

Effective, Evidence-Based Practices



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# ractices



# Systematic Instruction

The practice of systematic instruction includes having a carefully and purposely planned sequence of instruction to optimize performance for all students. An example of systematic instruction is offering instructional sessions with one or more trials to teach a desired skill, which drives student growth.

### **EXAMPLE**

Educators can meet the needs of students with research-based methodologies in Unique Learning System. Lesson plans are based on a spiraling scope and sequence to best equip teachers to introduce a concept or skill, reinforce it, and support students in applying it. Unique Learning System provides instruction that enables students to apply skills across contexts to make meaningful connections with related skills.





#### Instructional Guides **English Language Arts Scope and Sequence**

Instructional Priority O Instructional Opportunity

al Skills						
	PRESCHOOL (3-5 yrs)	ELEM (K-2)	INT (3-5)	MS (6-8)	HS (9-12)	TRANSITION (12+)
hat spoken words are represented by written language	● L1, A3-4 L3, A2-3					
ictures from letters and words in text	• L1, A2 L3, A2	O L1, A2 L3, A2				
reading through page turning, pointing, etc.	● L1, A3-4 L3, A2-3	O L1, A4	O L1, A4	O L1, A4 Chapter Book Lessons, A2	C L1, A4 Chapter Book Lessons, A2	O L1-5, A1-2 L11 L14 L20
understanding of print features (left to right, top to bottom, page to	• L1, A2 L3, A2 L6, A1	• L1, A4 L3, A2	O L1, A4	O L1, A3-4 Chapter Book Lessons, A2	C L1, A3-4 Chapter Book Lessons, A2	O L1-5, A1-2 L11 L14 L20
the concepts of letter, word and sentence	● L7, A1 L15, A1-2 L15, SC	● L1, A4 L5 L11 L13	O L1, A4 L7 L10 L12			
nizational features of a sentence (first word, ending punctuation, etc.)		• L13 L17	O L12 L14 L15	() L16	() L16	O L15, A3



# **Explicit Instruction**

Teaching that is done in a direct, structured way with clear instructions is referred to as explicit instruction. One of the benefits of this type of instruction is that students know how to succeed from the beginning, and they are provided with ongoing feedback and many chances to practice what they're learning. Plus, routines are established for teachers to provide explicit instruction.

### **EXAMPLE**

With Unique Learning System, educators establish student routines, build on consistency, and establish high expectations for learners. Routines are provided in standards-based lesson plans, and they give teachers explicit instruction, modeling, practice, review, and extension plans to follow Unique Learning System's spiraling scope and sequence.



#### Lesson 2 - Read and Comprehend Activity 1 - Answer Questions



#### Instructional Target

#### Reading Standards for Informational Text

 Key Ideas and Details: Ask and answer questions (e.g., who, what, when, where, why, how) about key details in informational text. Identify and retell the main idea and key details in informational text. Identify and make connections between people, events or information in a text.

	Instructional Routine
	🥝 🖬 or 🖬 🖬
Introduce	<ul> <li>Reread the highest level of the Leveled Book, <i>It's Our Tradition</i>, as directed in Lesson 1. Then introduce this activity by asking a focus question about the book. For example, ask, "What is one tradition from the book?" Discuss students' responses. Remind students that some people might have different or the same traditions as another person or group of people.</li> <li>Tell students they will now answer other questions about the story, <i>It's Our Tradition</i>. Explain that the answers to these questions can be found in the book. Say, "I am going to ask you questions about our book. Your job is to answer the questions. You can use the book to help you."</li> <li>Review the learning goal with students: I will answer questions about a book.</li> </ul>
Model	<ul> <li>Display the Comprehension Questions and read the first question aloud. Model using the bookto answer the question.</li> <li>Model marking or selecting your answer on the Comprehension Questions page.</li> </ul>
Provide Practice	<ul> <li>Choose the most appropriate activity format on the basis of each student's skills and needs.</li> <li>Level 3: The questions are text only. Have the student answer the questions independently.</li> <li>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</li> <li>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless picture choice(s).</li> </ul>
Review	<ul> <li>Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures.</li> <li>Have students alternate asking and answering the comprehension questions and the questions on Standards Connection A to support retelling of the text.</li> </ul>



#### Check Understanding 🔞

Level 3: Can the student independently read, answer or ask questions about the text and write, speak or select an answer?

Level 2: Can the student answer questions about the text by selecting or pointing to a picture?

Evel 1: Can the student answer questions about the text by selecting a picture? How many choices were presented?



# Interactive Read Aloud

When using the interactive read-aloud practice, teachers read aloud from a selected text, and pause occasionally for meaningful conversation. Educators engage in explicit instructional practices during the discussion, including modeling comprehension strategies, providing vocabulary instruction, scaffolding skills for comprehension, and giving corrective feedback.

### EXAMPLE

Unique Learning System's instructional routines for read alouds save educators time since they use explicit, pre-made routines and questions. These routines provide practices for teachers to use before, during, and after the read aloud to activate prior knowledge, promote comprehension with scaffolded questioning, discuss vocabulary, and promote student choice. Learner engagement is improved, which helps students build stronger connections with the book, the world, and their personal lives.



#### Lesson 1 - Leveled Book Activity 1 - Read Aloud 1



#### Reading Standards for Informational Text

- . Key Ideas and Details: Identify and retell the main idea and key details in informational text.
- Integration of Knowledge and Ideas: Use pictures and illustrations to support meaning within an informational text.
- Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including
  social studies and technical texts that are adapted to student reading level.

Instructional Routine



Activity 1

- Use Lesson 12, Activity 1 to introduce the Topic Words: different, family, holiday, special, together and tradition. · Continue talking about traditions. Ask a focus question such as, "What is something special you do with friends or family in the winter?" Discuss students' responses. Display It's Our Tradition (Level D) and read the title, author and illustrator's names. • Do a picture walk and point out the people in the photographs. Say, "This book gives information about what some people or families do during the holidays. Different groups of people can do different things. As I read today, it is your job to find the main idea, or what the book is mostly about." Review the learning goal with students: I will find the main idea, or what the book is mostly about. Model Fluent Reading Read aloud with fluency and expression. • Emphasize the word 'tradition' by raising your voice or stretching the word out each time you read it. Add interest to your oral reading by shooting your voice straight up in pitch and volume as you read the last sentence on each page. Comment on Main Idea and Details • Call attention to the repetitive pattern of the text. For example, on page 4, pause and say, "Hmm, I notice a pattern here. First, the author is telling about different families' traditions. Then, the last sentence on each page says 'It's our tradition." Comment aloud on how the illustrations and photographs help you know the main idea of the book. For example, after reading page 2 of the book, say, "The text says this family goes to parades. It is their tradition. I see a picture of a family. I also see a parade. Going to parades is a tradition for this family." · Note: You may use the Adapted Book to help provide students with a multisensory experience if needed. See the Adapted Book Instructional Page for more information and strategies on how to use the adapted book. Revisit the learning goal. Ask, "What is the main idea, or what the book is mostly about?" Level 3: Prompt the student to identify the main idea by asking questions such as, "What is this book mostly about? What did the author give examples of on each page?" Encourage the student to add details to support the main idea. Level 2: Have the student retell the main, or most important, idea using picture supports as needed. Prompt recall by asking questions such as those provided in Level 3 practice. Level 1: Have the student use his or her active participation response to retell the main, or most important, idea from the text. For example, display the symbol for 'tradition' and say, "Show me what this book is mostly about."
  - Picture supports may include book photographs and illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.
  - Continue discussion by talking with students about different traditions mentioned in the text. Ask, "Have you ever been to a parade? Do you have special meals with other people?"

Check Understanding

Level 3: Can the student retell the main idea and key details from the text?

- Level 2: Can the student retell key details from a text with support?
- 🔅 Level 1: Can the student retell key details from a text through an active participation respsonse?



# Ask Questions

Asking questions is an evidence-based practice that allows teachers to check for understanding, stimulate recall, activate prior knowledge, promote comprehension, and build critical thinking skills. And as learning progresses, students answer questions presented by the adult leading the learning. This improved engagement allows students to build stronger connections to learning, and extended learning promotes generalization.

### **EXAMPLE**

Unique Learning System includes appropriate challenges for students of all abilities and backgrounds. In instructional routines, specific questions are included for teachers to activate students' prior knowledge, promote comprehension, and build critical thinking. Plus, Unique Learning System's active participation scripts give teachers examples of how to ask questions of unique learners while providing single choices, errorless choices, and correct response choices.



#### Lesson 1 - Leveled Book Activity 2 - Read Aloud 2

#### Instructional Targets

Reading Standards for Informational Text

- Key Ideas and Details: Summarize an informational text. Determine the main idea and key details of an informational text.
- Integration of Knowledge and Ideas: Use information gained from illustrations to support the overall meaning of an
- informational text.
- Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

Activitv 2

	Instructional Routine
ling	• Display It's Our Tradition (Level D) and read the title, author and illustrator's names.
fore Read	<ul> <li>Prompt recall of the text by asking a focus question such as, "What is this book mostly about—traditions or watching movies?" Remind students that the book tells about different traditions some families have during the holidays. Say, "As I read today, it is your job to remember one tradition from the book."</li> </ul>
Be	<ul> <li>Review the learning goal with students: I will remember one tradition from the book.</li> </ul>
During Reading	<ul> <li>Build Comprehension</li> <li>Comment aloud on how the illustrations and photographs help you know one tradition from the book. For example, after reading page 6 of the book, say, "The text says this family lights candles. They light candles for eight nights. It is their tradition. I can see candles in the illustration. Lighting candles is one tradition a family can have."</li> <li>Continue discussion by encouraging students to make connections with traditions mentioned in the text. For example, ask, "Does your family light candles? When do you light candles? Are there special days you light candles?"</li> <li>Note: You may use the Adapted Book to help provide students with a multisensory experience if needed. See the Adapted Book Instructional Page for more information and strategies on how to use the Adapted Book.</li> </ul>
	<ul> <li>Revisit the learning goal. Ask, "What is one tradition from the book?"</li> </ul>
	Level 3: Have the student identify and describe one tradition from the book.
eading	Level 2: Have the student identify one tradition from the book. Picture supports such as the Communication Board, text illustrations and photographs, unit symbols or symbols from SymbolStix PRIME may be used as needed.
After R	Level 1: Have the student identify one tradition from the book by making a selection from a narrowed field or errorless choice(s). For example, display a symbol for 'candle' and ask, "What is one tradition from the book?" Picture supports may include text illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.
	<ul> <li>Continue discussion by talking with students about different traditions they have in their own homes, families or classrooms. Guide students to find examples from the book, and encourage students to share ideas of their own.</li> </ul>
$\mathbf{V}$	<b>Contracts and ing</b>
	<b>in the student identify and describe one tradition from the book using picture supports as pessesson?</b>
	Con the student identify one tradition from the book by making a selection from a narrowed field or errorless choice(s)?



# **Opportunities for Practice**

Providing students chances to practice what they've learned allows them to apply skills that are being taught as well as those that were previously learned. Giving ample opportunities to practice in different formats allows students of varying ability levels to demonstrate their knowledge and improves engagement.

### **EXAMPLE**

Unique Learning System's suggested unit pacing provides four to five opportunities to practice a lesson or activity per month. In fact, the solution is based on an overall cross-unit structure that has students practice skills month over month and year over year using new situations to promote carryover and generalization. Having numerous chances to practice material allows students to build strong learning connections, promote generalization across subject areas, foster independence, and achieve meaningful outcomes.





#### Instructional Guides Intermediate Suggested Unit Pacing

/1	Day 2	Day 3	Day 4	Day 5
-In; Job Lists; Daily Schedules; (	Circle Time (20 – 30 minutes)			
60 – 90 minutes	1	1		1
nics son 10, Activity 1.1: duce Letter-Sounds vel) (10 min) n-Frequency Words son 7, Activity 1: Add e Word Wall 1) (10–15 min) lling son 8, Activity 1: Introduce ling Words (Print and send e List 1 spelling lists, text xt/pictures) (10-15 min)	<ul> <li>Phonics</li> <li>Lesson 10, Activity 2.1: Match Letter-Sounds (Vowel) (10 min)</li> <li>High-Frequency Words</li> <li>Lesson 7, Activity 2: Review the Word Wall (List 1) (10 min)</li> <li>Spelling</li> <li>Lesson 8, Activity 2: Trace or Write (High-Frequency Spelling List 1) (10–15 min)</li> </ul>	<ul> <li>Phonics</li> <li>Lesson 10, Activity 1.2: Introduce Letter-Sounds (Consonant 1) (10 min)</li> <li>High-Frequency Words</li> <li>Lesson 7, Activity 2: Review the Word Wall (List 1) (10 min)</li> <li>Spelling</li> <li>Lesson 8, Activity3: Fill-In (High-Frequency Spelling List 1) (10–15 min)</li> </ul>	<ul> <li>Phonics</li> <li>Lesson 10, Activity 2.2: Match Letter-Sounds (Consonant 1) (10 min)</li> <li>High-Frequency Words</li> <li>Lesson 7, Activity 2: Review the Word Wall (List 1) (10 min)</li> <li>Spelling</li> <li>Lesson 8, Activity 4: Word Study (High-Frequency Spelling List 1) (10–15 min)</li> </ul>	<ul> <li>Phonics</li> <li>Revisit Lesson 10, Activity</li> <li>2.1 and 2.2: Match Letter-Sounds</li> <li>(Vowel + Consonant 1) (10 min)</li> <li>High-Frequency Words</li> <li>Lesson 7, Activity 2:</li> <li>Review the Word Wall (List 1)</li> <li>(10 min)</li> <li>Spelling <ul> <li>Lesson 8, Activity 5 (Optional):</li> <li>Spelling Test (High-Frequency Spelling</li> <li>List 1) (10–15 min)</li> </ul> </li> </ul>
abulary sson 11, Activity 1: duce Vocabulary (Leveled k) (10–15 min) ancy/Comprehension sson 1, Activity 1: Read id 1 (15–20 min) sson 1, Activity 5: Self- acted Reading; Standards nection (15 min)	Vocabulary • Revisit Lesson 11, Activity 1: Introduce Vocabulary (Leveled Book) (5 min) Fluency/Comprehension • Lesson 1, Activity 2: Read Aloud 2 (15 – 20 min) • Lesson 1, Activity 5: Self- Selected Reading; Standards Connection (15 min)	Vocabulary/Fluency/ Comprehension • Lesson 1, Activity 3: Continued Read Alouds (10–15 min) • Lesson 2, Activity 1: Answer Questions; Standards Connection A (10–15min) • Lesson 1, Activity 5: Self- Selected Reading; Standards Connection (15 min)	Vocabulary/Fluency/ Comprehension • Revisit Lesson 1, Activity 3: Continued Read Alouds (10 – 15 min) • Lesson 2, Activity 2: Comprehension Activity (10 min) • Lesson 1, Activity 5: Self-Selected Reading; Standards Connection (15 min)	Vocabulary/Fluency/ Comprehension • Revisit Lesson 1, Activity 3: Continued Read Alouds (10–15 min) • Lesson 2, Activity 3: Comprehension Activity; Standards Connection B and/or C (10–15 min) • Lesson 1, Activity 5: Self-Selected Reading; Standards Connection (15 min)
I Group Time: Meet with individua mematics.	Is to administer Unit Checkpoint Pre-Tes	ts: Level 2–3 Reading and Word Reco	gnition or Level 1 Combined Content, R	eading and
t <b>ing/Language</b> sson 30, Activity 1: Journal y 1, Whole Group Entry min)	Language/Conventions • Lesson 12, Activity 1.1: Parts of a Sentence (Sentences from Lesson 1)	Language/Conventions • Lesson 12, Activity 2.1: Sentence Structures (Sentences from Lesson 1) (10–15 min)	Language/Conventions • Lesson 12, Activity 3.1: Unscramble the Sentences (Sentences from Lesson 1) (10–15 min) • Lesson 14, Activity 1: Book Report (10 – 15 min)	Writing/Language • Lesson 30, Activity 1: Optional Whole Group Journal Entry (15 min)

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### Whole Group, Small Group, One-on-One

Students can practice in whole-group, small-group, or one-on-one settings. In a whole-group setting, educators can teach a topic or model a new concept to the entire class, or students can have a discussion as a whole class. When using small groups, students can work with each other or the teacher plus other students. And in one-on-one settings, students learn individually from a teacher. Individual settings can include interaction with the teacher providing specially designed instruction (SDI) to meet the specific learning and pacing needs of the student.

#### **EXAMPLE**

Unique Learning System uses whole-, small-, and one-on-one grouping to introduce and practice skills. Plus, individual student needs are addressed with one-on-one instruction to practice skills, give assessments, and differentiate materials. Unique Learning System's inclusive instruction means that many activities can be used in general education settings, too. Teachers save time with suggested groupings, empowering them to focus on helping learners achieve meaningful outcomes.



#### Lesson 1 - Leveled Book Activity 4 - Guided / Shared Reading

#### Instructional Targets

#### Standards for Informational Text

- Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- Foundational Skills
- Fluency: Read appropriately leveled text with purpose and understanding. Read text with accuracy, appropriate rate and expression.

This Leveled Book is presented in three leveled formats: Level D, Level B and Level aa. Select the level of book and the reading routine appropriate for each student.

	Suided Reading	1	Instructional Routine Shared Reading		
Before Reading	<ul> <li>Introduce the informational text by having students share what they have learned about different traditions.</li> <li>Use the Topic Words in conversation about the book. Have students locate the words in the book.</li> <li>Read the first three pages aloud, introducing students to the structure of the language.</li> </ul>	Before Reading	<ul> <li>Introduce the book by having students share what they have learned about different traditions.</li> <li>Use the Topic Words in conversation about the book. Help students locate the words in the book.</li> <li>Read the first three pages aloud, introducing students to the structure of the language.</li> <li>Review the learning goal with students: I will read a book.</li> </ul>	or	İ
During Reading	<ul> <li>Review the learning goal with students: I will read a book.</li> <li>Listen as students read quietly to themselves.</li> <li>Monitor print concepts and fluency.</li> <li>Model, prompt or support use of skills and strategies.</li> </ul>	During Reading	<ul> <li>Read aloud while students follow along.</li> <li>Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze choice board.</li> <li>Model print concepts and fluency.</li> <li>Model and support use of skills and strategies.</li> </ul>		
After Reading	<ul> <li>Revisit the learning goal and talk with students about the book.</li> <li>Have students locate the High-Frequency Words: my, we, and, eat, what, with, our, family, it's and together.</li> <li>Have students locate and name the letters they are learning in this unit (Lesson 10). Review their letter-sounds.</li> </ul>	After Reading	<ul> <li>Revisit the learning goal and talk with students about the book.</li> <li>Have students locate the High-Frequency Words: my, we, and, eat, what, with, our, family, it's and together.</li> <li>Have students locate and name the letters they are learning in this unit (Lesson 10). Review their letter-sounds.</li> </ul>		

Activity 4

Check Understanding 🕜

Evel 3: Can the student independently read stories adapted to personal reading level?

K Level 2: Can the student read stories adapted to personal reading level with support? How?

Evel 1: Can the student actively participate in reading stories adapted to student ability level? How?







Strategies



# Prompting

Prompting is a strategy that uses gesture, verbal, visual, or physical assistance to help a student learn a new skill or behavior or to direct a student to the correct answer.

#### **EXAMPLE**

Teachers can deliver the right level of support to help all students with Unique Learning System. Lesson plans provide educators with specific prompt suggestions throughout instructional routines. Active participation scripts include prompting level suggestions with a goal of decreasing prompts over time. And the solution is easy to use right from the beginning, as built-in supports, such as visual prompts in assessments, remain consistent throughout.

### Prompting

Determine the level of prompting that is needed to obtain this response. This goal will be to decrease prompts over time.

- **Minimal Prompts:** Student responds to natural cues with only periodic direct verbal, physical or gestural prompts to demonstrate engagement or interaction.
- Moderate Prompts: Student responds to some natural cues with verbal, physical or gestural prompts required for active responses approximately 50 75% of the time.
- Full Prompting: Student interaction.
- No Response: Student d gestural cues.





Instructional Guides Active Participation Scripts

#### Introduction

The ULS Active Participation Scripts provide more direct guidelines for engaging students who have been identified as a "Level 1" in the Unique Learning System lessons. Prior to use of the scripts, read the Active Participation Guidelines located in the ULS Instructional Guides.

Engaging students with the most complex needs in meaningful reading activities provides a medium for active response training. An active response is one that can be recognized by others and has a defined reason for producing this response or behavior. These responses may be partner-perceived (unintentional or intentional behaviors), or responses may be produced as intentional or symbolic communication. An active response addresses overall goals to:

- a) increase participation in activities of daily living,
- b) increase ability to exercise control over the individual's own life,
- c) increase opportunities for others to interact with the individual and,
- d) develop skills that have potential for further learning.

Daily lesson opportunities should focus on **increasing response forms**, while **decreasing the level of prompting**. This will provide a means to collect data on student participation within Unique lessons.

#### **Response Forms**

• Full Prompting: Student demonstrates only minimal active responses without direct verbal, physical or gestural prompts for

• No Response: Student does not show any response or refuses to respond, even with natural cues and/or physical, verbal or

responses approximately 50 – 75% of the time.

- Full Prompting: Student demonstrates only minimal active responses without direct verbal, physical or gestural prompts for interaction.
- No Response: Student does not show any response or refuses to respond, even with natural cues and/or physical, verbal or gestural cues.



# Modeling

Modeling uses demonstration of a desired concept or behavior so learners can imitate it, which leads to acquiring the skill or behavior.

### **EXAMPLE**

Teachers save time with multiple areas of modeling support in Unique Learning System. Lesson plans include built-in, explicit modeling guides throughout each instructional routine. Modeling opportunities in routines are provided for reading, communication, writing, math conventions and reasoning, science, transition lessons, and more!







- Level 2: With support, can the student record information related to a writing topic?
- Level 1: Can the student participate in recording information related to a writing topic? How?



# **Fading Strategies**

Fading strategies subtly reduce prompts over time, which prevents prompt dependency and promotes skill-building and independence.

### **EXAMPLE**

Educators can promote independence with faded strategies incorporated into Unique Learning System lesson plans. Supports are included for students in Level 1 through Level 3, and as learners become more independent, teachers can provide faded support and move students to a higher level. And Unique Learning System supports fading of auditory and visual cues in more than just lesson plans!



#### Lesson 17 - Writing Time My Favorite Tradition



#### Instructional Targets

Standards for Writing

• Text Types and Purposes: Generate a written text that states an opinion on a topic, including reasons. Standards for Language

Conventions of Standard English: Demonstrate conventions of standard English when speaking or writing, including
uppercase and lowercase letters, common nouns, verbs, pronouns, adjectives, question words, conjunctions and prepositions.
Identify and use beginning capitalization and capitalization of names. Identify and use end punctuation. Correctly spell words with
common spelling patterns.

Standards for Speaking and Listening

 Comprehension and Collaboration: Participate in group discussions, including ability to follow agreed upon rules (listening to others, turn-taking, etc.), continue through multiple exchanges and ask questions about the topic.

	Differentiated Tasks	
Level 3 Students will	Level 2 Students will	Level 1 Students will
<ul> <li>With guidance, create text sentences that state an opinion and offer a reason (e.g., 1 like because).</li> <li>Demonstrate conventions of spoken and written language, including a variety of nouns, verbs and adjectives.</li> <li>Identify and use beginning capitalization in sentences and names.</li> <li>Identify and use end punctuation in sentences.</li> <li>Spell and write words with common spelling patterns.</li> <li>Share information and ask and answer questions during a conversational exchange.</li> </ul>	<ul> <li>Select pictures with text to complete a sentence that states an opinion and offers a reason (e.g., 1 likebecause).</li> <li>Use language conventions to combine three or more words, including nouns, verbs, and adjectives, when expressing a spoken or written idea.</li> <li>Identify and use beginning capital letters in a written sentence with support.</li> <li>Identify and use ending punctuation in a written sentence with support.</li> <li>Spell common words with letter-sound matches.</li> <li>Share information by using picture supports during conversational exchanges.</li> </ul>	<ul> <li>Given a narrowed field or errorless choice(s) of pictures, students will make a selection to complete an informational sentence (e.g., is a vegetable.).</li> <li>Combine two or more words with picture support during a shared writing or speaking activity.</li> <li>Identify capital letters in a word or sentence by selecting from a narrowed field or errorless choice(s).</li> <li>Identify ending punctuation in a sentence by selecting from a narrowed field or errorless choice(s).</li> <li>Identify correctly spelled words by selecting from a narrowed field or errorless choice(s).</li> <li>Identify correctly spelled words by selecting from a narrowed field or errorless choice(s).</li> <li>Identify correctly spelled words by selecting from a narrowed field or errorless choice(s).</li> <li>Participate in conversational exchanges, using communication technology and picture supports.</li> </ul>

Throughout this unit, students learn about different holidays and traditions in the winter season. In this lesson, students will write about their favorite tradition.

Aa	Topic Words	0	Aa	Literacy	Words	
different* family friend*	holiday special together*	tradition	capital letter prewrite revise topic	exclamation point punctuation sentence word	opinion question mark share write*	period reason spelling

#### \* Power Words

#### **Benchmark Assessments**

- Emerging Skills: Early Emerging Writing Rubric
- Emerging Skills: Errorless Writing
- Early Learning: Emerging Writing
- Writing: Writing Probe
- Writing: Developmental Writing





# Scaffolding

When using a scaffolding strategy, teachers distill concepts into chunks to present learners with more digestible information. Supports can be added during each chunk to help students grasp new material.

### **EXAMPLE**

Lesson plans and activities in Unique Learning System are based on a spiraling scope and sequence. And with the sequence provided, scaffolding is built in, and concepts are broken into manageable chunks so students achieve meaningful outcomes.







#### Instructional Guides **English Language Arts Scope and Sequence**

Instructional Priority O Instructional Opportunity

al Skills						
	PRESCHOOL (3-5 yrs)	ELEM (K-2)	INT (3-5)	MS (6-8)	HS (9-12)	TRANSITION (12+)
nat spoken words are represented by written language	● L1, A3-4 L3, A2-3					
victures from letters and words in text	• L1, A2 L3, A2	O L1, A2 L3, A2				
n reading through page turning, pointing, etc.	● L1, A3-4 L3, A2-3	O L1, A4	O L1, A4	O L1, A4 Chapter Book Lessons, A2	O L1, A4 Chapter Book Lessons, A2	O L1-5, A1-2 L11 L14 L20
e understanding of print features (left to right, top to bottom, page to	• L1, A2 L3, A2 L6, A1	● L1, A4 L3, A2	O L1, A4	O L1, A3-4 Chapter Book Lessons, A2	O L1, A3-4 Chapter Book Lessons, A2	O L1-5, A1-2 L11 L14 L20
the concepts of letter, word and sentence	● L7, A1 L15, A1-2 L15, SC	● L1, A4 L5 L11 L13	O L1, A4 L7 L10 L12			
nizational features of a sentence (first word, ending punctuation, etc.)		• L13 L17	O L12 L14 L15	() L16	() L16	O L15, A3



# Reinforcement

A key element to teaching and behavior change, reinforcement applies a consequence following a learner's response or behavior. Reinforcement increases the likelihood that a student will use the same response or skills in the future, and it is an effective way of encouraging desired behaviors.

### EXAMPLE

Reinforcement boosts engagement, increases desired behaviors, and improves student relationships with teachers and other adults. Throughout Unique Learning System's active participation guidelines, reinforcement is discussed in multiple locations. Auditory and visual reinforcement is embedded throughout instructional routines, including before, during, and after activities.

#### What is a Signal?

A behavior that elicits a reaction or action where the form of the signal behavior is directly related to the activity it is associated with. When a signal form is recognized and reinforced, it can be considered an *"active communication response"* that is used for a specific communication purpose.





#### Levels of Expressive Communication for Students with the Most Significant Disabilities

Three levels of expressive communicators have been defined (Dowden, 1999):

- Emerging Communicator: A student who does not yet have any reliable means of symbolic communication; usually communicates through signaling behaviors.
  - Goal: Increase reliability of communication forms.
- Basic Communicator: A student has at least one strategy of symbolic communication that is reliable; not yet able to convey novel messages.
  - Goal: Expand current skills to new situations, new topics or new partners.
- Functional Communicator: A student has enough expressive communication to participate in presented activities.
  - Goal: Increase strategies to make expressive skills useful and socially engaging in all situations that the student participates in.

A basic understanding of these levels of communication is necessary when planning the educational program for students with significant disabilities.

Shaun and Sara are both Emerging Communicators.

nities for Shaun to exhibit this be considered a Basic

pportunities, it may become an

A behavior that elicits a reaction or action where the form of the signal behavior is directly related to the activity it is associated with. When a signal form is recognized and reinforced, it can be considered an *"active communication response"* that is used for a specific communication purpose.



### **Corrective Feedback**

Teachers engage in corrective feedback when they provide students with the exact steps and feedback needed after a task is completed. Corrective feedback helps learners succeed when they try again. Accurate responses demonstrate student progress and growth.

#### **EXAMPLE**

In Unique Learning System's instructional routines, teachers are provided with phrasing and wording to use when students answer questions during practice and review. This allows students to see themselves learning, understand how to make corrections, and try again to succeed. Auditory and visual feedback is provided for right and wrong answers, and students attain meaningful outcomes as they encounter appropriate challenges with increased skill acquisition.





#### Lesson 12 - Vocabulary Activity 1 - Introduce Vocabulary



Set up

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### Instructional Targets

Reading Standards for Literature and Informational Text

- Craft and Structure: Determine meaning of unknown words and phrases that contribute to the understanding of literary text. Determine meaning of unknown words and phrases that contribute to the understanding of informational text.
   Standards for Language
- Vocabulary Acquisition and Use: When speaking, use words and phrases acquired through reading and conversation.

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Introduce	<ul> <li>Introduce the activity by asking a focus question about traditions. For example, ask, "What is a special way of doing something—a school or a tradition?" Discuss students' responses.</li> <li>Tell students they are going to learn more words about holidays and traditions. Say, "We are going to learn some new words from our stories. Your job is to read and use vocabulary words in conversations."</li> <li>Review the learning goal with students: I will read and use vocabulary words in conversations.</li> </ul>				
Model	<ul> <li>Display a Vocabulary Card. Model reading the word and matching a picture to the word. For example, say "This is the word 'celebrate'. Read it with me. This is the symbol for the word 'celebrate'." Continue modeling reading and matching a picture to each vocabulary word.</li> <li>Model how to use each word as part of a discussion or conversation. For example, show the word and symbol 'celebrate' and say, "We can celebrate a holiday. We can do something special to celebrate. What do you celebrate?" Continue having conversations using the key vocabulary words.</li> <li>Continue with other vocabulary words.</li> </ul>				
Provide Practice	<ul> <li>Level 3: Have the student read and use a vocabulary word in conversation.</li> <li>Level 2: Have the student read and point to pictures of key vocabulary as part of a discussion. For example, say, "How do you do something special for something important?" Have the student point to the matching Vocabulary Card (e.g., celebrate).</li> </ul>				

Level 2: Have the student read and point to pictures of key vocabulary as part of a discussion. For example, say, "How do you do something special for something important?" Have the student point to the matching Vocabulary Card (e.g.,celebrate).

Level 1: Have the student select a picture of a key vocabulary word to read as part of a conversation.

• Revisit the learning goal by reviewing the vocabulary words.

• Picture/Word Cards may be used throughout the unit for word recognition and the Word Wall.

• Additional ideas for vocabulary instruction are provided in the Instructional Guides: Vocabulary.

Level 3: Can the student use key vocabulary in conversation?

Kevel 2: Can the student point to a picture or a word as part of a discussion?

Level 1: Can the student make a selection from a narrowed field or errorless choice(s) to indicate a picture of a key vocabulary word?

V



### Self-Regulated Strategy Development

When using the six progressive stages of writing instruction, educators can provide learners with opportunities to build responsibility and confidence with self-regulated strategy development. This improves student engagement by building stronger writing connections and extends learning across content areas.

#### **EXAMPLE**

Writing lesson plans in Unique Learning System follow the six progressive stages. This includes starting by activating background knowledge, discussing a pre-writing strategy to be learned in a particular lesson, modeling a strategy to be used, memorizing the strategy through repeated exposure, providing independent practice, and supporting regulation through life skills and transition lessons that teach and give opportunities to practice self-regulation. Specific units on conflict and transition activities focus on self-care, attitude, and other life skills students need for lifelong success.



#### Lesson 17 - Writing Time Activity 2 - Write



#### Instructional Target

Standards for Writing

• Text Types and Purposes: Generate a written text that states an opinion on a topic, including reasons.

	Instructional Routine
Introduce	<ul> <li>Introduce the activity by asking a focus question about the prewriting students did in Activity 1. For example, ask, "Which tradition did you generate ideas about?" Discuss students' responses.</li> <li>Tell students that they will now use their prewriting documents to write about their favorite tradition. Say, "We wrote down our ideas about a tradition. Today, your job is to use those ideas to write about your favorite tradition."</li> <li>Review the learning goal with students: I will use my ideas to write about my favorite tradition.</li> </ul>
Model	<ul> <li>Display the Level 3 or 1 &amp; 2 Writing Template. Read the prompt aloud and then model writing in response to the prompt. As you write, refer back to the prewriting documents to help you generate ideas by either selecting "See My Prewriting Web" at the top of the Writing Template or by having a printed copy next to you as you write. Also model using the Word Wall to spell familiar words. Include some capitalization, punctuation and spelling errors that can be corrected during the revision process. An example writing model (with errors) is provided below.</li> <li>my favorite tradition is watching fireworks i do this tradition onn New Year's Eve i do this tradition with my friends this is mie favorite tradition because it is exciting</li> </ul>
Provide Practice	<ul> <li>Provide appropriate writing alternatives, such as adaptive keyboards, eye gaze and dictation, to fit students' needs and abilities.</li> <li>Level 3: Provide the student with the Level 3 or the Level 1 &amp; 2 Writing Template. Have the student write in response to the prompt.</li> <li>Level 2: Provide the student with the Level 1 &amp; 2 Writing Template. Have the student write in response to the prompt by completing the sentences. Picture supports may be downloaded from SymbolStix PRIME.</li> <li>Level 1: Provide the student with the Level 1 &amp; 2 Writing Template. Have the student complete the sentences by making a selection from a narrowed field or errorless picture choice(s).</li> </ul>
Review	<ul> <li>Revisit the learning goal by discussing what students did to write about their favorite tradition.</li> <li>Point out that students completed the second step in the writing process—writing. Explain that next students will review and revise their writing.</li> </ul>



Check Understanding

K Level 3: With guidance, can the student create text sentences that state an opinion and offer a reason?

Evel 2: Can the student select pictures to complete a sentence that states an opinion and offers a reason?

Level 1: Given a narrowed field or errorless choice(s) of pictures, can the student make a selection to complete a sentence that states an opinion?



### Concrete, Visual, Abstract (CVA)

Educators can choose the CVA strategy for teaching math to promote students' deep and sustainable understanding of math problem-solving. CVA empowers teachers and paraprofessionals to learn and use different methodologies. Plus, when educators use the CVA strategy, they build students' early and complex math thinking. Supporting stepwise procedures in CVA increases accuracy and conceptual understanding.

#### **EXAMPLE**

Unique Learning System lesson plans support the CVA sequence of math instruction. In differentiated Levels 1, 2, and 3, math lesson plans provide specific examples of when teachers should use concrete and visual strategies. Plus, Unique Learning System materials have built-in, scaffolded, concrete examples in math.



Number Sense 19, Level 3 Na Subtracting to 10 Vertical	ame:
Paige has 5 cups of hot chocolate.	
She gives away 3 cups of hot chocolate.	
Cross off	
How many are left?	
Drew has 7 snowman cookies.	
	-
He hands out 3 snowman cookies.	
Cross off	
Bow many are left?	





### **Clarify Expectations Before/After Instruction**

Teachers can let students know exactly what behavior, work production, etc., is expected of them before instruction takes place and provide insight and feedback after instruction. Having consistent and clear expectations improves engagement and promotes student growth.

### **EXAMPLE**

Unique Learning System's instructional sequence provides learners with precisely what is expected before and after the explicit portion of each lesson. Students consistently have access to what is expected, which makes success more attainable. Plus, teachers save instructional time because learners know what to anticipate because of the consistency in Unique Learning System's lessons!



#### Lesson 1 - Leveled Book Activity 1 - Read Aloud 1



#### Reading Standards for Informational Text

- · Key Ideas and Details: Identify and retell the main idea and key details in informational text.
- Integration of Knowledge and Ideas: Use pictures and illustrations to support meaning within an informational text.
- Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

**Instructional Routine** 



Before Reading	<ul> <li>Use Lesson 12, Activity 1 to introduce the Topic Words: different, family, holiday, special, together and tradition.</li> <li>Continue talking about traditions. Ask a focus question such as, "What is something special you do with friends or family in the winter?" Discuss students' responses.</li> <li>Display <i>It's Our Tradition</i> (Level D) and read the title, author and illustrator's names.</li> <li>Do a picture walk and point out the people in the photographs. Say, "This book gives information about what some people or families do during the holidays. Different groups of people can do different things. As I read today, it is your job to find the main idea, or what the book is mostly about."</li> <li>Review the learning goal with students: I will find the main idea, or what the book is mostly about.</li> </ul>
During Reading	<ul> <li>Model Fluent Reading <ul> <li>Read aloud with fluency and expression.</li> <li>Emphasize the word 'tradition' by raising your voice or stretching the word out each time you read it. Add interest to your oral reading by shooting your voice straight up in pitch and volume as you read the last sentence on each page.</li> </ul> </li> <li>Comment on Main Idea and Details <ul> <li>Call attention to the repetitive pattern of the text. For example, on page 4, pause and say, "Hmm, I notice a pattern here. First, the author is telling about different families' traditions. Then, the last sentence on each page says 'It's our tradition."</li> <li>Comment aloud on how the illustrations and photographs help you know the main idea of the book. For example, after reading page 2 of the book, say, "The text says this family goes to parades. It is their tradition. I see a picture of a family. I also see a parade. Going to parades is a tradition for this family."</li> <li>Note: You may use the Adapted Book to help provide students with a multisensory experience if needed. See the Adapted Book Instructional Page for more information and strategies on how to use the adapted book.</li> </ul> </li> </ul>
After Reading	<ul> <li>Revisit the learning goal. Ask, "What is the main idea, or what the book is mostly about?"</li> <li>Level 3: Prompt the student to identify the main idea by asking questions such as, "What is this book mostly about? What did the author give examples of on each page?" Encourage the student to add details to support the main idea.</li> <li>Level 2: Have the student retell the main, or most important, idea using picture supports as needed. Prompt recall by asking questions such as those provided in Level 3 practice.</li> <li>Level 1: Have the student use his or her active participation response to retell the main, or most important, idea from the text. For example, display the symbol for 'tradition' and say, "Show me what this book is mostly about." Picture supports may include book photographs and illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.</li> <li>Continue discussion by talking with students about different traditions mentioned in the text. Ask, "Have you ever been to a parade? Do you have special meals with other people?"</li> </ul>
<u> </u>	Check Understanding ② <sup>***</sup> Level 3: Can the student retell the main idea and key details from the text? <sup>***</sup> Level 2: Can the student retell key details from a text with support?

Level 1: Can the student retell key details from a text through an active participation response?



# Differentiation

Educators can meet each student's specific and individualized needs by tailoring instruction, including the content, process, product, or environment. Personalized classroom instruction means students of varying abilities receive individualized challenges, which improves engagement and encourages independence.

### **EXAMPLE**

Unique Learning System lesson plans provide differentiated learning experiences for students at Level 3 through Level 1. Learners in Level 3 benefit from the greatest degree of independence, and those in Level 2 may require picture support and other supports. Students in Level 1 are participatory learners.



- With guidance, create text sentences that state an opinion and offer a reason (e.g., I like because
- Demonstrate conventions of spoken and written language, including a variety of nouns, verbs and adjectives.
- Identify and use beginning capitalization in sentences and names.
- Identify and use end punctuation in sentences.
- Spell and write words with common spelling patterns.
- Share information and ask and answer questions during a conversational exchange.





#### Lesson 17 - Writing Time **My Favorite Tradition**



#### Instructional Targets 0 Standards for Writing Text Types and Purposes: Generate a written text that states an opinion on a topic, including reasons. Standards for Language • Conventions of Standard English: Demonstrate conventions of standard English when speaking or writing, including uppercase and lowercase letters, common nouns, verbs, pronouns, adjectives, question words, conjunctions and prepositions. Identify and use beginning capitalization and capitalization of names. Identify and use end punctuation. Correctly spell words with common spelling patterns. Standards for Speaking and Listening • Comprehension and Collaboration: Participate in group discussions, including ability to follow agreed upon rules (listening to others, turn-taking, etc.), continue through multiple exchanges and ask questions about the topic. **Differentiated Tasks** Level 3 Students will... Level 2 Students will. Level 1 Students will. Given a narrowed field or errorless With guidance, create text sentences Select pictures with text to complete a that state an opinion and offer a sentence that states an opinion and choice(s) of pictures, students will make a selection to complete an reason (e.g., 1 like \_\_\_\_\_ because offers a reason (e.g., I like **Differentiated Tasks** is with ared writing Level 2 Students will... Level 1 Students will... word or choice(s). in a Select pictures with text to complete a Given a narrowed field or errorless 1a choice(s) of pictures, students will sentence that states an opinion and choice(s). offers a reason (e.g., I like make a selection to complete an ords by because informational sentence (e.g., is field or Use language conventions to combine a vegetable.). three or more words, including nouns, Combine two or more words with ication verbs, and adjectives, when expressing picture support during a shared writing ports. a spoken or written idea. or speaking activity. Identify and use beginning capital Identify capital letters in a word or letters in a written sentence with sentence by selecting from a support. narrowed field or errorless choice(s). s will write Identify and use ending punctuation in Identify ending punctuation in a a written sentence with support. sentence by selecting from a Spell common words with letter-sound narrowed field or errorless choice(s). Identify correctly spelled words by matches. Share information by using picture selecting from a narrowed field or period supports during conversational errorless choice(s). reason exchanges. Participate in conversational spelling exchanges, using communication technology and picture supports. **Topic Connection**

- - Emerging Skills: Early Emerging Writing Rubric
  - Emerging Skills: Errorless Writing
  - Early Learning: Emerging Writing
  - Writing: Writing Probe
  - Writing: Developmental Writing



# **Structured Inquiry**

Educators lead students in the structured inquiry strategy as they work through learning together. Teachers provide the lesson, materials, and detailed instruction; then, the class completes the inquiry together.

### **EXAMPLE**

With Unique Learning System, it's easy for educators to provide structured inquiry so their class learns together, which promotes communication and team building. Lesson plans provide teachers with lessons, materials, and instructional routines. Educators are empowered with everything they need to provide structured inquiry!



#### Lesson 28 - Science Experiment Activity 1 - Introduce the Experiment



#### **Instructional Targets**

#### Scientific Inquiry

- Observe and ask questions about the natural environment.
- Communicate with others about investigations.

	Instructional Routine
Introduce	<ul> <li>Introduce the activity by asking a focus question that requires students to distinguish between solids and liquids. For example, ask, "Is a gingerbread cookie a solid or a liquid?" Discuss students' responses. Then ask, "Is water a solid or a liquid?" Discuss students' responses. Review that a gingerbread cookie is a solid and water is a liquid.</li> <li>Display and name the sugar, flour, sand and ground ginger. Remind students that these items are solids. Tell students they will explore solids to see if they dissolve in liquids. Say, "When a solid dissolves, it becomes part of a liquid. Some solids dissolve and some do not. Today, your job is to test solids to see if they will dissolve, or mix with, water."</li> <li>Review the learning goal with students: I will test solids to see if they dissolve in water.</li> </ul>
Model	<ul> <li>Model exploring solids. Then, display four cups of water. Point out that the water is a liquid. Encourage students to predict what will happen when the solid is put into the liquid. Ask questions such as, "What will happen when the sugar is put in water? Will the sugar change or dissolve?" Continue asking questions for each solid.</li> <li>Model mixing a small amount of each solid into separate cups of room temperature or warm water, making observations as you stir. For example, when mixing the sand with the water, say, "The sand is staying separate from the water. It is not dissolving."</li> </ul>
Provide Practice	<ul> <li>Level 3: Have the student mix the solid materials into the cups of water. Encourage the student to ask questions and share observations with his or her peers. Then ask the student, "Does every solid dissolve or change when put in water?</li> <li>Level 2: Have the student mix the solid materials into the cups of water. Encourage the student to ask questions and share observations, using visual supports as needed. Picture/Word Cards for 'cup' and 'water' are provided. Then have the student answer the question, "Does every solid dissolve or change when put in water?" using visual supports as needed.</li> <li>Level 1: Have the student participate in mixing the solid materials into the cups of water. For example, provide student with the solid and cup of water and encourage the student to mix. (Hand-over-hand assistance may be appropriate.) Have the student use his or her active participation mode to signal 'no' when asked "Does every solid dissolve when put in water?" from a narrowed field or errorless choice(s).</li> </ul>
Review	<ul> <li>Revisit the learning goal. Ask, "What happened to some of the solids you put in water?"</li> <li>Talk with students about their observations. Ask questions such as, "What solids dissolved in water? What solids did not dissolve in water?"</li> <li>Tell students that, next, they will begin an experiment to find out what happens when a gingerbread cookie is put in different liquids.</li> </ul>

#### Check Understanding 🚱

**Level 3:** Can the student make and share an observation?

Level 2: Can the student make an observation? Can the student share an observation?

Level 1: Can the student participate in making a supported observation? How? Can the student communicate about a supported observation? How?

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