, approach each child as wanting to be fully included, wanting acceptance and appreciation, wanting to learn, wanting to be heard, wanting to contribute.
Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan
2018-2019 goals:

- increase regular class placement of SWD to >85%
  - 80% or more of the day with Gen Ed Peers

- decrease separate class placement of SWD to <6%
  - less than 40% of the day with Gen Ed Peers

- decrease other separate environment placement of SWD to <1%
  - separate schools, residential, or hospital/homebound
Inclusion is...

- All students learning together regardless of labels
- An atmosphere that promotes a sense of belonging and acceptance
- Collaborative, integrated services by education teams
- Supports and adaptations in the general education setting
- Highly effective, research-based instruction and assessment
Benefits of Inclusion

Students with disabilities:
- Improve social and communication skills
- Increase academic achievement
- Participate in more school activities
- Foster the development of relationships

Students without disabilities:
- Learn more from the strategies used to support students with disabilities
- Learn to understand, value, and advocate for people who have disabilities

Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.
Inclusion is **NOT**...

- Expecting all students to do the same thing, at the same time, in the same way
- Dumping students into general education without supports for students and teachers
- Educators working in isolation
- Students always grouped by ability
- Watering down curricula

*Being in the community is not the same as being part of the community.*
INCLUSION Teaching Models

**Support Facilitation / Collaboration**

Evidence of intensity of Instruction

Co-Plan

Co-Delivery of Instruction

Flexible (e.g. M,W,F)

Provided through a portion of the content

**Co-Teaching**

Evidence of Intensity of Instruction

Co-Plan

Co-Delivery of Instruction

Daily

Provided through entire content or “bell to bell”
These models can be used by any team.

**One Teach/One Support**

Implementation:
- One teacher leads instruction, while the other provides support to students who need additional help or enrichment, gathers observation data, or provides classroom management.
- Both teachers know the distinct role they are carrying out in the lesson.
- One Teach/One Support is often used when teaching new material/concepts or when one teacher has greater content expertise than the other.

Caution: If used too often with the same teacher taking the instructional lead, the One Teach/One Support format can lead students seeing one teacher as the authority over the other teacher.

**Station Teaching**

Implementation:
- Each teacher works with a small group of children who rotate among various stations to complete the different tasks related to the same instructional content/objective.
- Station Teaching is an efficient use of time that allows all students to experience multiple related instructional activities.
- Teachers must communicate to coordinate the tasks and timing at the different stations to support the learning objectives.

Caution: Station Teaching is not used for differentiation purposes as all students participate in all stations.

**Alternative Teaching**

Implementation:
- One teacher instructs a large group while the other works with a smaller group on different content/tasks.
- Teachers work together to determine the groups and the objectives and expected outcomes, activities, and assessment for the content they are teaching to their individual groups.
- Alternative Teaching is appropriate for enriching or remedial instruction for a small group and is commonly used to differentiate instruction in inclusive or collaborative classrooms.

Caution: If the same group of students is always separated for alternative instruction, it works against the benefits of inclusion/collaboration.

**Parallel Teaching**

Implementation:
- Class is split into small groups with each co-teacher responsible for implementing the same lesson to a group.
- Communication and planning must be done together for the co-teachers to develop the parallel structure and to ensure that groups receive the same quality instruction.

Caution: It is preferable to vary the groups and the teacher so that all students see the equal status of the co-teachers.

**Team Teaching**

Implementation:
- Both teachers "play off" each other while sharing the instructional role.
- When properly implemented, Team Teaching shows clear evidence that the teachers planned together in order to integrate their roles within the lesson.

Caution: Team Teaching is generally considered the hardest format to implement, as both teachers must be equally prepared and knowledgeable about the lesson content. Teachers who achieve this level of partnership often state their preference for co-teaching in the future.
### Student Benefits

<table>
<thead>
<tr>
<th>With Disabilities</th>
<th>Without Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve social and communication skills</td>
<td>Learn from new and effective instructional strategies</td>
</tr>
<tr>
<td>Increase academic achievement</td>
<td>Value and advocate for those who are different</td>
</tr>
<tr>
<td>Attain meaningful IEP goals</td>
<td>Develop cooperation and teamwork skills</td>
</tr>
<tr>
<td>Participate more in school activities</td>
<td>Cultivate leadership skills</td>
</tr>
<tr>
<td>Develop peer relationships</td>
<td></td>
</tr>
</tbody>
</table>

![Image of children with disabilities]
Peers as Partners in Learning Course

Course Number: 1400340
Course Title: Peers as Partners in Learning
Course Type: Elective Course
Course Level: 2
Course Length: Multiple (M) - Course length can vary
Number of Credits: Multiple Credit (more than 1 credit)
Abbreviated Title: PEER/PARTNERS LSNG
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Peer Counseling > Sub-Subject: General

GENERAL NOTES
This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in this course will learn and apply knowledge and skills practiced in the areas of academic engagement, communication, social studies, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, and other subject-related topics. This course will cover the following:

- Understand the legal and human rights of people with disabilities and their families.
- Understand and apply the concepts of confidentiality and self-determination.
- Understand disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, and other subject-related topics.
- Promote the learning of people with disabilities in inclusive settings through academic, communication, physical, and social supports.
- Facilitate meaningful peer relationships in and out of school.
- Understand and facilitate cooperative learning among all students.
- Contribute to the concept of civic responsibility by researching and communicating information about social justice in a democratic society.

This course is taught using the appropriate standards/benchmarks for the grade.
Benefits of Inclusion for Educators

• Become more skilled in teaching ALL students

• Learn to share responsibilities for educating ALL students
Florida Standards Access Points

• Access points are academic expectations written specifically for students with significant cognitive disabilities.

• As part of the Florida Standards, access points reflect the core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

• Access courses are designed to provide students with a significant cognitive disability with access to the general curriculum.
Access Points and Inclusion

• Access points promote inclusion because they are setting neutral.

• A child with a disability is not removed from education in a general education classroom solely because of modifications to the curriculum. These students can participate in a general education classroom with the support of an exceptional student education (ESE) teacher.
high achievement always takes place in the framework of high expectations.

Jack Kinder
THE *ONE* STANDARD DIPLOMA

***THREE WAYS***

- THERE IS NOW *ONLY ONE DIPLOMA OPTION*
- THERE ARE THREE WAYS TO EARN THE DIPLOMA

- **24 CREDIT STANDARD DIPLOMA, WITH OR WITHOUT MERIT OR SCHOLAR (STUDENTS TAKE FSA)**
  - AVAILABLE FOR ALL STUDENTS

- **24 CREDIT STANDARD DIPLOMA WITH EMPLOYMENT (STUDENTS TAKE FSA)**
  - AVAILABLE ONLY FOR STUDENTS WITH DISABILITIES
  - CTE SUBSTITUTIONS ARE AN OPTION, NO MODIFICATIONS

- **24 CREDIT STANDARD DIPLOMA THROUGH ACCESS COURSES (STUDENTS TAKE FSAA)**
  - AVAILABLE ONLY FOR STUDENTS WITH DISABILITIES ON ACCESS POINTS
  - CTE SUBSTITUTIONS ARE AN OPTION, AND CTE COURSES CAN BE MODIFIED

MERIT AND SCHOLAR ARE OPTIONS FOR ANY DIPLOMA TYPE
Florida Standards Alternate Assessment (FSAA) 

Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams 

March 2016 

This document is available on the Padlet.
To determine if a student will receive instruction in Access Points, teams must review and discuss a variety of sources of information. Because reliance on intelligence quotient (IQ) scores alone is not sufficient, IEP teams should review available student information for evidence of a significant cognitive disability.

Such information includes:
- psychological assessments
- achievement test data
- previous statewide assessment and district-wide test scores
- aptitude tests
- observations
- attendance records

- medical records
- mental health assessments
- adaptive behavior assessments
- language assessments
- curricular content
- school history
- student response to instruction/intervention
In the IEP team’s discussion of the question “Does the student have significant cognitive disabilities?” all of the information should be considered collectively.

The student’s IQ score is but one piece of the data puzzle. The focal point for discussion should be to determine if the impact of the student’s cognitive disability affects all aspects of the student’s academic, independent functioning, community living, and leisure/vocational activities.

Students must be eligible in one of the following areas: IND, OHI or ASD (as a general rule).

**SLD students can not be on Access Points**

http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/
Students with a SLD label should not be on alternate assessment.
*Does the student have a significant cognitive disability?*

**IF YES...**

- **Then**, a *modified curriculum* recommended.  (ACCESS Points)
- **And**, the student will take the *alternate assessment*.  (FSAA)

<table>
<thead>
<tr>
<th>Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Be Instructed and Participate in the Statewide Standardized Assessment Program</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the student have a significant cognitive disability?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
** IF the student has a significant cognitive disability.....

Then we must decide, where the services will be provided?

Remember...
CONTINUUM OF STUDENT NEEDS

Out-of-Class Supports:
- Consultation Only
- Accommodations Only

In-Class Supports:
- Support Facilitation
- Co-Teaching

Specialized Placements:
- Resource Room
- Self-Contained

General Education Classroom

Alternative Location
Services provided in segregated settings cause a “disconnect” to general education curriculum and social opportunities for students with disabilities.
**A TALE OF THREE STUDENTS:**

Alice and Bella are in an inclusion classroom. This gap is to be expected.

Bella, a student with a significant cognitive disability

Cassie is in a self-contained classroom. This gap is NOT to be expected, NOR should it be ACCEPTED.

Alice, a general education student, not ESE

Bella, a student with a significant cognitive disability

Cassie, a student with a significant cognitive disability

*adapted from Paula Kluth*
- **Access Courses are coded 7000 course codes**

- **Separate grade book and class roster**

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**Class vs. Course**

<table>
<thead>
<tr>
<th>Class</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ideal situation is for all student to be educated together</td>
<td>For students now in the 11th grade and below, there are only two course choices for core subjects: general education courses and access courses</td>
</tr>
<tr>
<td>The classroom a student sits in does NOT dictate the type of courses they take</td>
<td>Both are based on the same standards, but the level of complexity is very different</td>
</tr>
<tr>
<td>Students in a general education classroom may be enrolled in access courses and students in a separate environment may be enrolled in general education courses</td>
<td>Only students on access points can take access courses</td>
</tr>
<tr>
<td>Access points are only for students with a significant cognitive disability and parental consent is required</td>
<td></td>
</tr>
</tbody>
</table>

[www.FLDOE.org](http://www.FLDOE.org)
Which Course? Which Assessment?

Standards → Courses → Assessments

Florida Standards → General Education Courses → Florida Standards Assessment (FSA)

Access points → Access courses → Florida Standards Alternate Assessment (FSAA)

www.FLDOE.org
STUDENTS ON THE ACCESS POINTS COMPLETE THE FLORIDA STANDARDS ALTERNATE ASSESSMENT

- 3-10 ELA
- 4-10 WRITING
- 3-8 MATH
- 5\textsuperscript{TH} AND 8\textsuperscript{TH} SCIENCE

NEW FOR 2015-2016:
END OF COURSE EXAMS IN BIOLOGY, ALGEBRA 1 AND GEOMETRY

NEW FOR 2016-2017:
END OF COURSE EXAMS IN CIVICS AND U.S. HISTORY

STUDENTS ON ACCESS POINTS \textbf{DO NOT} TAKE THE FSA.

THEY ARE ALSO \textbf{NOT REQUIRED} TO COMPLETE ANY OTHER END OF COURSE EXAM OR DISTRICT TEST.
**Florida Standards Access Point:** Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.

### Task 1

<table>
<thead>
<tr>
<th>Materials</th>
<th>Teacher Script</th>
<th>Student Response</th>
</tr>
</thead>
</table>
| Response Booklet: page 55, Picture cards: (question mark) (recycle) (lightning) | **Here are three symbols.**  
Which symbol can be used to ask something? | ○ A: question mark  
○ B: recycle  
○ C: lightning  
○ D: No Response |
| **Scaffolded Response**  
(when applicable) | ○ A: question mark  
○ B: recycle  
○ C: lightning  
○ D: No Response |

### Task 2

<table>
<thead>
<tr>
<th>Materials</th>
<th>Teacher Script</th>
<th>Student Response</th>
</tr>
</thead>
</table>
| Response Booklet: page 57, Stimulus sentence strip:  
I had an interesting dream last night, Picture cards: (period) (question mark) (colon) | **Here is a sentence.**  
Read the stimulus sentence strip to the student.  
**Which symbol goes at the end of this sentence?** | ○ A: period  
○ B: question mark  
○ C: colon  
○ D: No Response |

I had an interesting dream last night__
### Task 2

**Materials**
- Response Booklet: page 77
- Picture cards:
  - two squares
  - two triangles
  - circle and oval

**Teacher Script**

Which two shapes are congruent, or have the **same** shape and size?

- A: two squares
- B: two triangles
- C: circle and oval
- D: No Response

**Student Response**

---

### Task 3

**Materials**
- Response Booklet: page 77
- Picture cards:
  - two octagons
  - two pentagons
  - two triangles

**Teacher Script**

Which picture shows two of the same shapes where one shape has been turned?

- A: two octagons
- B: two pentagons
- C: two triangles
- D: No Response

**Student Response**

---

8th grade MATH
### Task 1
Recognize a problem related to the eighth-grade curriculum, observe and explore objects and activities, and recognize a solution.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Teacher Script</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Booklet: page 79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulus picture card: glass of warm water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word/picture cards: ice cubes, hot stove, lightbulbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ A: ice cubes</td>
<td>A: ice cubes</td>
<td></td>
</tr>
<tr>
<td>□ B: hot stove</td>
<td>B: hot stove</td>
<td></td>
</tr>
<tr>
<td>□ C: light bulbs</td>
<td>C: light bulbs</td>
<td></td>
</tr>
<tr>
<td>□ D: No Response</td>
<td>D: No Response</td>
<td></td>
</tr>
</tbody>
</table>

**Scaffolded Response (when applicable):**

- A: ice cubes
- B: hot stove
- C: light bulbs
- D: No Response

**8th grade Science**

### Task 2
Recognize a problem from the eighth-grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Teacher Script</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Booklet: page 79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulus picture card: 2 beakers filled with ice cubes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word/picture cards: binoculars, yardstick, stopwatch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ A: binoculars</td>
<td>A: binoculars</td>
<td></td>
</tr>
<tr>
<td>□ B: yardstick</td>
<td>B: yardstick</td>
<td></td>
</tr>
<tr>
<td>□ C: stopwatch</td>
<td>C: stopwatch</td>
<td></td>
</tr>
<tr>
<td>□ D: No Response</td>
<td>D: No Response</td>
<td></td>
</tr>
</tbody>
</table>

**Which tool will Pam most likely need for her experiment?**

- binoculars
- yardstick
- stopwatch
- D: No Response
Regardless of the subject in which teachers are working, students have flexible access to the Florida Standards.

This visual illustrates access points and the umbrella represents the Florida Standards. There are differences in what access points look like as we support our college- and career-ready standards. Science, social studies, health, dance, theater, arts and physical education (P.E.) access points have levels of complexity and are defined as independent, supported and participatory.
Access Points are alternate achievement standards built to target the salient content of the Florida Standards. They are designed to contribute to a fully aligned system of content, instruction and assessment.

All access points are intended to allow fluid movement as students grow in competency.
Essential Understandings and Access Points

- EUs are NOT part of the standards
- EUs are scaffolds that disaggregate access points to help teachers provide instruction
- EUs provide a variety of entry points where a student may begin to interact with grade level content
- EUs serve as benchmarks along the continuum of learning to ensure progress toward the access points
## Essential Understandings in English/Language Arts

Supporting the effective teaching and learning of the access points will be done by providing teachers with professional development including instruction in the use of classroom formative and summative assessments, instructional resources and supports, and lesson planning tools. One such support is the Essential Understandings, or EUs. For every access point (AP), teachers will be provided EUs. The EUs are supports and scaffolds that support a student’s learning along the continuum as they progress toward mastery of the access points.

<table>
<thead>
<tr>
<th>Florida Standards</th>
<th>Access Points (AP)</th>
<th>Essential Understandings (EUs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.7.RL.1.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Make an inference from an informational text. Identify a conclusion from an informational text. Identify a summary of an informational text. Identify a detail to support the inference, conclusion or summary.</td>
</tr>
<tr>
<td>LAFS.7.RL.1.AP.1a</td>
<td>Use two or more pieces of evidence to support inferences, conclusions or summaries of text.</td>
<td></td>
</tr>
</tbody>
</table>

### Resources
- Summarizing and Inferencing Content Module: [Click here](#)

### Related Access Points

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date(s) Instruction</th>
<th>Date(s) Assessment</th>
<th>Date Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.7.RL.1.AP.1a</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUs</td>
<td>Identify a detail or example in a text. Explain what a text says explicitly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Reading Literacy Element Card: <a href="#">Click here</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.7.RL.1.AP.1b</td>
<td>Use two or more pieces of textual evidence to support conclusions or summaries of text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUs</td>
<td>Make an inference from a literary text. Identify a conclusion from a literary text. Identify a summary of a literary text. Identify a detail to support the inference, conclusion, or summary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Reading Literacy Element Card: <a href="#">Click here</a> LASSI: Narrative Text: <a href="#">Click here</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This is what it looks like on the site that we are about to explore!
Mission: To provide resources that facilitate the teaching and learning of Access Points

Access High School English Language Arts Standards
In an effort to assist teachers in disaggregating the standards for each of the high school Access ELA courses, you will find draft documents under the ELA folder. These are not approved courses at this time. They align to the general education courses: English 1, English 2, English 3 and English 4. They will support inclusion for students on access points.
April 20, 2017

Data Collection forms are updated March 2017 and found under math and ELA

New page for Social Studies & Science

***The National Center and State Collaborative just announced that the Communication Tool Kit has been approved for 3 hours of Continuing Education Credit (CEUs) from the American Hearing and Speech Association (ASHA). Click the button Communication Tool Kit Directions***
MAFS.7.NS.1.3: Solve real-world and mathematical problems involving the four operations with rational numbers.

**Remarks/Examples:**
**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard (which is closely connected to 7.NS.1.1 and 7.NS.1.2), they consolidate their skill and understanding of addition, subtraction, multiplication and division of rational numbers.

**Related Access Points**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date(s)</th>
<th>Date(s)</th>
<th>Date Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.7.NS.1.AP.3a</td>
<td>Solve real-world and mathematical problems involving the four operations with rational numbers from -100 to 100.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Concrete:**
- Create an array of objects into groups to model the role of equal groups in a multiplication situation. (Make equal groups of objects and recognize different groups can be the same quantity.)
- Given a set number of manipulatives, distribute them evenly to create a deficit (e.g., given 10 markers distribute 1 each to 15 students).
- Create an array of objects for the mathematical equation and match the answer symbol (+ or -) following multiplication rules for an equation.

**EUs**

**Representation:**
- Use tools, as needed, to complete the four operations with integers.
- Create a pictorial array for the mathematical equation and match the answer symbol (+ or -) following multiplication rules for an equation.
- Create a pictorial array for the mathematical equation and match the answer symbol (+ or -) following division rules for an equation.
- Given a scenario, students can use operations to solve problems. (e.g., 10 students can fit on a school bus, 35 students have signed up for a field trip. How many buses do they need?)
- Understand the following concepts, symbols, and vocabulary for: positive number, negative number.
**LAFS.910.RL.2.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Related Access Points**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RL.2.AP.4a</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.</td>
</tr>
</tbody>
</table>

**EUs**

- Define various types of figures of speech.
- Identify a phrase that contains a simile from a list.
- Identify a phrase that contains a metaphor from a list.
- Sort a list of phrases into three groups—similes, metaphors, and literal (not a simile or a metaphor).
- Identify an idiom or proverb from a list.
- Define alliteration.
- Identify a phrase or sentence that contains alliteration from a list.
- Identify a phrase that contains allusion or personification from a list.
- Identify a phrase, sentence, or paragraph that contains irony from a list.
- Identify the sentence that contains a pun from a list of sentences.
- Sort a list of statements containing allusions and personifications into correct groups.
- Identify a phrase that contains an oxymoron from a list.
- Identify a phrase that contains hyperbole from a list.
- Identify a requested figure of speech (e.g., hyperbole, oxymoron, irony, pun, alliteration or allusion).
COURSE DATA RECORDING PAGES

STUDENTS ON THE ACCESS POINTS SHOULD BE GRADED ON THEIR ABILITY TO MASTER THE CONTENT OF THE ACCESS POINTS AND/OR ESSENTIAL UNDERSTANDINGS FOR THE STANDARD BEING TAUGHT.

- STUDENTS ON ACCESS POINTS SHOULD NOT FAIL.

This form can be used for:
- Gradebook (put student initials on top)
- Data tracking and collection for IEP meetings.

<table>
<thead>
<tr>
<th>Related Access Points</th>
<th>Date(s) Instruction</th>
<th>Date(s) Assessment</th>
<th>Date(s) Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.6.L.3.AP.5a:</td>
<td>Use the relationship between particular words (e.g., synonyms, antonyms, homonyms) in writing to promote understanding of each of the words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pair synonyms, antonyms, and/or homonyms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During revision, identify which nouns/verbs are best to use to convey exact meaning (e.g., The dog made noises at the man vs. The German Shepherd growled at the mailman.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.6.L.3.AP.5b:</td>
<td>Use figurative language in context, including similes and metaphors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUs</td>
<td>• Define figurative language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify a sentence that uses a simile or metaphor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Write a sentence using a simile or metaphor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.6.L.3.AP.5c:</td>
<td>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUs</td>
<td>For a given pair of words, determine the relationship between the words (e.g., cause/effect, part/whole, category).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.6.L.3.AP.5d:</td>
<td>Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUs</td>
<td>• Identify a phrase that contains a simile from a list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify a phrase that contains a metaphor from a list.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Element Cards for Social Studies Coming Soon!

Social Studies Course Descriptions

- Access SS - K
- Access SS - 1st
- Access SS - 2nd
- Access SS - 3rd
- Access SS - 4th
- Access SS - 5th

- Access MUJ Civics
- Access MUJ World History
- Access MUJ Civics and Career Planning
- Access MUJ US History
- Access MUJ US History & Career Planning

- Access US Government
- Access US History
- Access World History
- Access Economics with Financial Literacy
- Access Economics
Access Science Grade 3 (#7720040)

This document was generated on CPAIMS - www.cpalms.org

Course Number: 7720040
Course Path: Section: Exceptional Student Education > Grade Group: Elementary > Subject: Academics - Subject Areas
Abbreviated Title: ACCESS SCI GRADE 3
Course Section: Exceptional Student Education
Course Type: Core Course
Course Status: Draft - Course Pending Approval
Grade Level(s) Version: 3
NCLB? Yes

Requires a Highly Qualified Teacher (HQ)? Yes

GENERAL NOTES
Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide access to the general curriculum through three levels of access points: Participation, Supported, and...
**SS.7.C.1.7:**

Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

**Related Access Points**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.In.g</td>
<td>Identify examples of separation of powers in the Constitution, such as the three branches of government.</td>
</tr>
<tr>
<td>SS.7.C.1.Su.g</td>
<td>Recognize the powers of the branches of government of the United States.</td>
</tr>
<tr>
<td>SS.7.C.1.Pa.g</td>
<td>Recognize that the government has different parts.</td>
</tr>
</tbody>
</table>

**SS.912.A.5.10:**

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**Related Access Points**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.5.In.j</td>
<td>Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
</tr>
<tr>
<td>SS.912.A.5.Su.j</td>
<td>Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
</tr>
<tr>
<td>SS.912.A.5.Pa.j</td>
<td>Recognize that groups may fear people who are different.</td>
</tr>
</tbody>
</table>
Investigate and describe that many physical and chemical changes are affected by temperature.

**Remarks/Examples:**

**Related Access Points**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC.5.P.9.In.1</td>
<td>Observe and identify that heating and cooling can change the properties of materials.</td>
</tr>
<tr>
<td>SC.5.P.9.Stu.1</td>
<td>Recognize changes in properties of materials caused by heating or cooling.</td>
</tr>
<tr>
<td>SC.5.P.9.Pa.1</td>
<td>Recognize that freezing changes water to ice.</td>
</tr>
</tbody>
</table>

**SC.5.P.9.1:**

Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

**Remarks/Examples:**
Annually assessed on Biology EOC. Also assesses SC.912.E.7.1.

**Related Access Points**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC.912.L.17.In.5</td>
<td>Identify the components of a food web, including sunlight, producers, consumers, and decomposers, and trace the flow of energy from the Sun.</td>
</tr>
<tr>
<td>SC.912.L.17.Stu.5</td>
<td>Identify producers, consumers, and decomposers in a simple food chain.</td>
</tr>
<tr>
<td>SC.912.L.17.Pa.5</td>
<td>Recognize that animals (consumers) eat animals and plants for food.</td>
</tr>
</tbody>
</table>
Finding other courses

To find access courses on CPALMS:

• Go to Course

• In search box: type “access” (All access courses will appear)

• Choose your course

• Click export to: choose PDF or Word.

http://www.cpalms.org/Public/
*Resources available on the Access Weebly page

**TEACHING RESOURCES**

**INSTRUCTIONAL FAMILIES**

are a visual representation of the areas of curricular emphasis within and across grade bands. The graphics facilitate perception of related content. Instructional families are designed in three different views: distribution K-12, grade band (K-4, 5-8, HS) and instructional family. This is a useful tool for planning instruction for multigrade classrooms.

**ELEMENT CARDS**

are available to assist educators in planning for instruction in multiple settings. They are designed to promote understanding of how students move toward the Florida Standards. Element Cards contain one or more access points, essential understandings, suggested instructional strategies and suggested supports for students so that they can demonstrate what they know. The Element Cards are intended to assist teachers in developing instructional lessons to include all students and promote universal design for learning (UDL). Each Element Card presents essential understandings, which define a range of skills based on grade-specific access points.

**MASSIS & LASSIS**

offer intensive instruction needed to move toward mastery of the access points. These activities provide teaching scripts for teachers who may not have extensive training in systematic instruction.

**CONTENT MODULES**

provide explanations and examples of the concepts contained in the Florida Standards that may be difficult to teach or unfamiliar to special education teachers. These modules can be used by teachers at the elementary, middle and high school levels. They promote an understanding of the concepts so that a teacher can begin to plan how to teach the concepts to students and provide teachers with potential adaptations and modifications to consider when designing materials and instruction.

**CURRICULA RESOURCE GUIDES**

were developed and validated by content experts and special educators with extensive experience in adapting the general curriculum for students with significant cognitive disabilities. The curriculum resource guides describe how to teach the content to students with the most significant cognitive disabilities, whereas the content modules describe the content (what is being taught) in general education. Together, the content modules and the curriculum resource guides provide teachers with the necessary background knowledge to prepare students for the alternate assessment and offer examples of how the content is taught in general education, ideas for real life use, examples of UDL, and ways to promote college and career readiness.

**INSTRUCTIONAL RESOURCE GUIDE**

serves as a source of information about evidence-based best practices in instruction for students with significant cognitive disabilities. These evidence-based practices in instruction include strategies such as: prompting, systematic instruction, and use of feedback and data. The guide further explains the use of these practices in the MASSIS and the LASSIS.

**UDL UNITS**

are based on general education lessons that are universally designed for all students and walk the educator through the process of adapting materials and providing accommodations that assist emerging readers and communicators in the classroom. Each unit is made up of several lessons and a culminating activity, all of which provide examples for meeting the unique needs of students with significant cognitive disabilities.

**COURSE DESCRIPTIONS**

define content standards for all subject areas in Grades K-12. English Language Arts and Math Courses are aligned to the Florida Standards adopted in February 2014. Course descriptions can be found at: www.gpubms.org or www.accessfloridaweebly.com

**COURSE DATA RECORDING FORMS**

are designed to allow teachers to track the teaching and learning of English Language Arts and Mathematics Florida Standards for access points and essential understandings by course. The forms can be used for tracking data by class section or individual student. Each access point has a place to indicate dates of instruction, dates of assessment and date of mastery. The use of these forms is optional. They can be downloaded for use electronically or printed in hard copy.
Instructional families are a great resource for your scales.

RL1: Using Details to Describe Text
- LAFS.8.RL.1.AP.1a Refer to details and examples in a text when explaining what the text says explicitly.
- LAFS.8.RL.1.AP.1b Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters, including how they change during the course of the story.
- LAFS.8.RL.1.AP.1c Use the specific details from the text to support inferences and explanations about plot development.
- LAFS.7.RL.1.AP.1a Refer to details and examples in a text when explaining what the text says explicitly.
- LAFS.8.RL.1.AP.1b Use two or more pieces of textual evidence to support conclusions or summaries of text.
- LAFS.8.RL.1.AP.1c Refer to details and examples in a text when explaining what the text says explicitly.
- LAFS.8.RL.1.AP.1d Use two or more pieces of evidence to support inferences, conclusions or summaries of text.
- LAFS.8.RL.1.AP.1e Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.

RL2: Describing the Central Message / Theme
- LAFS.8.RL.1.AP.2a Select key details about a character and relate those details to a theme within the text.
- LAFS.8.RL.1.AP.2b Determine the theme(s) of a story, drama or poem, including how it is conveyed through particular details.
- LAFS.8.RL.1.AP.2c Summarize a text from beginning to end in a few sentences without including personal opinions.
- LAFS.7.RL.1.AP.2a Determine the theme or central idea of a text.
- LAFS.7.RL.1.AP.2b Analyze the development of the theme or central idea over the course of the text and provide a summary.
- LAFS.8.RL.1.AP.2a Determine the theme or central idea of a text.
- LAFS.8.RL.1.AP.2b Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting and plot.
- LAFS.8.RL.1.AP.2c Provide/create an objective summary of a text.

RL3: Analyzing Relationships
- LAFS.8.RL.1.AP.3a Describe how the plot unfolds in a story.
- LAFS.8.RL.1.AP.3b Analyze a character’s interactions throughout a story as they relate to conflict and resolution.
- LAFS.7.RL.1.AP.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character’s choices, cause/effects within the text).
- LAFS.7.RL.1.AP.3b Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- LAFS.8.RL.1.AP.3a Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
- LAFS.8.RL.1.AP.3b Identify the use of literary techniques within a text.
- LAFS.8.RL.1.AP.3c Explain how the use of literary techniques within a text advances the plot or reveals aspects of a character.
**Element Cards** are available to assist educators in planning for instruction in multiple settings. They are designed to promote understanding of how students move toward the Florida Standards. Element Cards contain one or more access points, essential understandings, suggested instructional strategies and suggested supports for students so that they can demonstrate what they know. The Element Cards are intended to assist teachers in developing instructional lessons to include all students and promote universal design for learning (UDL). Each Element Card presents essential understandings, which define a range of skills based on grade-specific access points.
ELEMENT CARDS are a great resource when you begin teaching using the access points.

Standards, access points and essential understandings are listed, as well as instructional strategies, supports and scaffolds that can be used for all students.
This scale example can be used for everyone in the classroom.

**Adapted** from Lake Hills School.
Fair isn’t everybody getting the same thing........

Fair is everybody getting what they need in order to be successful.
WHAT DOES IT LOOK LIKE IN MY GENERAL EDUCATION CLASSROOM???

• Your student on access points only does what is most essential for each task.

• You might cut out ¾ of an assignment or test and only give this particular student the very core elements.

• A student on access points may have EVERYTHING read aloud to them, or you may choose to find a text on their reading level.

• This student may take the same test, but only do a few questions, these questions will only have a couple of options, there may be a word bank, it may be the same as a worksheet you have been working on all week.
WHAT DOES IT LOOK LIKE IN MY GENERAL EDUCATION CLASSROOM??

• The student on access points may receive peer assistance to complete tasks that are based on the essential understandings, access points or the standard, don’t put a limit on their learning!

• You may assess the student’s learning: verbally, using pictures or visuals, or by a hands on activity.

• As the general education teacher, YOU are the teacher of record, you know what is most important in your content area for the lesson you are presenting.

• A student on access points has their own grade book, you are grading them on their ability to master the essential understandings and access points for their grade level. These students will be completing the FSAA.
### Florida Standards Alternate Assessment – Performance Task (FSAA-PT) 2016-2017 Test Blueprint

#### Grade 4 ELA Assessment

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Genre</th>
<th>Standard</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
<td>Informational</td>
<td>LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3</td>
<td>19%</td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>Literary</td>
<td>LAFS.4.RL.2.4, LAFS.4.RL.2.6, LAFS.4.RL.2.6 Also assesses LAFS.4.RF.3.3, LAFS.4.RF.4.4</td>
<td>13 – 19%</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>Informational</td>
<td>LAFS.4.L.3.4, LAFS.4.L.3.5, LAFS.4.RI.2.5</td>
<td>13 – 19%</td>
</tr>
<tr>
<td>Language and Editing</td>
<td>Literary</td>
<td>LAFS.4.RL.3.7, LAFS.4.RL.3.8, LAFS.4.RI.1.2</td>
<td>13 – 19%</td>
</tr>
<tr>
<td>Text-based Writing</td>
<td>Informational</td>
<td>LAFS.4.W.1.2, LAFS.4.W.2.4, LAFS.4.W.2.4 1 Selected Response 1 Open Response</td>
<td></td>
</tr>
</tbody>
</table>

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**What is being tested??**

*FSA and FSAA Blueprints can be found on the Padlet.*
**MAFS.7.NS.1.3:** Solve real-world and mathematical problems involving the four operations with rational numbers.

**Remarks/Examples:** Examples of Opportunities for In-Depth Focus

When students work toward meeting this standard (which is closely connected to 7.NS.1.1 and 7.NS.1.2), they consolidate their skill and understanding of addition, subtraction, multiplication and division of rational numbers.

### Related Access Points

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date(s) Instruction</th>
<th>Date(s) Assessment</th>
<th>Date Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.7.NS.1.AP.3a</td>
<td>Solve real-world and mathematical problems involving the four operations with rational numbers from -100 to 100.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EUs

**Concrete:**
- Create an array of objects to model the role of equal groups in a multiplication situation. (Make equal groups of objects and recognize different groups can be the same quantity.)
- Given a set number of manipulatives, distribute them evenly to create a deficit (e.g., given 10 markers distribute 1 to each of 15 students).
- Create an array of objects for the mathematical equation and match the answer symbol (+ or -) following multiplication rules for an equation.

**Representation:**
- Use tools, as needed, to complete the four operations with integers.
- Create a pictorial array for the mathematical equation and match the answer symbol (+ or -) following division rules for an equation.
- Create a pictorial array for the mathematical equation and match the answer symbol (+ or -) following division rules for an equation.
- Given a scenario, students can use operations to solve problems. (e.g., 10 students can fit on a school bus, 35 students have signed up for a field trip. How many buses do they need?)
- Understand the following concepts, symbols, and vocabulary for: positive number, negative number.

---

**MAFS.912.F-IF.2.6:** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

**Related Access Points**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date(s) Instruction</th>
<th>Date(s) Assessment</th>
<th>Date Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.912.F-IF.2.AP.a</td>
<td>Describe the rate of change of a function using words.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Concrete:**
- Manipulate lines on a graph to show steepness.
- Manipulate lines on a graph to show rise or fall.
- Manipulate lines on a graph to show positive or negative.
- Identify the concepts of steepness, rise, and fall in real-life contexts (e.g., ramps, roofline, stairs, escalators).
- Define rate of change (describes the average rate at which one quantity is changing with respect to something else changing).
- Identify common rate of change
  - Miles per gallon – calculated by dividing the number of miles by the number of gallons used.
  - Cost per kilowatt – calculated by dividing the cost of the electricity by the number of kilowatts used.
  - Miles per hour.

**Representation:**
- Understand related vocabulary (domain, range, rise, fall, steepness, increase, decrease, positive, negative).
- Identify the concepts of steepness, rise, and fall in visual images (e.g., pictures of ramps, roofline, stairs, escalators).
MAFS.3.NBT.1.1: Use place value understanding to round whole numbers to the nearest 10 or 100.

Related Access Points

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date(s) Instruction</th>
<th>Date(s) Assessment</th>
<th>Date Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.3.NBT.AP.1a</td>
<td>Use place value to round to the nearest 10 or 100.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUs</td>
<td>Concrete:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify ones, tens, and hundreds when given a number card.</td>
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</tr>
<tr>
<td></td>
<td>• Using a number line, locate a given number and then identify the closest</td>
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</tr>
<tr>
<td></td>
<td>10 or 100.</td>
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<td></td>
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<tr>
<td></td>
<td>• Identify if a number is in the middle of two numbers that we round up.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Representation:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Match vocabulary of ones, tens, and hundreds to digits in a number.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand the following concepts and vocabulary: round and nearest.</td>
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<td></td>
</tr>
</tbody>
</table>

Resources Element Card 3rd: Click here

MAFS.3.OA.4.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Related Access Points

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date(s) Instruction</th>
<th>Date(s) Assessment</th>
<th>Date Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.3.OA.AP.8a</td>
<td>Solve and check one-step word problems using the four operations within 100.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUs</td>
<td>Concrete:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Match the vocabulary in a word problem to an action.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use manipulatives to model the context of the word problem.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Count to find the answer.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Representation:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create a pictorial representation of the word problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand context clues to interpret the concepts, symbols, and vocabulary for addition, subtraction, multiplication, and division.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources Element Card 3rd: Click here
LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.

### Related Access Points

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RL.2.AP.4a</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.</td>
</tr>
</tbody>
</table>

**EUs**
- Define various types of figures of speech.
- Identify a phrase that contains a simile from a list.
- Identify a phrase that contains a metaphor from a list.
- Sort a list of phrases into three groups – similes, metaphors and literal (not a simile or a metaphor).
- Identify an idiom or proverb from a list.
- Define alliteration.
- Identify a phrase or sentence that contains alliteration from a list.
- Identify a phrase that contains allusion or personification from a list.
- Identify a phrase, sentence or paragraph that contains irony from a list.
- Identify the sentence that contains a pun from a list of sentences.
- Sort a list of statements containing allusions and personifications into correct groups.
- Identify a phrase that contains an oxymoron from a list.
- Identify a phrase that contains hyperbole from a list.
- Identify a requested figure of speech (e.g., hyperbole, oxymoron, irony, pun, alliteration or allusion).

### Resource

**LAFS.3.RL.1.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### Resources
- Summarizing and Inferencing Content Module: [Click here](#)

### Related Access Points

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.3.RL.1.AP.1b</td>
<td>Answer questions related to characters, setting, events or conflicts.</td>
</tr>
</tbody>
</table>

**EUs**
- Identify the basic elements of a story (character, setting, events, or conflicts).
- With prompting and support, answer simple questions related to the elements of the story.

#### Resources
- LASSI: Narrative Text: [Click here](#)

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LAFS.3.RL.1.AP.1b</td>
<td>Answer questions (literal and inferential) and refer to text to support your answer.</td>
</tr>
</tbody>
</table>

**EUs**
- Recall information in a text (e.g., repeated story lines).
- Refer to text to support an answer.

#### Resources
- Literary Text Element Card: [Click here](#)
- LASSI: Vocabulary: [Click here](#)

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<thead>
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<tbody>
<tr>
<td>LAFS.3.RL.1.AP.1c</td>
<td>Support inferences, opinions and conclusions using evidence from the text, including illustrations.</td>
</tr>
</tbody>
</table>

**EUs**
- Match evidence to a provided conclusion.
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