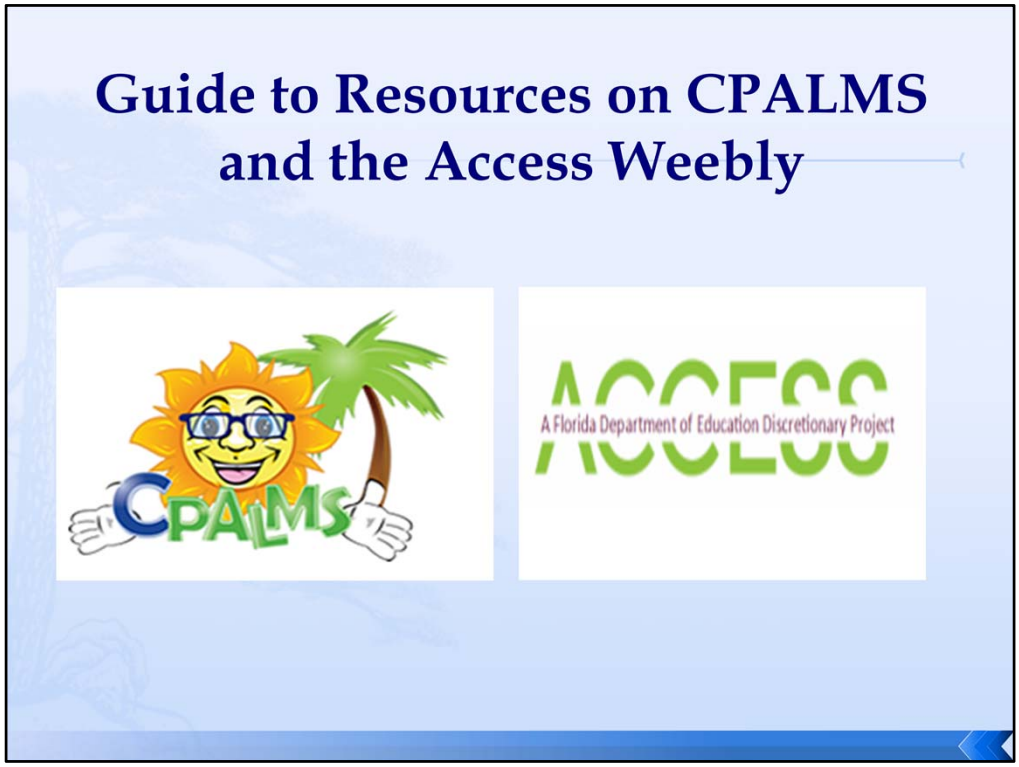
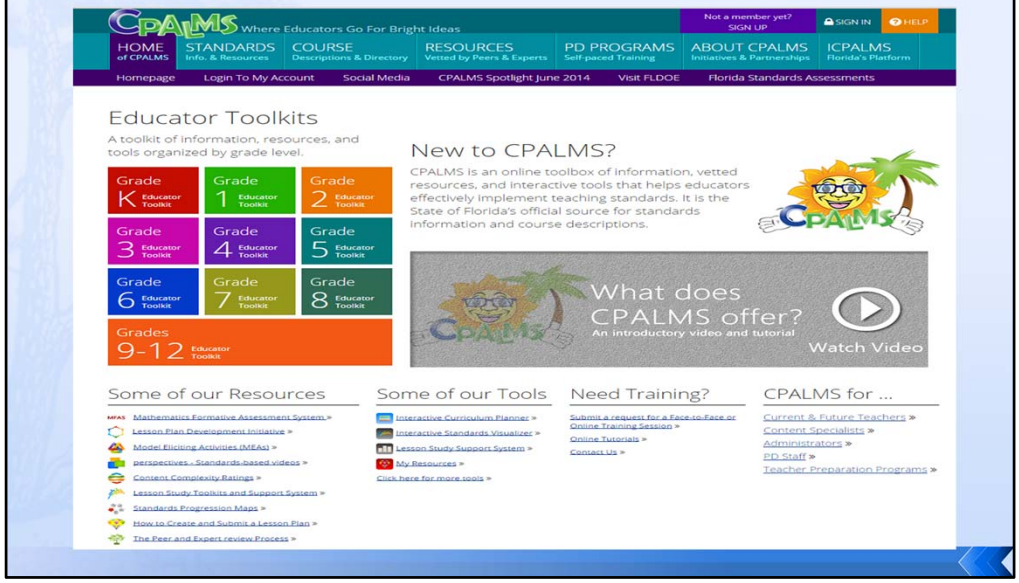


Documents organized by Access course that include the access points for English Language Arts, Math, Science and Social Studies , instructional guidance for each access point, instructional materials alignment to the Access Points , written lesson plans and digital resources.

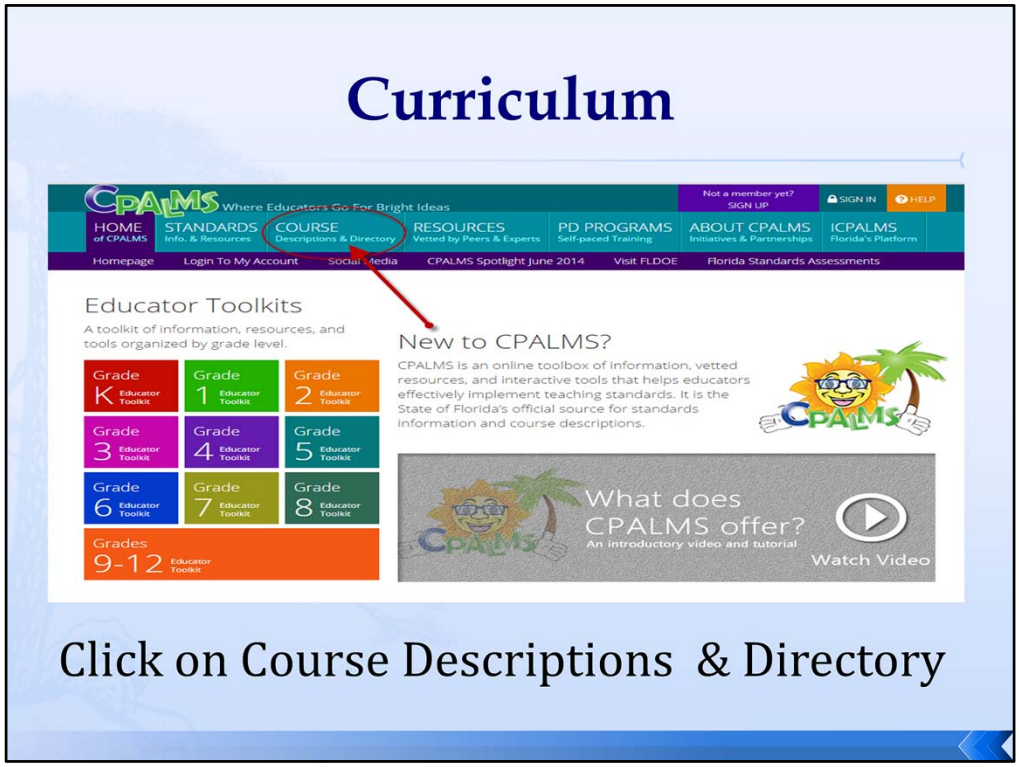
Access Social Studies and Access Hope is currently under construction, please refer to CPALMS for access points related to these courses.

Locate resources on CPALMS

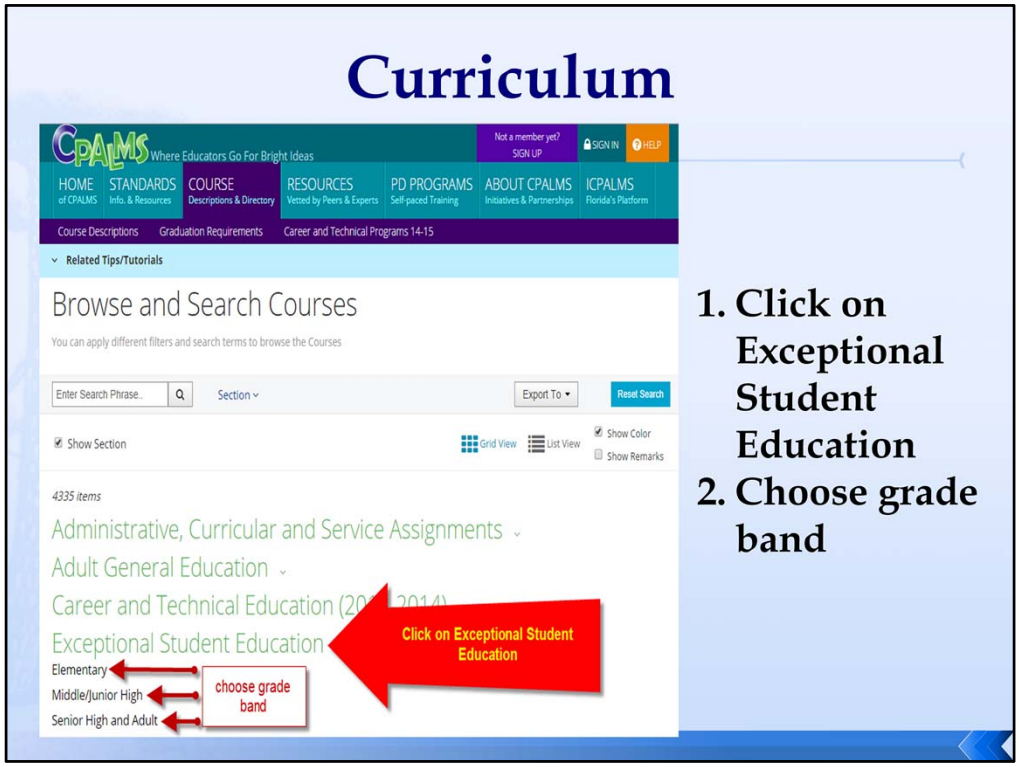
CPALMS homepage
www.cpalms.org



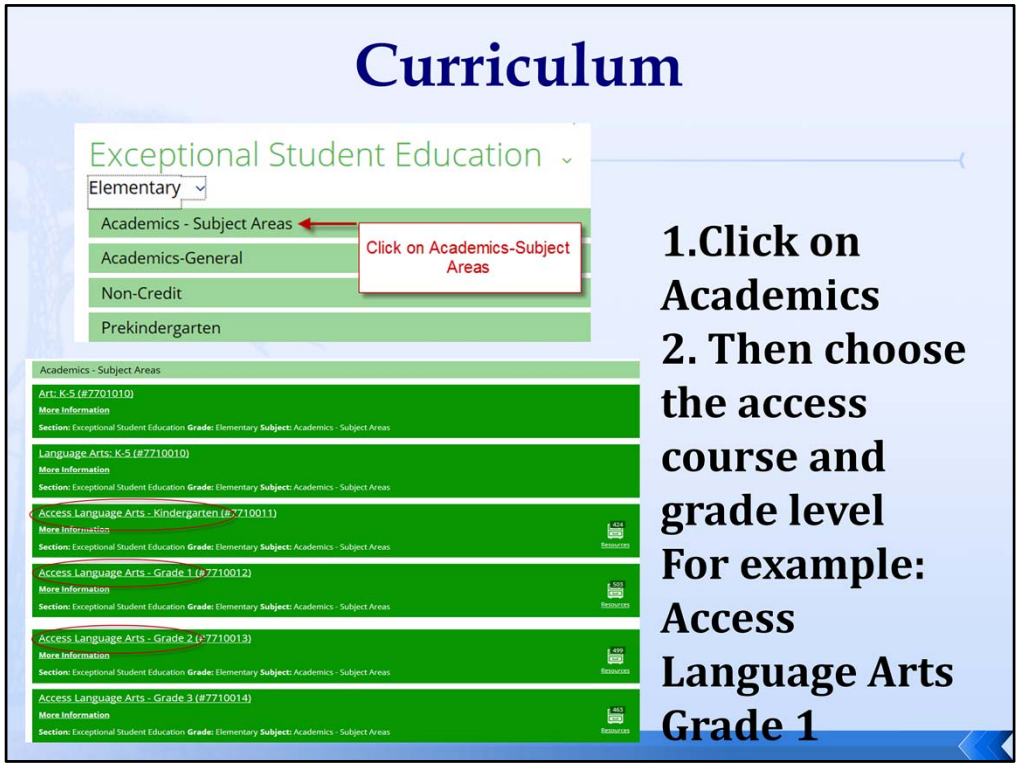
CPALMS has lots of other resources for teaching the Access Points.
Home page of CPALMS.org



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

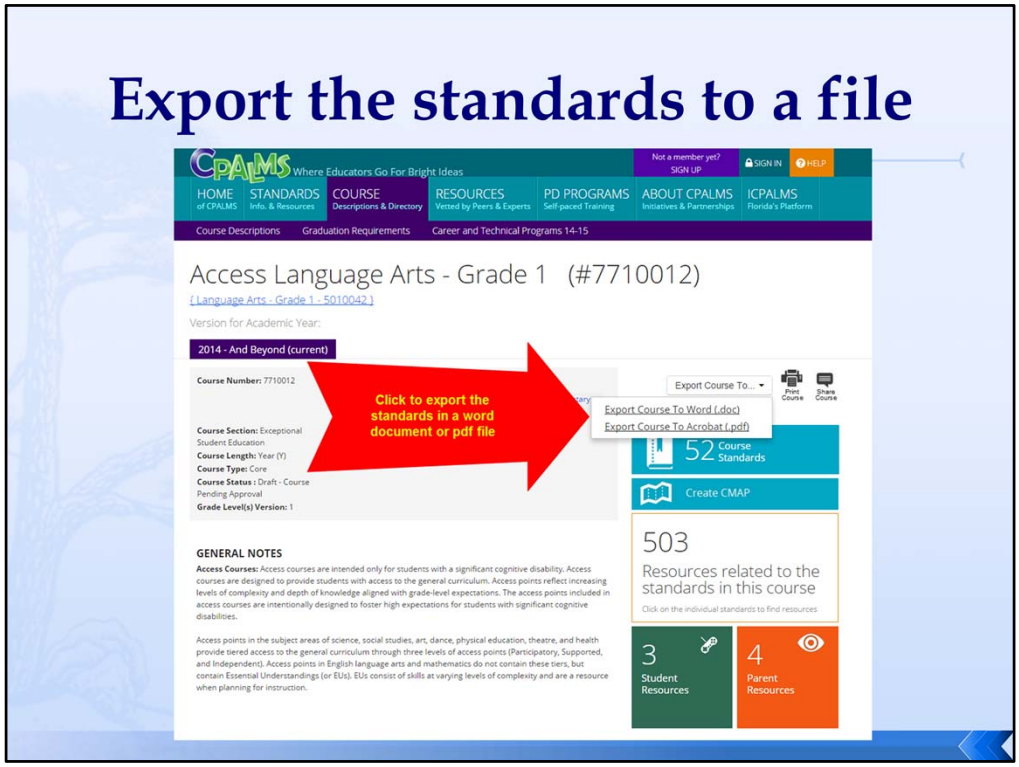


Click on Exceptional Student Education
Then choose a grade band



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



You can export the standards to a word or pdf document

View of Access Language Arts-Grade 1

CPALMS

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.

Correlated access points

LAFS.1.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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.

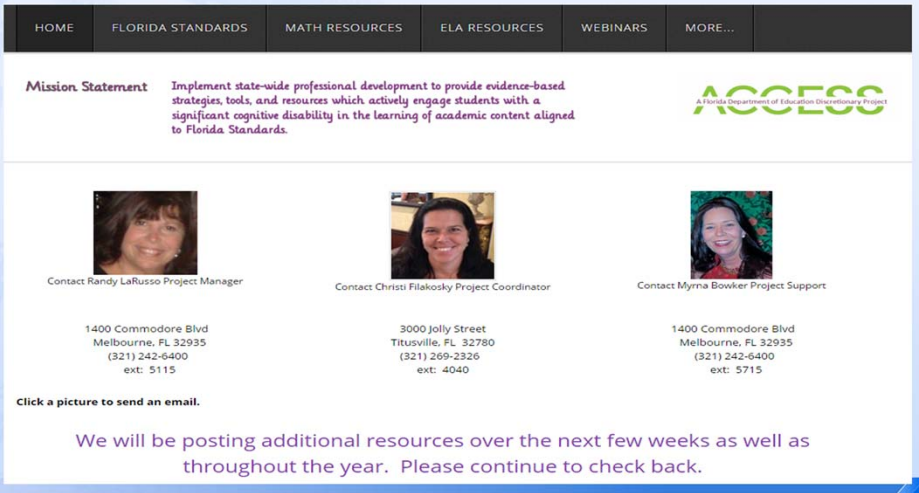
Related Access Points

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.

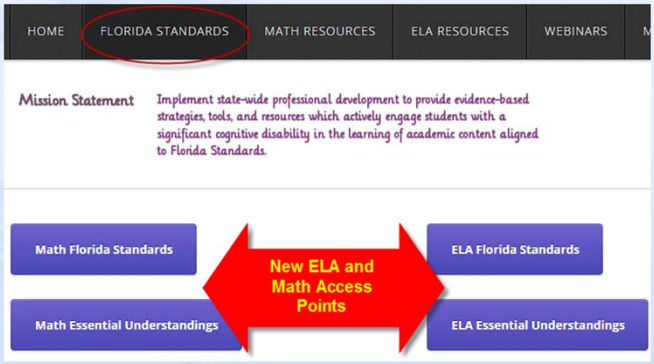
Locate resources on ACCESS Weebly

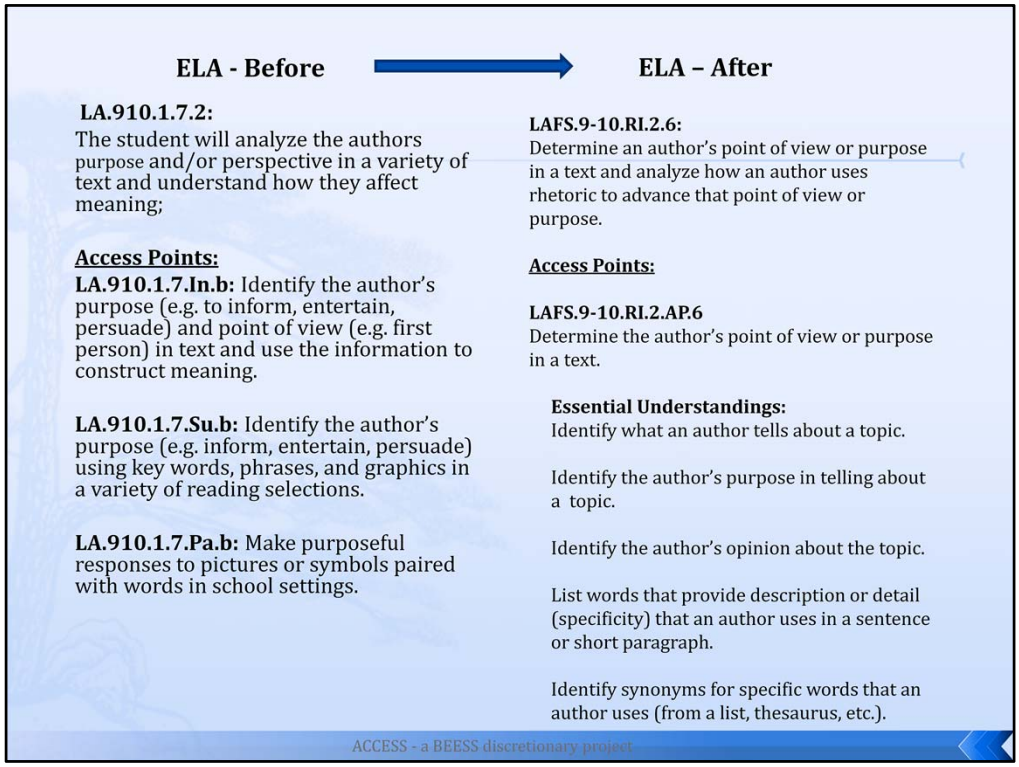
FL DOE ACCESS website

http://accesstofls.weebly.com/



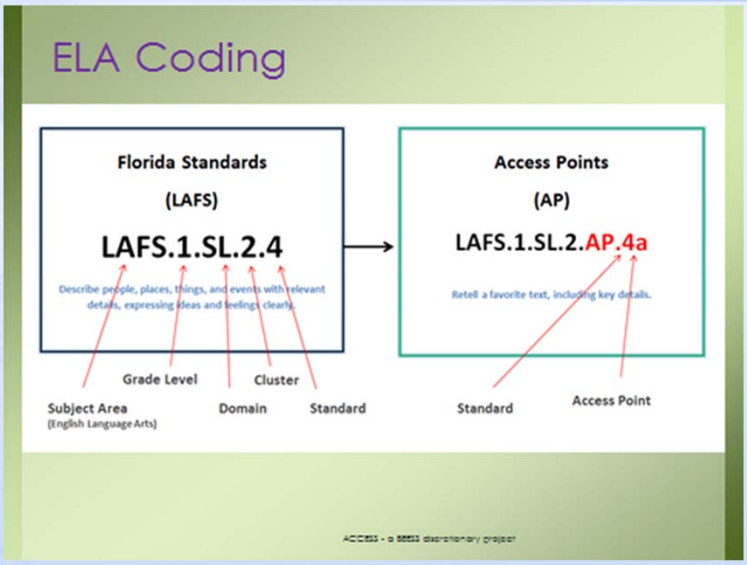
New Florida Standards Access Points for ELA and Math



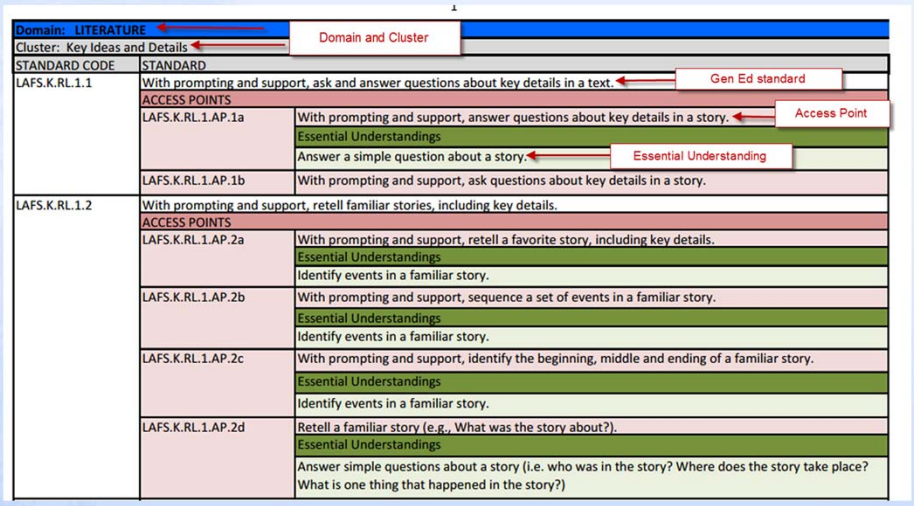


And this visual demonstrates the change in format from NGSSS to the Florida Standards for English Language Arts. You can see the consistency in the formatting between the Florida Standards for math and ELA.

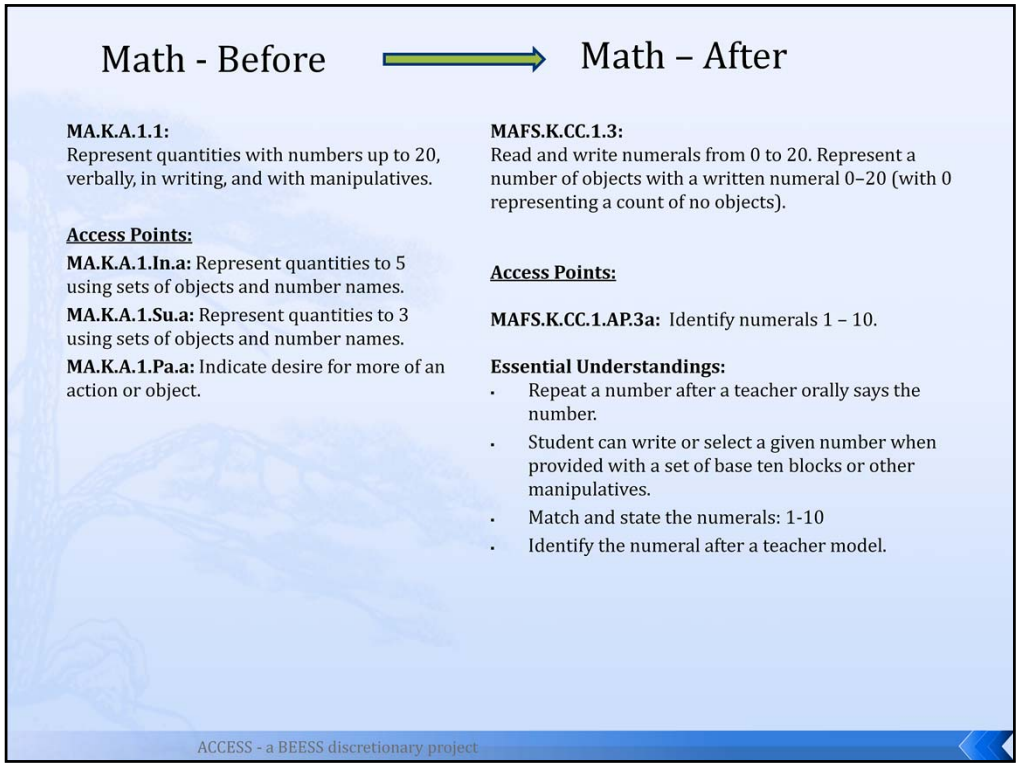
ELA coding for Access Points



Example of FS Access Points ELA

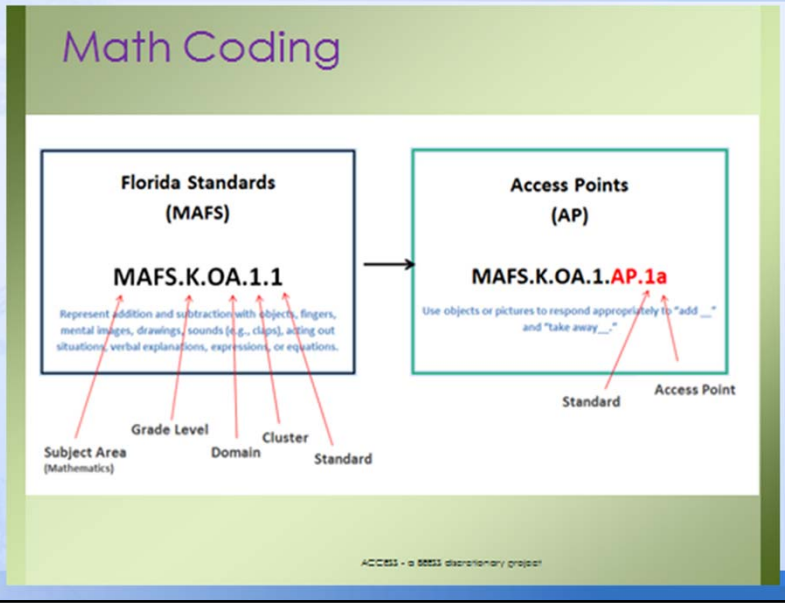


Domain: LITERATURE		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.	
	ACCESS POINTS	
	LAFS.K.RL.1.AP.1a	With prompting and support, answer questions about key details in a story.
		Essential Understandings
		Answer a simple question about a story.
	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?)



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
MAFS.2.OA.1.1	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 prob *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

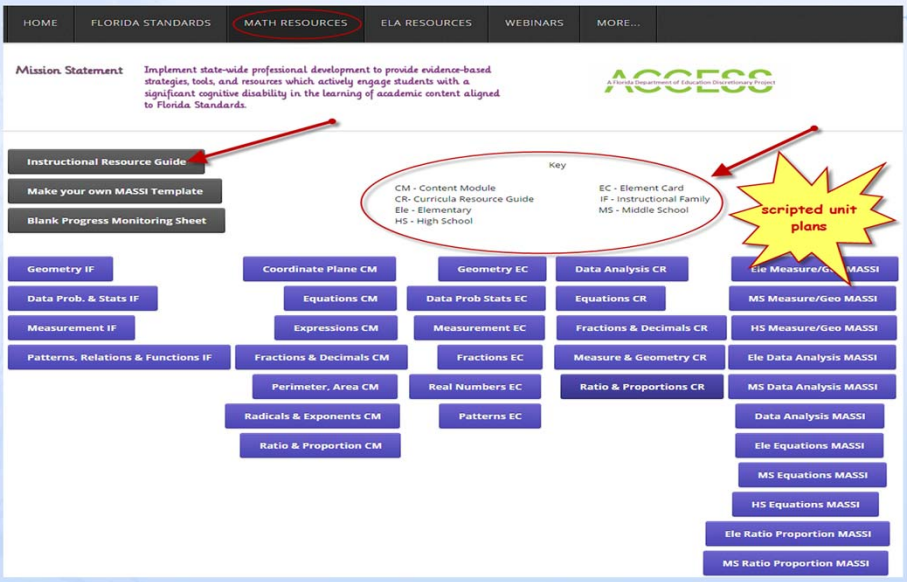
General Education Standard and cognitive complexity level

ACCESS POINTS

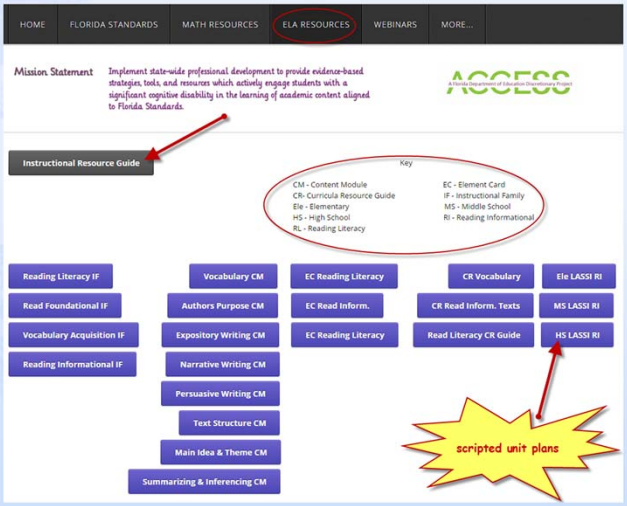
MAFS.2.OA.1.AP.1a	Solve addition and subtraction word problems within 100 using objects, drawings, or pictures. **Essential Understandings**	**Concrete:** • Combine manipulatives to represent addition problems. • Use 1:1 correspondence.	**Representation:** • Identify the need to add when presented with +. • 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.
MAFS.2.OA.1.AP.1b	Use pictures, drawings, or **Essential Understandings**	**Concrete:** • 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:** • 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).
MAFS.2.OA.1.AP.1f	Write or select an equation representing the problem and its solution. **Essential Understandings**	**Concrete:** • 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:** • 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.

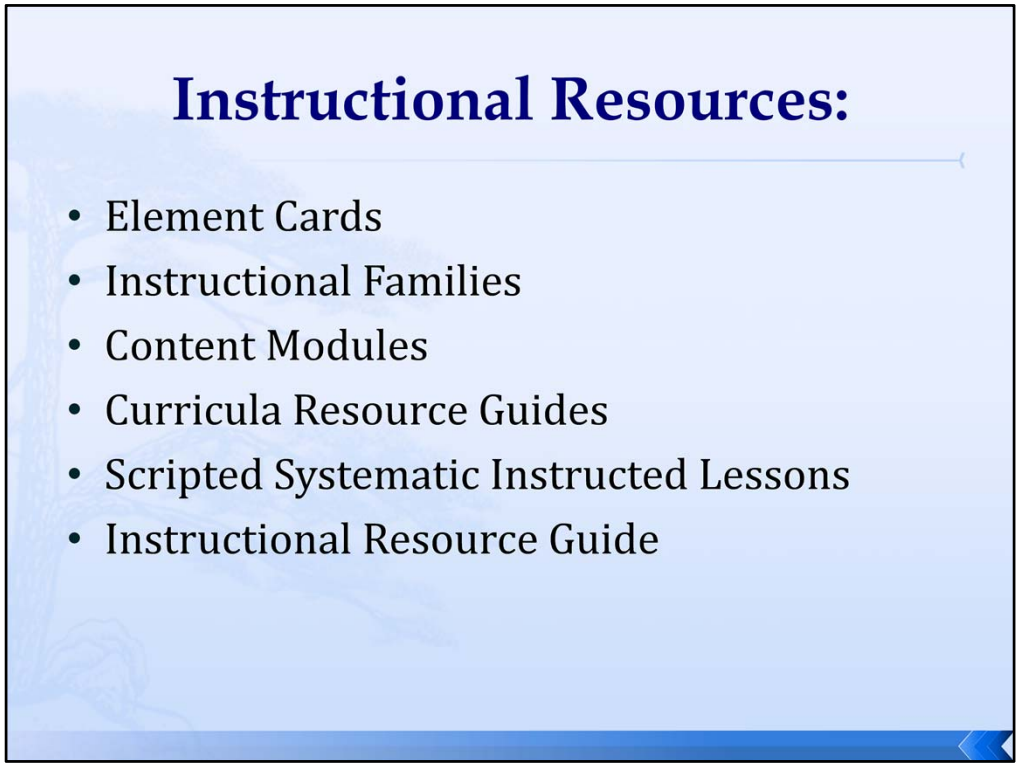
Essential Understandings: Concrete and Representation

Math Resources



ELA Resources





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

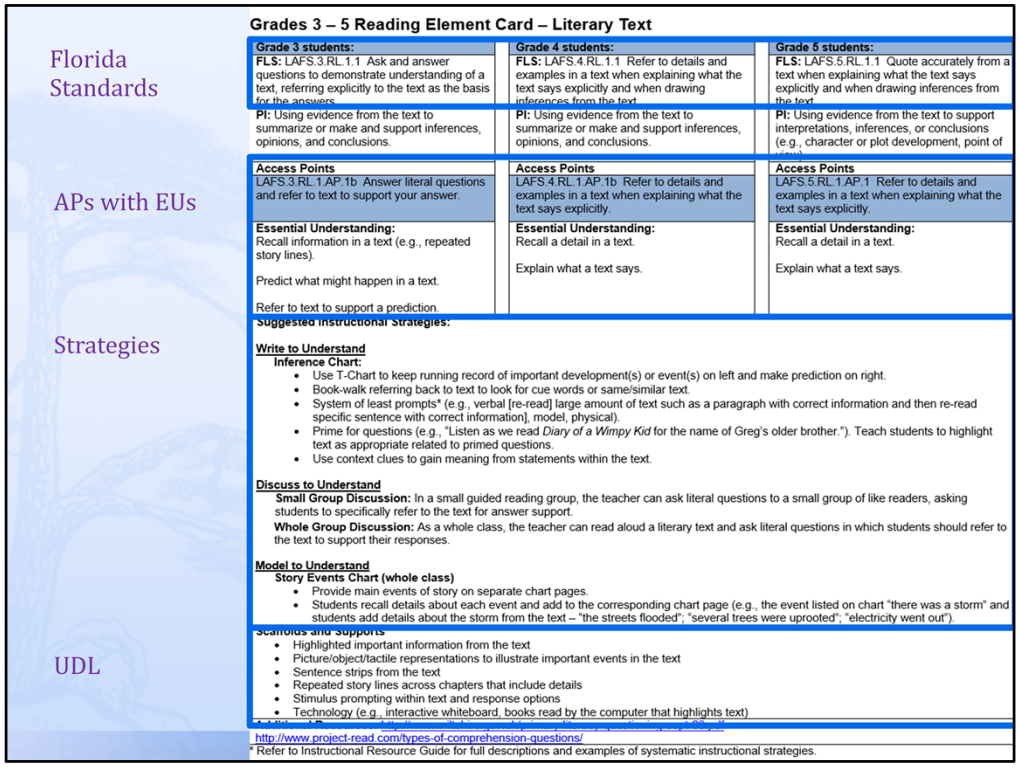
ELA	Math
Author's Purpose and Point of View	Coordinate Plane
Informational Writing	Expressions
Main Idea, Theme, and Details	Fractions and Decimals
Narrative Writing	Functions
Persuasive Writing	Linear Equations
Summarizing and Inferencing	Perimeter, Area and Volume
Text Structure	Radicals and Exponents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

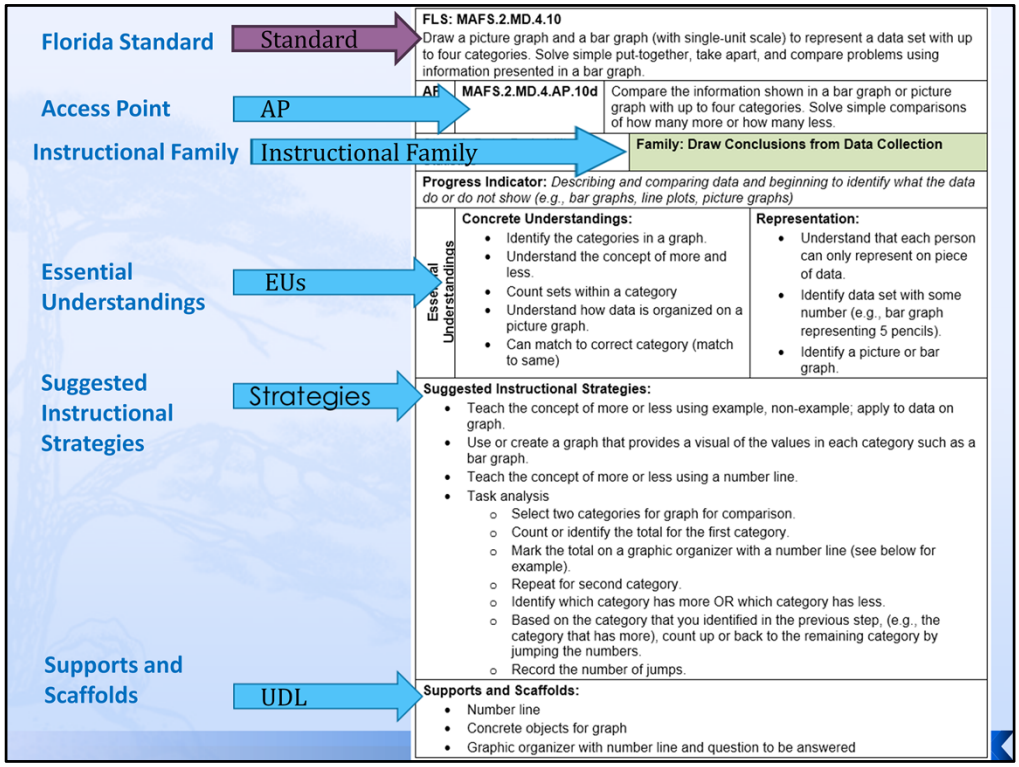
- Promote understanding of how students move toward Florida Standards
- Contain one or more Access Points
- Assist teachers in developing instructional lessons



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

Distribution K-12 view

Distribution of Instructional Families: Data Analysis I and II

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
Gather and interpret data to answer questions related to a particular/single context. • *Formulate questions, gather data, and build representations;* • *Identify and describe variation in data, and describe and compare shapes of distributions and measures of central tendency.*	*Design investigations and gather data to answer questions about multiple populations.* • *Formulate questions, gather data, and build representations;* • *Compare populations by analyzing distributions in terms of variability and measures of central tendency.*	*Design and conduct statistical studies:* • *Use appropriate statistical measures for analysis;* • *Develop the concepts of statistical inference and statistical significance, especially in relation to probability principles and sampling distributions.*
Conduct simple probability experiments and characterize the outcomes in words, diagrams, or numerically.	*Conduct probability experiments:* • *Generate random samples to characterize variability in estimates and predictions;* • *Analyze and build models of the association between two variables.*	*Use the rules of probability to interpret data, develop explanations, and address real-world problems*

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS

Formulate Questions/ Plan Research	Represent and Interpret Data	Draw Conclusions from Data Collection	Develop and Use Probability Models	Draw Inferences About a Distribution

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. • *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.MD.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.6.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