

Guide to Resources on CPALMS and the Access Weebly



Documents organized by Access course that include the access points for English Language Arts, Math, Science and Social Studies , instructional guidance for each access point, instructional materials alignment to the Access Points , written lesson plans and digital resources.

Access Social Studies and Access Hope is currently under construction, please refer to CPALMS for access points related to these courses.

Locate resources on CPALMS



CPALMS homepage

www.cpalms.org

The screenshot shows the CPALMS homepage with a navigation bar at the top. The navigation bar includes links for HOME of CPALMS, STANDARDS Info. & Resources, COURSE Descriptions & Directory, RESOURCES Vetted by Peers & Experts, PD PROGRAMS Self-paced Training, ABOUT CPALMS Initiatives & Partnerships, and ICPALMS Florida's Platform. There are also links for Not a member yet? SIGN UP, SIGN IN, and HELP.

The main content area features a section for Educator Toolkits, described as a toolkit of information, resources, and tools organized by grade level. It includes a grid of links for grades K through 8, and a link for Grades 9-12. A 'New to CPALMS?' section explains that CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions. A video player is embedded with the title 'What does CPALMS offer?' and the subtitle 'An introductory video and tutorial'. A 'Watch Video' button is also present.

Below the video, there are four columns of links:

- Some of our Resources:** Mathematics Formative Assessment System, Lesson Plan Development Initiative, Model Eliciting Activities (MEAs), Perspectives - Standards-based videos, Content Complexity Ratings, Lesson Study Toolkits and Support System, Standards Progression Maps, How to Create and Submit a Lesson Plan, The Peer and Expert Review Process.
- Some of our Tools:** Interactive Curriculum Planner, Interactive Standards Visualizer, Lesson Study Support System, My Resources, Click here for more tools.
- Need Training?:** Submit a request for a face-to-face or Online Training Session, Online Success, Contact Us.
- CPALMS for ...:** Current & Future Teachers, Content Specialists, Administrators, PE Staff, Teacher Preparation Programs.

CPALMS has lots of other resources for teaching the Access Points.
Home page of CPALMS.org

Curriculum

The screenshot shows the CPALMS website home page. At the top, the CPALMS logo is followed by the tagline "Where Educators Go For Bright Ideas". To the right are links for "Not a member yet? SIGN UP", "SIGN IN", and "HELP". Below this is a navigation bar with several menu items: "HOME of CPALMS", "STANDARDS Info. & Resources", "COURSE Descriptions & Directory" (highlighted with a red circle and a red arrow), "RESOURCES Vetted by Peers & Experts", "PD PROGRAMS Self-paced Training", "ABOUT CPALMS Initiatives & Partnerships", and "ICPALMS Florida's Platform". Below the navigation bar is a secondary bar with links: "Homepage", "Login To My Account", "Social Media", "CPALMS Spotlight June 2014", "Visit FLDOE", and "Florida Standards Assessments".

The main content area is titled "Educator Toolkits" and includes a sub-header "A toolkit of information, resources, and tools organized by grade level." Below this is a grid of colorful buttons for each grade level: Grade K, 1, 2, 3, 4, 5, 6, 7, 8, and Grades 9-12. To the right of the grid is a section titled "New to CPALMS?" with a paragraph of text and a "Watch Video" button. The video section features the CPALMS logo and the text "What does CPALMS offer? An introductory video and tutorial".

Click on Course Descriptions & Directory

Click on Course descriptions and directory in top tool bar of the home page

Curriculum

CPALMS

Where Educators Go For Bright Ideas

Not a member yet?
[SIGN UP](#) [SIGN IN](#) [HELP](#)

[HOME](#)
of CPALMS

[STANDARDS](#)
Info. & Resources

[COURSE](#)
Descriptions & Directory

[RESOURCES](#)
Vetted by Peers & Experts

[PD PROGRAMS](#)
Self-paced Training

[ABOUT CPALMS](#)
Initiatives & Partnerships

[ICPALMS](#)
Florida's Platform

Course Descriptions

Graduation Requirements

Career and Technical Programs 14-15

Related Tips/Tutorials

Browse and Search Courses

You can apply different filters and search terms to browse the Courses

Section ▾

Show Section

Grid View List View

Show Color
 Show Remarks

4335 items

- [Administrative, Curricular and Service Assignments](#) ▾
- [Adult General Education](#) ▾
- [Career and Technical Education \(2011-2014\)](#)
- [Exceptional Student Education](#)
- [Elementary](#)
- [Middle/Junior High](#)
- [Senior High and Adult](#)

Click on Exceptional Student Education

←

choose grade band

←

←

1. Click on Exceptional Student Education
2. Choose grade band

Click on Exceptional Student Education
Then choose a grade band

Curriculum

Exceptional Student Education ▾

Elementary ▾

- Academics - Subject Areas
- Academics-General
- Non-Credit
- Prekindergarten

Academics - Subject Areas

- Art: K-5 (#771010)
More Information
Section: Exceptional Student Education Grade: Elementary Subject: Academics - Subject Areas
- Language Arts: K-5 (#7710010)
More Information
Section: Exceptional Student Education Grade: Elementary Subject: Academics - Subject Areas
- Access Language Arts - Kindergarten (#7710011)
More Information
Section: Exceptional Student Education Grade: Elementary Subject: Academics - Subject Areas
- Access Language Arts - Grade 1 (#7710012)
More Information
Section: Exceptional Student Education Grade: Elementary Subject: Academics - Subject Areas
- Access Language Arts - Grade 2 (#7710013)
More Information
Section: Exceptional Student Education Grade: Elementary Subject: Academics - Subject Areas
- Access Language Arts - Grade 3 (#7710014)
More Information
Section: Exceptional Student Education Grade: Elementary Subject: Academics - Subject Areas

1. Click on Academics
2. Then choose the access course and grade level
For example:
Access Language Arts Grade 1

Click on Academics- Subject Areas

Choose the Access course with grade level

For Example Access Language Arts Grade 1

That will bring you to the course page where you can locate the course standards (access points)

Export the standards to a file

The screenshot shows the CPALMS website interface. At the top, there is a navigation bar with links for HOME, STANDARDS, COURSE, RESOURCES, PD PROGRAMS, ABOUT CPALMS, and ICPALMS. Below this, the main content area displays the course title 'Access Language Arts - Grade 1 (#7710012)' and a dropdown menu for 'Version for Academic Year' set to '2014 - And Beyond (current)'. A red arrow points to an 'Export Course To...' dropdown menu, which is open and shows options for 'Export Course To Word (.doc)' and 'Export Course To Acrobat (.pdf)'. Below the menu, there are statistics: '52 Course Standards', '503 Resources related to the standards in this course', '3 Student Resources', and '4 Parent Resources'. The page also includes a 'GENERAL NOTES' section with detailed text about access courses.

You can export the standards to a word or pdf document

View of Access Language Arts- Grade 1



Access Language Arts - Grade 1 (#7710012)

{ Language Arts - Grade 1 - 5010042 }

LAFS.1.RL.1.1:	Ask and answer questions about key details in a text.	General Education Standard
Related Access Points		
	Name	Description
	LAFS.1.RL.1.AP.1a:	Answer questions about key details in a story (e.g., who, what, when, where, why).
	LAFS.1.RL.1.AP.1b:	Ask questions about key details in a familiar story.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Correlated access points
Related Access Points		
	Name	Description
	LAFS.1.RL.1.AP.2a:	Retell a favorite text, including key details.
	LAFS.1.RL.1.AP.2b:	Use details to tell what happened in a story.
	LAFS.1.RL.1.AP.2c:	Retell the sequence of events in a story.
	LAFS.1.RL.1.AP.2d:	Retell stories and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3:	Describe characters, settings, and major events in a story, using key details.	
Related Access Points		
	Name	Description
	LAFS.1.RL.1.AP.3a:	Identify events in a familiar story.
	LAFS.1.RL.1.AP.3b:	Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.
	LAFS.1.RL.1.AP.3c:	Identify and/or describe the characters from a story.
	LAFS.1.RL.1.AP.3d:	Identify and/or describe a major event from a story.
	LAFS.1.RL.1.AP.3e:	Answer questions regarding key events of stories.
	LAFS.1.RL.1.AP.3f:	Identify and/or describe a setting in a story.
	LAFS.1.RL.1.AP.3g:	Describe feelings of characters.

Locate resources on ACCESS Weebly



FL DOE ACCESS website

<http://accesstofls.weebly.com/>

HOME	FLORIDA STANDARDS	MATH RESOURCES	ELA RESOURCES	WEBINARS	MORE...
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Mission Statement Implement state-wide professional development to provide evidence-based strategies, tools, and resources which actively engage students with a significant cognitive disability in the learning of academic content aligned to Florida Standards.



Contact Randy LaRusso Project Manager

1400 Commodore Blvd
Melbourne, FL 32935
(321) 242-6400
ext: 5115



Contact Christy Filakosky Project Coordinator

3000 Jolly Street
Titusville, FL 32780
(321) 269-2326
ext: 4040



Contact Myrna Bowker Project Support

1400 Commodore Blvd
Melbourne, FL 32935
(321) 242-6400
ext: 5715

Click a picture to send an email.

We will be posting additional resources over the next few weeks as well as throughout the year. Please continue to check back.

New Florida Standards Access Points for ELA and Math



HOME **FLORIDA STANDARDS** MATH RESOURCES ELA RESOURCES WEBINARS M

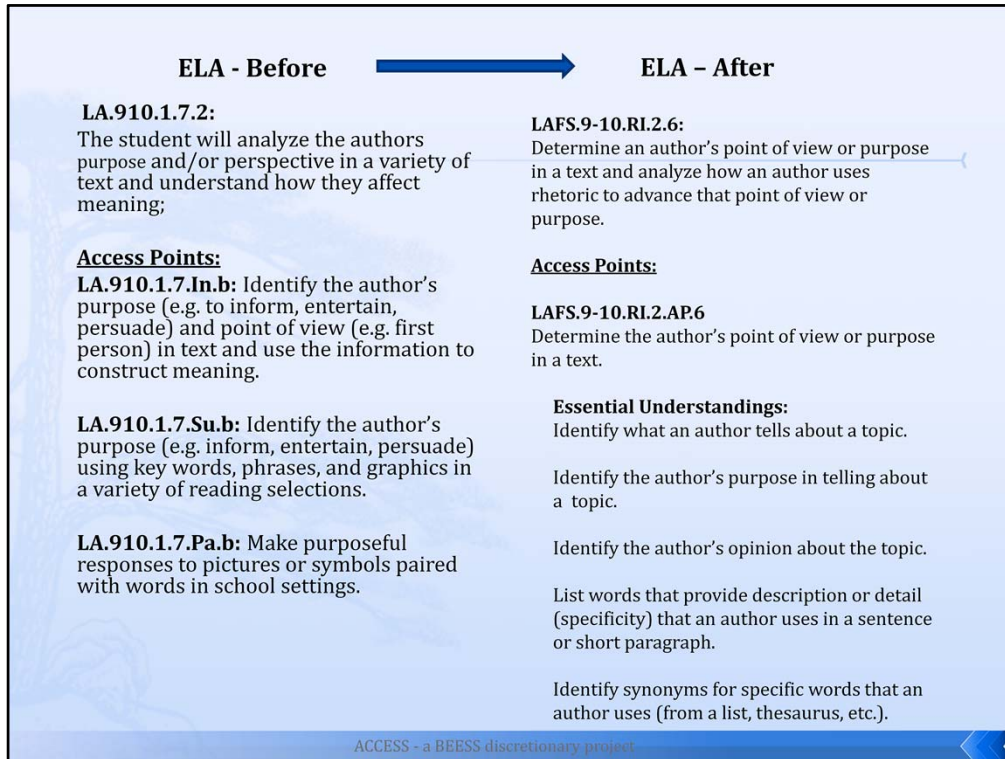
Mission Statement Implement state-wide professional development to provide evidence-based strategies, tools, and resources which actively engage students with a significant cognitive disability in the learning of academic content aligned to Florida Standards.



Math Florida Standards ELA Florida Standards

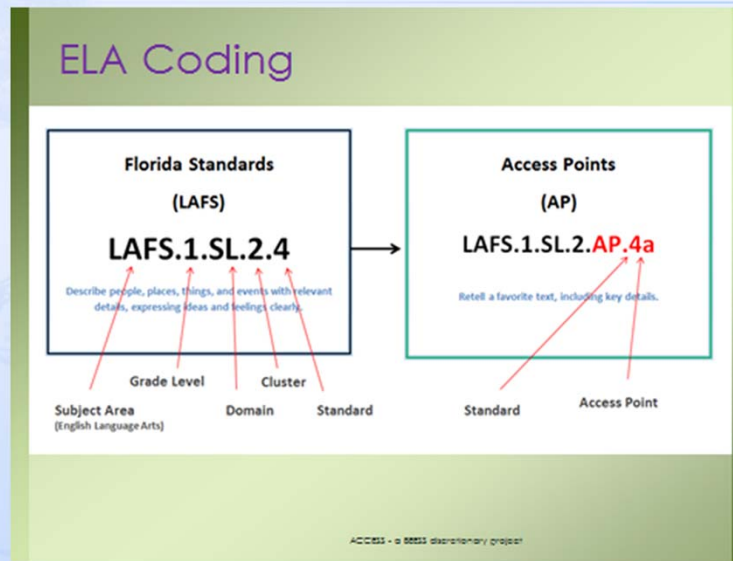
Math Essential Understandings ELA Essential Understandings

New ELA and Math Access Points



And this visual demonstrates the change in format from NGSSS to the Florida Standards for English Language Arts. You can see the consistency in the formatting between the Florida Standards for math and ELA.

ELA coding for Access Points



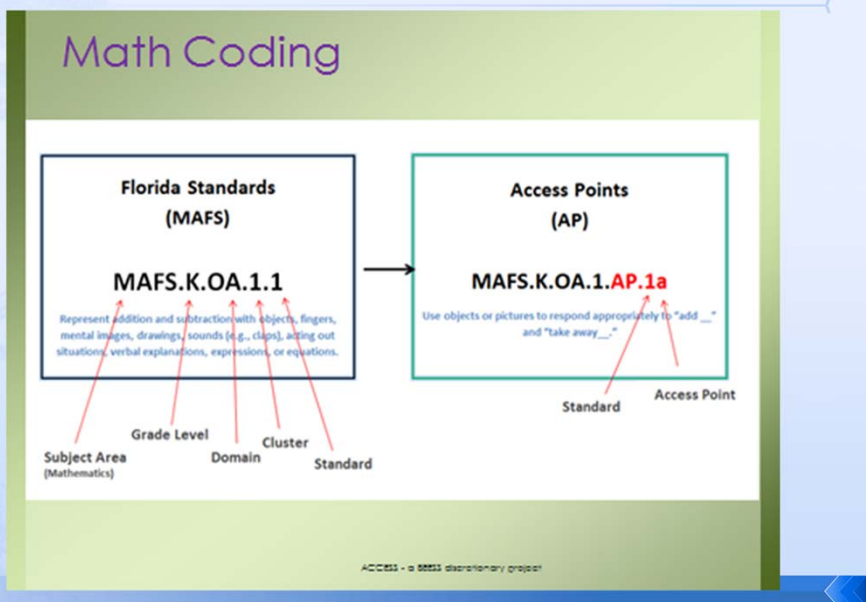
Example of FS Access Points ELA

Domain: LITERATURE		Domain and Cluster
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text. Gen Ed standard	
	ACCESS POINTS	
LAFS.K.RL.1.AP.1a	With prompting and support, answer questions about key details in a story. Access Point	
	Essential Understandings	
	Answer a simple question about a story. Essential Understanding	
LAFS.K.RL.1.AP.1b	With prompting and support, ask questions about key details in a story.	
LAFS.K.RL.1.2	With prompting and support, retell familiar stories, including key details.	
	ACCESS POINTS	
LAFS.K.RL.1.AP.2a	With prompting and support, retell a favorite story, including key details.	
	Essential Understandings	
	Identify events in a familiar story.	
LAFS.K.RL.1.AP.2b	With prompting and support, sequence a set of events in a familiar story.	
	Essential Understandings	
	Identify events in a familiar story.	
LAFS.K.RL.1.AP.2c	With prompting and support, identify the beginning, middle and ending of a familiar story.	
	Essential Understandings	
	Identify events in a familiar story.	
LAFS.K.RL.1.AP.2d	Retell a familiar story (e.g., What was the story about?).	
	Essential Understandings	
	Answer simple questions about a story (i.e. who was in the story? Where does the story take place? What is one thing that happened in the story?)	

Math - Before	→	Math - After
<p>MA.K.A.1.1: Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.</p> <p>Access Points:</p> <p>MA.K.A.1.In.a: Represent quantities to 5 using sets of objects and number names.</p> <p>MA.K.A.1.Su.a: Represent quantities to 3 using sets of objects and number names.</p> <p>MA.K.A.1.Pa.a: Indicate desire for more of an action or object.</p>		<p>MAFS.K.CC.1.3: Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>Access Points:</p> <p>MAFS.K.CC.1.AP.3a: Identify numerals 1 – 10.</p> <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Repeat a number after a teacher orally says the number. • Student can write or select a given number when provided with a set of base ten blocks or other manipulatives. • Match and state the numerals: 1-10 • Identify the numeral after a teacher model.
ACCESS - a BEESS discretionary project		

On the left we have the math standard and access points the way we are used to seeing them. On the right, you will find the Florida Standard, Access Point and the Essential Understands that help us break down the Access Points into smaller chunks. It is critical that we remember that Essential Understanding are fluid. They are meant to help us begin to think about the steps along the way in a continuum of learning progressions. Teachers know their students best and we must determine if additional steps are needed along the way.

Math Coding for Access Points



Example of FS Access Points Math

GRADE: 2

Domain: OPERATIONS AND ALGEBRAIC THINKING			
Cluster 1: Represent and solve problems involving addition and subtraction			
Domain and Cluster			
STANDARD CODE	STANDARD		
	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts		
	General Education Standard and cognitive complexity level		
ACCESS POINTS			
	Solve addition and subtraction word problems within 100 using objects, drawings, or pictures.		
	Essential Understandings		
	<table border="0"> <tr> <td style="vertical-align: top;"> Concrete: <ul style="list-style-type: none"> Combine manipulatives to represent addition problems. Use 1:1 correspondence. </td> <td style="vertical-align: top;"> Representation: <ul style="list-style-type: none"> Identify the need to add when presented with +. Understand the concepts, symbols, and vocabulary of addition: +. Use visual representation to model a story problem. Understand the concepts and vocabulary of take away, add, more, less, all together, etc. </td> </tr> </table>	Concrete: <ul style="list-style-type: none"> Combine manipulatives to represent addition problems. Use 1:1 correspondence. 	Representation: <ul style="list-style-type: none"> Identify the need to add when presented with +. Understand the concepts, symbols, and vocabulary of addition: +. Use visual representation to model a story problem. Understand the concepts and vocabulary of take away, add, more, less, all together, etc.
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MAFS.2.OA.1.AP.1a			
	Use pictures, drawings, or		
	Essential Understandings		
	<table border="0"> <tr> <td style="vertical-align: top;"> Concrete: <ul style="list-style-type: none"> Combine (+), decompose (-) with concrete objects; use counting to get the answers. Match the action of combining with vocabulary (i.e., in all: altogether) or the action of decomposing with vocabulary (i.e., have left; take away; the difference) in a word problem. </td> <td style="vertical-align: top;"> Representation: <ul style="list-style-type: none"> Draw or use a representation of a problem. Add on or count back depending upon the words in the problem. Understand the following concepts, symbols, and vocabulary: +, =, -. Match symbol to word (e.g., + add). </td> </tr> </table>	Concrete: <ul style="list-style-type: none"> Combine (+), decompose (-) with concrete objects; use counting to get the answers. Match the action of combining with vocabulary (i.e., in all: altogether) or the action of decomposing with vocabulary (i.e., have left; take away; the difference) in a word problem. 	Representation: <ul style="list-style-type: none"> Draw or use a representation of a problem. Add on or count back depending upon the words in the problem. Understand the following concepts, symbols, and vocabulary: +, =, -. Match symbol to word (e.g., + add).
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MAFS.2.OA.1.AP.1b			
	Write or select an equation representing the problem and its solution.		
	Essential Understandings		
	<table border="0"> <tr> <td style="vertical-align: top;"> Concrete: <ul style="list-style-type: none"> Match the action of combining with vocabulary (i.e., in all: altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem. Count up to ___ objects. </td> <td style="vertical-align: top;"> Representation: <ul style="list-style-type: none"> Identify a representation of an array that matches the problem. State what the numbers represent. Understand the following concepts and vocabulary: adding to, take away, equation. </td> </tr> </table>	Concrete: <ul style="list-style-type: none"> Match the action of combining with vocabulary (i.e., in all: altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem. Count up to ___ objects. 	Representation: <ul style="list-style-type: none"> Identify a representation of an array that matches the problem. State what the numbers represent. Understand the following concepts and vocabulary: adding to, take away, equation.
Concrete: <ul style="list-style-type: none"> Match the action of combining with vocabulary (i.e., in all: altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem. Count up to ___ objects. 	Representation: <ul style="list-style-type: none"> Identify a representation of an array that matches the problem. State what the numbers represent. Understand the following concepts and vocabulary: adding to, take away, equation. 		
MAFS.2.OA.1.AP.1f			

Essential Understandings:
Concrete and Representation

Math Resources

HOME FLORIDA STANDARDS **MATH RESOURCES** ELA RESOURCES WEBINARS MORE...

Mission Statement Implement state-wide professional development to provide evidence-based strategies, tools, and resources which actively engage students with a significant cognitive disability in the learning of academic content aligned to Florida Standards.

ACCESS
A Florida Department of Education Accessibility Project

Instructional Resource Guide (highlighted with a red arrow)

Make your own MASSI Template

Blank Progress Monitoring Sheet

Key

- CM - Content Module
- CR- Curricula Resource Guide
- Ele - Elementary
- HS - High School
- EC - Element Card
- IF - Instructional Family
- MS - Middle School

scripted unit plans (highlighted in a yellow starburst with a red arrow)

Geometry IF	Coordinate Plane CM	Geometry EC	Data Analysis CR	Ele Measure/Geo MASSI
Data Prob. & Stats IF	Equations CM	Data Prob Stats EC	Equations CR	MS Measure/Geo MASSI
Measurement IF	Expressions CM	Measurement EC	Fractions & Decimals CR	HS Measure/Geo MASSI
Patterns, Relations & Functions IF	Fractions & Decimals CM	Fractions EC	Measure & Geometry CR	Ele Data Analysis MASSI
	Perimeter, Area CM	Real Numbers EC	Ratio & Proportions CR	MS Data Analysis MASSI
	Radicals & Exponents CM	Patterns EC		Data Analysis MASSI
	Ratio & Proportion CM			Ele Equations MASSI
				MS Equations MASSI
				HS Equations MASSI
				Ele Ratio Proportion MASSI
				MS Ratio Proportion MASSI

ELA Resources

HOME FLORIDA STANDARDS MATH RESOURCES **ELA RESOURCES** WEBINARS MORE...

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ACCESS
Florida Department of Education
Ensuring a bright future for every child

Instructional Resource Guide

Key

- CM - Content Module
- CR- Curricula Resource Guide
- Ele - Elementary
- HS - High School
- RL - Reading Literacy
- EC - Element Card
- IF - Instructional Family
- MS - Middle School
- RI - Reading Informational

Reading Literacy IF	Vocabulary CM	EC Reading Literacy	CR Vocabulary	Ele LASSI RI
Read Foundational IF	Authors Purpose CM	EC Read Inform.	CR Read Inform. Texts	MS LASSI RI
Vocabulary Acquisition IF	Expository Writing CM	EC Reading Literacy	Read Literacy CR Guide	HS LASSI RI
Reading Informational IF	Narrative Writing CM			
	Persuasive Writing CM			
	Text Structure CM			
	Main Idea & Theme CM			
	Summarizing & Inferring CM			

scripted unit plans

Instructional Resources:

- Element Cards
- Instructional Families
- Content Modules
- Curricula Resource Guides
- Scripted Systematic Instructed Lessons
- Instructional Resource Guide

There are a variety of resources that will help facilitate instruction of the Florida Standards for students with significant cognitive disabilities. These resources help teachers design and deliver instruction.

These materials are being made available on the ACCESS website. In the future they will also be located on CPALMS.

The purpose of the Instructional Resource Guide:

Guidance on evidence-based prompting and instructional strategies

Sample scripts for each strategy

- **Constant Time Delay**
- **System of Least Prompts**
- **Model, Lead, Test**

Ideas for finding a response mode

Scripted Systematic Instructed Lessons (MASSI & LASSI)

Sample scripted lessons for math and ELA, organized in grade bands and utilizing:

- **Prompt hierarchy**
- **Reinforcement procedures like restatement**
- **Data collection**
- **Evidence based best practices**
- **Builds from essential understandings and increasingly more difficult**

Curricula Resource Guides

ELA	Math
Reading Informational Texts	Data Analysis
Vocabulary Acquisition and Use	Equations
	Measurement and Geometry
	Fractions and Decimals
	Ratio and Proportions

- Provide guidance for teaching Florida Standards to SwSCD
- Examples of differentiated instruction for SwSCD
- Delineates the necessary skills and knowledge students need to acquire in order to master specific learning targets
- Helps educators build content knowledge of the Florida Standards
- Examples of formative assessment questions

Content Modules

- Provide explanations and examples of concepts contained in the Florida Standards
- Promote an understanding of concepts to assist the teacher in planning instruction
- Contain potential adaptations and modifications to consider when designing instruction
- Built in a consistent format

Content Module Topics

ELA	Math
Author's Purpose and Point of View	Coordinate Plane
Informational Writing	Expressions
Main Idea, Theme, and Details	Fractions and Decimals
Narrative Writing	Functions
Persuasive Writing	Linear Equations
Summarizing and Inferencing	Perimeter, Area and Volume
Text Structure	Radicals and Exponents
Vocabulary and Acquisition	Ratios and Proportions

Content Module Design

- **Time for Take Off:** Key Vocabulary
- **Floating on Air:** List of skills covered at each grade level
- **Sharing the Sky:** Ideas for Universal Design for Learning (UDL)
- **Prepare for Landing:** Real-world applications

Element Cards

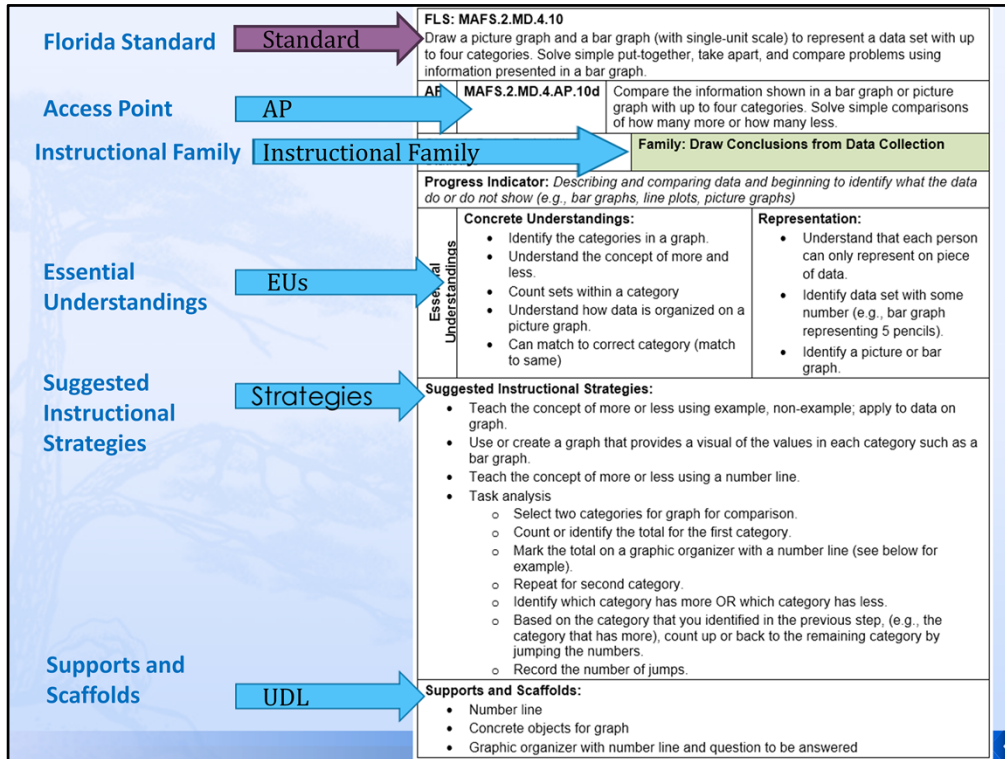
- Promote understanding of how students move toward Florida Standards
- Contain one or more Access Points
- Assist teachers in developing instructional lessons

Grades 3 – 5 Reading Element Card – Literary Text			
<p>Florida Standards</p> <p>APs with EUs</p> <p>Strategies</p> <p>UDL</p>	<p>Grade 3 students:</p> <p>FLS: 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.</p> <p>PI: Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.</p> <p>Access Points</p> <p>LAFS.3.RL.1.AP.1b Answer literal questions and refer to text to support your answer.</p> <p>Essential Understanding: Recall information in a text (e.g., repeated story lines).</p> <p>Predict what might happen in a text.</p> <p>Refer to text to support a prediction.</p>	<p>Grade 4 students:</p> <p>FLS: LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>PI: Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.</p> <p>Access Points</p> <p>LAFS.4.RL.1.AP.1b Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>Essential Understanding: Recall a detail in a text.</p> <p>Explain what a text says.</p>	<p>Grade 5 students:</p> <p>FLS: LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>PI: Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view).</p> <p>Access Points</p> <p>LAFS.5.RL.1.AP.1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>Essential Understanding: Recall a detail in a text.</p> <p>Explain what a text says.</p>
<p>Suggested instructional strategies:</p> <p>Write to Understand</p> <p>Inference Chart:</p> <ul style="list-style-type: none"> Use T-Chart to keep running record of important development(s) or event(s) on left and make prediction on right. Book-walk referring back to text to look for cue words or same/similar text. System of least prompts* (e.g., verbal [re-read] large amount of text such as a paragraph with correct information and then re-read specific sentence with correct information), model, physical). Prime for questions (e.g., "Listen as we read <i>Diary of a Wimpy Kid</i> for the name of Greg's older brother."). Teach students to highlight text as appropriate related to primed questions. Use context clues to gain meaning from statements within the text. <p>Discuss to Understand</p> <p>Small Group Discussion: In a small guided reading group, the teacher can ask literal questions to a small group of like readers, asking students to specifically refer to the text for answer support.</p> <p>Whole Group Discussion: As a whole class, the teacher can read aloud a literary text and ask literal questions in which students should refer to the text to support their responses.</p> <p>Model to Understand</p> <p>Story Events Chart (whole class)</p> <ul style="list-style-type: none"> Provide main events of story on separate chart pages. Students recall details about each event and add to the corresponding chart page (e.g., the event listed on chart "there was a storm" and students add details about the storm from the text – "the streets flooded", "several trees were uprooted", "electricity went out"). <p>Scenarios and supports</p> <ul style="list-style-type: none"> Highlighted important information from the text Picture/object/tactile representations to illustrate important events in the text Sentence strips from the text Repeated story lines across chapters that include details Stimulus prompting within text and response options Technology (e.g., interactive whiteboard, books read by the computer that highlights text) 			
<p>http://www.project-read.com/types-of-comprehension-questions/</p> <p>* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.</p>			

This is an example of an English Language Arts Element Card. In ELA many Access Points are very similar across multiple grades. Therefore, when the ELA Element Cards were developed, multiple Access Points were included on Element Cards.

(animate through the slide and say)

As you can see, these have the same components as the previous math element card that we reviewed.



This is an example of a math Element Card. As you can see it begins with the Florida Standard (advance slide)
 Access Point (advance slide)
 Instructional Family (advance slide) As you can see the instructional family is color coded as it was on the instructional family resource document.
 Essential understandings (advance slide),
 Suggested Instructional Strategies (advance slide)
 Supports and Scaffolds or UDL (advance slide) This is not a complete list of supports but a start. These possible tools and materials assist in the promotion of understanding and engagement with concepts. Supports and scaffolds provide a way for students to demonstrate what they know and can do.

Instructional Families

- Organize related Math and ELA Access Points
- Array of views available:
 - Distribution K-12
 - Grade Band (K-4 5-8 HS)
 - Instructional Family

Grade Band view (K-4, 5-8, HS)

Overview of APs: Data Analysis I

(5-8) Middle School Learning Targets			
Design investigations and gather data to answer questions about multiple populations.			
<ul style="list-style-type: none"> Formulate questions, gather data, and build representations; Compare populations by analyzing distributions in terms of variability and measures of central tendency. 			
Formulate Questions/ Plan Research	Represent and Interpret Data	Draw Conclusions from Data Collection	
Grade 5	Grade 6	Grade 7	Grade 8
MAFS.5.ID.2.AP.2a Collect and graph data: bar graph, line plots, picture graph (e.g., average height among 3 classrooms, # of boys and girls)	MAFS.6.SP.1.AP.1a Identify statistical questions and make a plan for data collection	MAFS.7.SP.1.AP.1a Determine sample size to answer a given question	MAFS.8.SP.1.AP.4b Construct a two-way table summarizing data on two categorical variables collected from the same subjects; identify possible association between the two variables
	MAFS.6.SP.1.AP.2a Find the range of a given data set	MAFS.7.SP.2.AP.4a Identify the range (high/low), median (middle), mean, or mode of a given data set	MAFS.8.SP.1.AP.1a Graph data using line graphs, histograms, or box plots
	MAFS.6.SP.2.AP.4a Collect and graph data: bar graph, line plots, dot plots, histograms	MAFS.7.SP.2.AP.3a Make or select a statement to compare the distribution of 2 data sets	MAFS.8.SP.1.AP.1b Graph bivariate data using scatter plots and identify possible associations between the variables
	MAFS.6.SP.1.AP.3a Solve for mean of a given data set	MAFS.7.SP.2.AP.4c Analyze graphs to determine or select appropriate comparative inferences about two samples or populations	MAFS.8.SP.1.AP.1c Using box plots and scatter plots, identify data points that appear to be outliers
	MAFS.6.SP.2.AP.5a Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for a given data set		MAFS.8.SP.1.AP.4a Analyze displays of bivariate data to develop or select appropriate claims about those data
	MAFS.6.SP.1.AP.3b Explain or identify what the mean represents in a set of data		
	MAFS.6.SP.1.AP.2b Explain or identify what the mode represents in a set of data		
	MAFS.6.SP.2.AP.5b Explain or identify what the median represents in a set of data		
	MAFS.8.SP.2.AP.5c Use measures of central tendency to interpret data including overall patterns in the data		

Instructional Family

Instructional Families: Data Analysis I

MAFS Domain: Counting and Cardinality; Measurement and Data	MAFS Domain: Measurement and Data; Statistics and Probability	MAFS Domain: Measurement and Data; Statistics and Probability; Interpreting Categorical and Quantitative Data; Making Inferences and Justifying Conclusions
Formulate Questions/Plan Research	Represent and Interpret Data	Draw Conclusions from Data Collection
MAFS.K.CC.2.AP.5a Select a question that is answered by collected data	MAFS.1.MD.3.AP.4c Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category	MAFS.1.MD.3.AP.4f Compare the values of the 2 categories of data in terms of more or less
MAFS.1.MD.3.AP.4a Select questions that ask about "how many" and represent up to three categories that can be concretely represented	MAFS.1.MD.3.AP.4d Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for 2 or more categories	MAFS.2.MD.4.AP.10d Compare the information shown in a bar graph or picture graph with up to 4 categories. Solve simple comparisons of how many more or how many less
MAFS.1.MD.3.AP.4b Identify 2 categories resulting from a selected question	MAFS.1.MD.3.AP.4e Interpret a picture graph to answer questions about how many in each category	MAFS.6.SP.1.AP.3b Explain or identify what the mean represents in a set of data
MAFS.6.SP.1.AP.1a Identify statistical questions and make a plan for data collection	MAFS.2.MD.4.AP.10b Analyze data by sorting into categories established by each question	MAFS.6.SP.1.AP.2b Explain or identify what the mode represents in a set of data
MAFS.7.SP.1.AP.1a Determine sample size to answer a given question	MAFS.2.MD.4.AP.10c Organize data by representing categorical data on a pictorial graph or bar graph	MAFS.6.SP.2.AP.5b Explain or identify what the median represents in a set of data
MAFS.912.S-ID.2.AP.5a Design study using categorical and continuous data, including creating a question, identifying a sample, and making a plan for data collection	MAFS.2.MD.4.AP.9a Organize data by representing continuous data on a line plot	MAFS.6.SP.2.AP.5c Use measures of central tendency to interpret data including overall patterns in the data
	MAFS.2.MD.4.AP.10a Identify the value of each category represented on picture graph and bar graph or each point on a line plot	MAFS.7.SP.2.AP.3a Make or select a statement to compare the distribution of 2 data sets
	MAFS.3.MD.2.AP.3a Collect data, organize into picture or bar graph	MAFS.7.SP.2.AP.4c Analyze graphs to determine or select appropriate comparative inferences about two samples or populations

Families covered on this view

