



DLM Webinar #3: How do I prepare my students for the DLM?



October 12, 2023

Kansas leads the world in the success of each student.

Fact or Myth



Standards – Myth or Fact?

- There are alternate content standards for students with significant cognitive disabilities.



The Truth About the Standards

- IDEA
 - All students must have access to and make progress in the general education curriculum (“the same curriculum as for non-disabled students”) •
 - Students receive access to general education “to the maximum extent appropriate...with children who are not disabled...” (§ 1414) •
 - Content vs. performance (reduced depth, breadth, and complexity)



Content Standard

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Equation:
 $p = 10h$

Table:

x	1	2	3	4
y	10	20	30	40

Graph:

Summary:
For every hour you work you get 10 dollars

Equation: circle one
 $\text{pay} = 10 \times \text{hours}$
 $\text{hours} = 10 \times \text{pay}$
 $\$10 = \text{pay} \times \text{hours}$

Table:

Hours	1	2	3	4
Pay				

Graph:

Summary: circle one
For every paycheck, you get \$10
For each hour, you get 10 paychecks
For every hour you work, you get \$10



Curriculum – Myth or Fact?

- There is no alternate curriculum for students with significant cognitive disabilities.



The Truth About Curriculum

- IDEA says that IEP goals are designed to “meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum.” (300.320(a)(2)(i)(A)), Any separate curriculum would be supplementary, not an alternate to Tier 1 - grade-aligned standards-based instruction



The General Education Curriculum- Not an Alternate Curriculum!



The General Education Curriculum—Not an Alternate Curriculum!



Ricki Sabia, Martha L. Thurlow, and Sheryl S. Lazarus

Students with significant cognitive disabilities are to be provided access to and make progress in the grade-level general education curriculum. It should not be an alternate curriculum. Determining whether this is happening can be difficult.

The purpose of this Brief is to help parents determine whether their child with significant cognitive disabilities is provided meaningful access to the general education curriculum. It addresses the myth that students with the most significant cognitive disabilities who take the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) need an alternate curriculum. This myth is often the basis for

TIES Center Brief #5 | July 2020

inappropriately educating these students in separate settings. See [Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting!](#) (TIES Center Brief #2).

This Brief highlights information that you need to know as you participate in discussions about instruction for your child with significant cognitive disabilities. During Individualized Education Program (IEP) team meetings, parents should make sure that instruction for their child is based on the general education curriculum, not an alternate curriculum. They should also make sure that IEP goals support access to *and progress in* the general education curriculum. IEP goals are not the

A TIES Parent Brief

TIES Center Brief#5



State Performance Expectations – Myth or Fact?

- The alternate academic achievement standards are a performance measure, they are not content standards. Everyone has the same standards.



Resource for Standards Based Academic Instruction



TIES Center Brief #4

Providing Meaningful General Education Curriculum

Access to Students with Significant Cognitive Disabilities



Ricki Sabia, Jessica Bowman, Martha L. Thurlow, and Sheryl S. Lazarus

The Individuals with Disabilities Education Act (IDEA) requires all students with disabilities to be provided access to the general education curriculum. The goal of special education services is to enable students with disabilities to make progress in the same grade level curriculum as their peers. What does this mean for students with the most significant cognitive disabilities who participate in the state's alternate assessment based on alternate academic

achievement standards (AA-AAAS) or who may take the AA-AAAS when they reach third grade?

Many states and districts have erroneously concluded that students with the most significant cognitive disabilities need a different curriculum to successfully learn academics. This conclusion might have been reached because of the use of the term "alternate" to describe the achievement standards on which

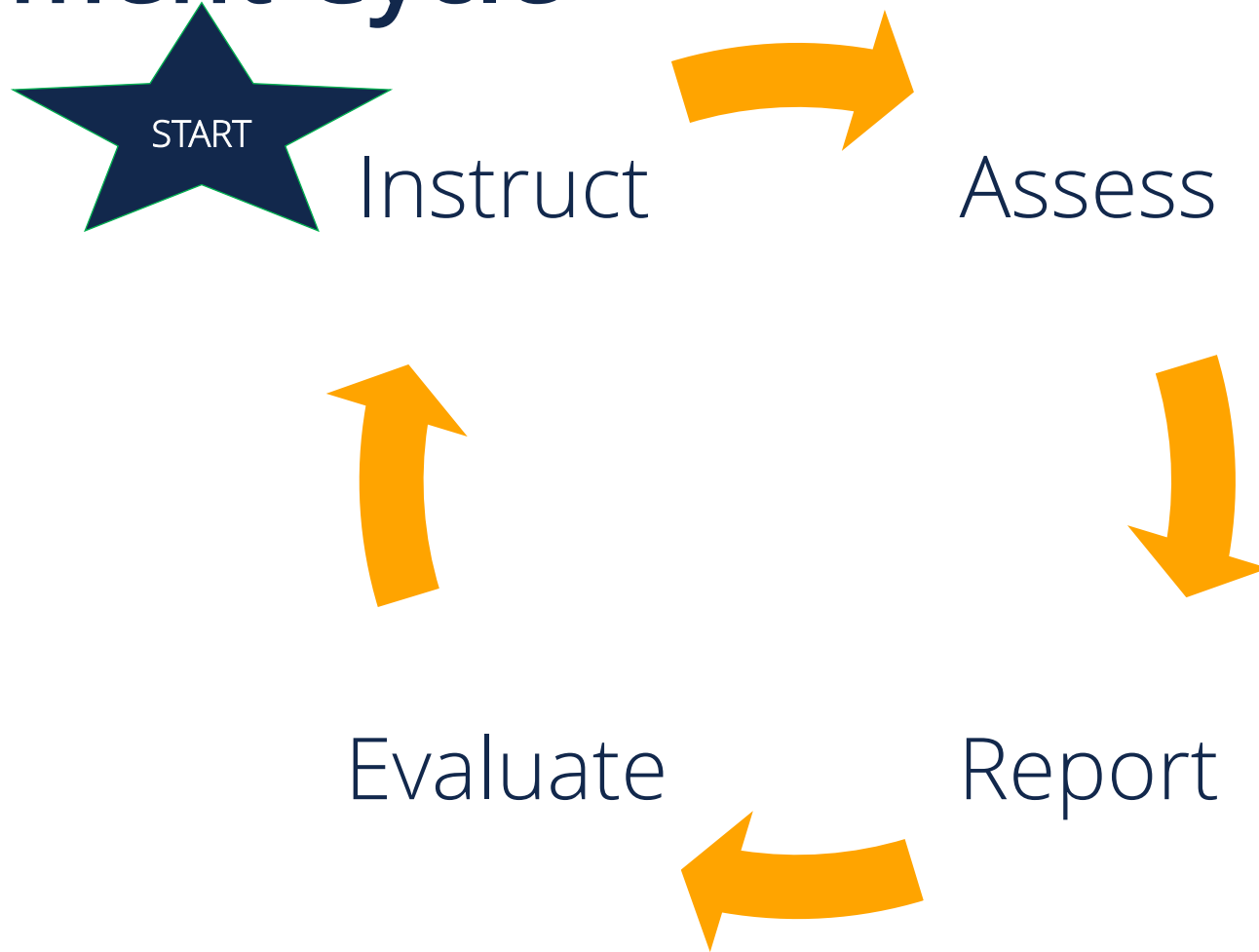
TIES Center Brief #4 | July 2020



Instructionally Embedded Assessment



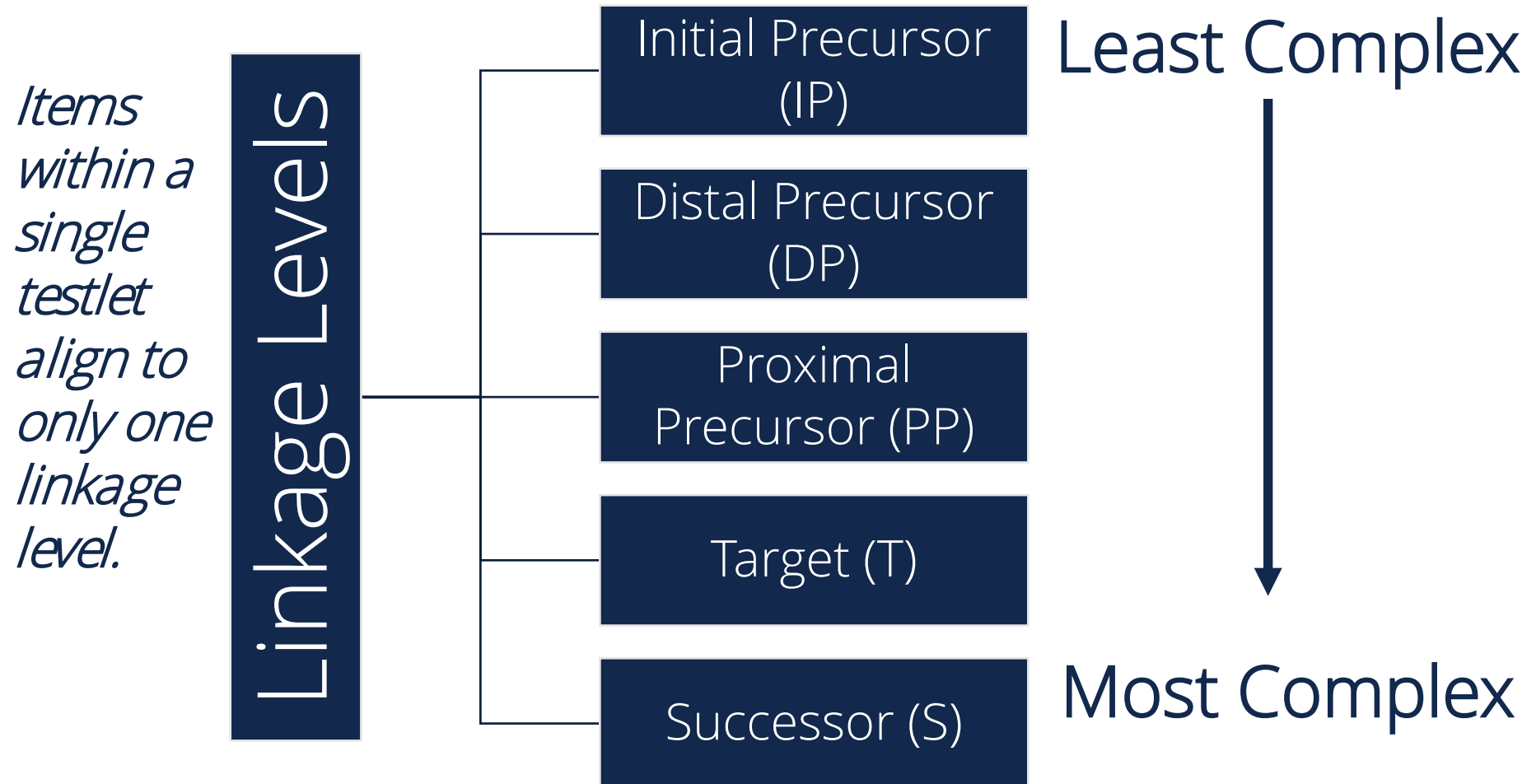
Assessment Cycle



cycle continues throughout both assessment windows



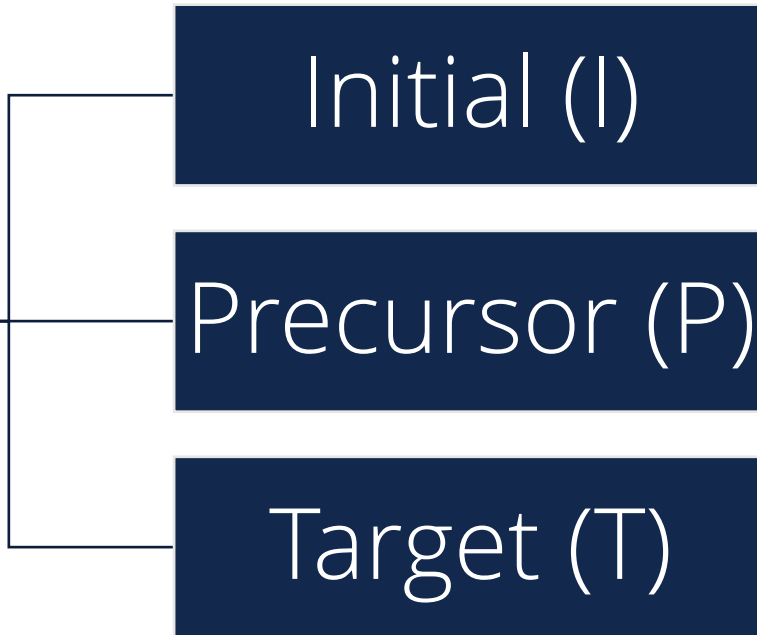
Linkage Levels: ELA and Mathematics



Linkage Levels: Science

Items within a single testlet align to only one linkage level.

Linkage Levels



Least Complex



Most Complex



Understanding the Testlets



Kite Suite



Educator Portal- teachers

Kite 

Reminder: Do not give out, loan, or share your password with anyone. Allowing others access to your Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

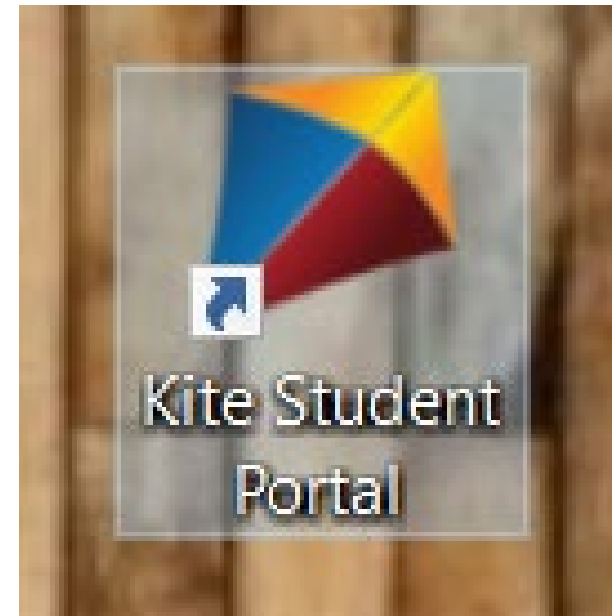
SIGN IN TO EDUCATOR PORTAL

USERNAME:

PASSWORD:

[Sign In »](#) [Forgot Password?](#)

Student Portal- students



Testlet Structure and Types



Every testlet has an engagement activity and test items/questions

Computer-Delivered

- Intended for the student to interact with the computer independently or with support
- NOT assessing the student's ability to use the technology
- Most common

Teacher- Administered

- Used at lower linkage levels or when the content is not easily accessed with onscreen info
- Provide the test administrator with a script to follow

ELA Writing Testlets

- One ELA testlet per window must be a writing testlet.
- Essential Elements for writing are combined and assessed in one testlet.
- Linkage levels are also combined.
 - **Emergent** writing (EW) testlets combine Initial Precursor and Distal Precursor linkage levels.
 - **Conventional** writing (CW) testlets combine Proximal Precursor, Target, and Successor linkage levels.
- All writing testlets are teacher-administered.
- Writing testlets are not scored by the system until the end of year report, will show a (-) on the progress report.



Writing Essential Elements



KS Blueprint/Selection Record

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	*CHOOSE 1: DESCRIPTION
EE.W.3.2.A	Select a topic and write about it including one fact or detail.
EE.W.3.4	With guidance and support, produce writing that expresses more than one idea.

* When a writing EE plan is created the appropriate writing testlet to cover all writing EEs will be sent to the student (Initial and distal precursor levels send an emergent writing (EW) testlet; proximal precursor, target, and successor levels will send a conventional writing (CW) testlet).

KITE Instruction and Assessment Planner

All students are assessed in writing and must take one writing testlet. Select the appropriate linkage level for the writing testlet.

Claim: ELA.C2 Students can produce writing for a range of purposes and audiences.
Conceptual Area: ELA.C2.1 Use Writing to Communicate

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
ELA.EE.EW.3.IP Emergent writing	Directs attention to objects or people				
ELA.EE.EW.3.DP Emergent writing		Attends to stimuli and chooses between two objects			
ELA.EE.CW.3.PP Conventional writing			Selects topic and connects words together		
ELA.EE.CW.3.T Conventional writing				Produce writing which expresses more than one idea about a topic	

Testlet Information Page

This is a secure testing document. Do not reproduce or redistribute. Shred after use.



DYNAMIC[®]
LEARNING MAPS

FALL ELA RI.3.2 IP 10651

Testlet Information Page: ELA10651

Testlet Type: Teacher-administered

Number of Items: 3

Materials Needed: Engagement Activity: three familiar objects. Item 1: one familiar object. Item 2: one familiar object not used in the previous item. Item 3: one familiar object not used in the previous items.

Materials Use: The student will seek a familiar object, once the object has been removed from immediate touch or view.

Suggested Substitute Materials: None

DLM Text Title: Fun on the Bus

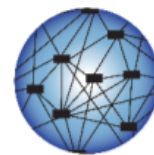
Type of Text: Reading Informational Text

Familiar or Unfamiliar? Familiar

DLM Source Book: Ramona Quimby, Age 8

Accessibility supports NOT allowed:

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DYNAMIC[®]
LEARNING MAPS

FALL Math 3.G.2 PP 1638

Testlet Information Page: Math1638

Testlet Type: Computer-delivered

Number of Items: 3

Materials Needed: See attached pages for alternate text and materials for administration to students who are blind or who have visual impairments and have difficulty with on-screen content.

Materials Use: None

Suggested Substitute Materials: None

Calculator Use Allowed: Not Applicable

Math Vocabulary Used in the Testlet: rectangle, circle, row, column, equal

Accessibility supports NOT allowed:

Definitions (see "Other Comments")

Other Comments: Test administrator should not define the following word(s): divide.



Supports for the DLM Assessment

Three categories

1. Provided in Kite® Student Portal
2. Requiring additional materials
3. Provided by the test administrator



Category 1 Accessibility Supports

Category 1 Supports	In Combination with Other Supports?
Contrast Color: white background with green or red font; black background with gray or yellow font	Do not use Contrast Color AND Invert Color Choice or Overlay Color.
Invert Color Choice: black background with white font	Use Contrast Color or Invert Color Choice but not both. Do not use Overlay Color with Invert Color Choice.
Magnification: 2x, 3x, 4x, or 5x	The larger the magnification, the more scrolling is necessary. Consider projecting on a whiteboard.
Overlay Color: blue, gray, green, pink, and yellow options; font remains black	Do not use with Contrast Color or Invert Color Choice.
Spoken Audio: text only, text and graphics, or nonvisual (Text is highlighted in yellow as it is spoken.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted spoken text.



Category 2 Accessibility Supports

Category 2 Supports	In Combination with Other Supports?
Alternate Form-Visual Impairment	This can be used in conjunction with Braille or with any of the Category 1 supports.
Braille	Select Alternate Form-Visual Impairment as well as Braille. No other Category 1 supports are necessary.
Calculator	OK
Individualized Manipulatives	OK
Single-Switch System (Switch is used to scan and highlight each response option in yellow.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted text.
Two-Switch System (One switch is used to scan and highlight each response option in yellow. The other switch is used to enter the chosen response option.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted text. If using Spoken Audio as well, the test administrator would activate the Spoken Audio.



Category 3 Accessibility Supports

Category 3 Supports	In Conjunction with Other Supports?
Human Read Aloud	This can be used in conjunction with or instead of Spoken Audio. If the student has a visual impairment, TIPs contain alternate text descriptions for any visual components in testlets.
Language Translation	Spoken Audio is moot if using Language Translation.
Partner-Assisted Scanning (Test administrator points to and/or reads each item and response option to the student.)	This can be used instead of Spoken Audio. Human Read Aloud may be selected as well.
Sign Interpretation of Text	Sign Interpretation is akin to Language Translation. Spoken Audio is moot if using Sign Interpretation. The Alternate Form-Visual Impairment may be useful when signing for students with deaf-blindness.
Test Administrator Entering Student Responses	OK



Accessibility Manual

- Examples of accessibility supports
- Further guidance
- Common accessibility issues and example solutions
- Supports not allowed



Resources



Dynamic Learning Maps (DLM) & Essential Elements

The DLM® project is guided by the core belief that all students should have access to challenging grade-level content. The DLM Alternate Assessment System will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students.

Dynamic Learning Maps for Kansas: <http://dynamiclearningmaps.org/kansas> (external link)

Resources on Manuals and Blueprints, Videos, Training, and Educator Resources, Templates, Scoring & Reporting, and more.

Essential Elements are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. Essential Elements are related to college- and career-readiness standards for students in the general population at a reduced depth, breadth, and complexity.

- [Currently tested Essential Elements for ELA \(External PDF\)](#)
- [Currently tested Essential Elements for Math \(External PDF\)](#)
- [Currently Tested Essential Elements for Science \(External PDF\)](#)
- [Kansas Essential Elements Blueprint/Selection Record Math and English Language Arts by Grade \(PDF\)](#)
- [Kansas Essential Elements by Linkage Level Data: Grade 3-Grade 11 \(PDF\)](#)
- [K-2 Essential Element Data \(PDF\)](#)
- [Kansas Alternate Early Literacy Screener \(PDF\)](#)
- [History, Government and Social Studies Field Test Alternate Rubric and Information \(PDF\)](#)

Tools and Resources for IEP Teams

- [Dynamic Learning Maps \(DLM\) Fact Sheet \(PDF\)](#)
- [1% Threshold Fact Sheet \(PDF\)](#)
- [IEP Team Resource Making Decisions about Participation in the Alternate Assessment \(PDF\)](#)

- [AA-AAAS 1% Threshold FAQ \(PDF\)](#)
- [DLM Test Administrator Checklist \(PDF\)](#)
- [How to Create Instructional Plans for the DLM Alternate Assessment \(PDF\)](#)
- [Kansas Alternate Assessment Flow Chart \(PDF\)](#)
- [Kansas Alternate Assessment Notification \(PDF\) / Spanish \(PDF\)](#)
- [Parent Information Brochure about DLM \(PDF\) - Spanish \(PDF\)](#)
- [Participation Guidelines \(PDF\)](#)
- [Rubric for Determining Student Eligibility for the Kansas Alternate Assessment \(DLM\) \(PDF\)](#) (Comparison document to the DLM Participation Guidelines)
- [Submitting Student Writing Samples in Educator Portal \(PDF\)](#)
- [Teacher Experience for the Teacher Survey \(PDF\)](#)

Tools and Resources for Test Coordinators

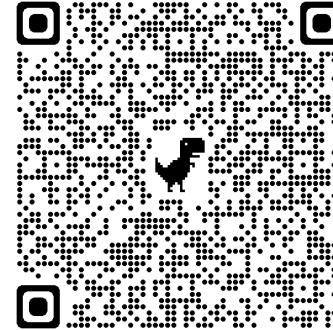
- [DLM Test Coordinator Checklist \(PDF\)](#)
- [DLM Test Administration Monitoring Snapshot \(PDF\)](#)
- [Add a Student Record Manually \(PDF\)](#)
- [Creating a Roster Manually \(PDF\)](#)
- [Data Management Manual \(External PDF\)](#)
support data managers with managing user, student, and roster data in Educator Portal
- [Manage Special Enrollments \(PDF\)](#)
- [Special Circumstance Codes for Kansas Districts \(PDF\)](#)

For information about Kansas and Dynamic Learning Maps please contact Cary Rogers at crogers@ksde.org

DLM Tiered Technical Assistance Resources

[DLM Training Webinar \(Vimeo link\) / Slides \(PDF\)](#)
[Kansas Student Information Sheet \(Word\)](#)
[Alternate Assessment Participation Monitoring \(PDF\)](#)
[DLM Red Flags Fact Sheet \(PDF\)](#)

KSDE DLM website



Webinars

The KSDE SETS team will continue to provide communication for special education teachers administering the DLM during school year 2022-2023. Communication will occur via an online meeting platform using [Zoom](#) (Meeting ID: 897 7927 3623 Password: 947213 One tap mobile: +13482487799,89779273623,,,,04,947213# US (Houston)). There will be opportunities for questions and the webinars will be recorded and posted here.

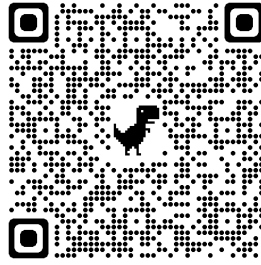
ALL WEBINARS BEGIN 3:00 P.M. CENTRAL STANDARD TIME.
Content is subject to change at any time due to current events

[Webinar Dates and Topics \(external link\)](#)

[August 25, 2022 \(Vimeo/What I need to do to get ready for the fall test window? Slides PDF\)](#)
[September 15, 2022 – How do I write instructional plans?](#)
[October 13, 2022 – DLM resources – How do I prepare my students for the DLM?](#)
[December 1, 2022 – DLM fall test window wrap-up – What needs to be finished by Dec 1st?](#)
[February 9, 2023 – DLM spring window](#)
[April 13, 2023 – DLM wrap-up – What needs to be finished by April 28](#)



DLM website



[Kite® Suite](#)

[Educator Portal™](#)

[Professional Development](#)

[SEA Login](#)

[Training Courses](#)

[About DLM](#) ▾

[For States](#) ▾

[Instructional Resources](#) ▾

[Research](#) ▾



Dynamic Learning Maps® Alternate Assessment

We provide an instructionally relevant assessment and report assessment results to help guide instruction.

[Test Updates](#)

and Additional Updates for the 2024-2025 School Year

[Member States](#)



DLM Kansas page

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[About DLM](#) ▾ [For States](#) ▾ [Instructional Resources](#) ▾ [Research](#) ▾

Kansas



Model

Instructionally Embedded

2022-23 Testing Windows

Fall: 9/12/22-12/16/22

Spring: 2/6/23-4/28/23

Testing Subjects

English Language Arts, Mathematics, Science

Contacts

[Julie Ewing[™]](#), Assessment

[Cary Rogers[™]](#), Special Education

[Kansas Department of Education[™]](#)

Filter Results

Role

- All
- Teacher
- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

Resource Category

- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- All
- English Language Arts
- Mathematics
- Science

Resources

[Accessibility Manual \(pdf\) ADA Compliant 07/01/2022](#)
provides guidance on the selection and use of accessibility features

[Alternate Assessment Flow Chart for Kansas \(pdf\)](#)

[Alternate Assessment Notification for Kansas \(pdf\)](#)

[Alternate Assessment Notification \(en Español\) for Kansas \(pdf\)](#)

[Assessment Coordinator Manual for Instructionally Embedded Model States \(pdf\) ADA Compliant 07/01/2022](#)
supports district and building staff to prepare for and monitor assessments

[Blueprint Science Phase I – General \(pdf\) 08/18/2020](#)
range of science Essential Elements (EEs) assessed

[Complete List of Essential Elements for English Language Arts \(pdf\)](#)
comprehensive list of all ELA Essential Elements currently part of the DLM learning map model

[Complete List of Essential Elements for Mathematics \(pdf\)](#)
comprehensive list of all Mathematics Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements for English Language Arts](#)
these PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes



ELA – Assessment Resources

Kansas



Model
Instructionally Embedded

2022-23 Testing Windows
Fall: 9/12/22–12/16/22
Spring: 2/6/23–4/28/23

Testing Subjects
English Language Arts, Mathematics, Science

Contacts
[Julie Ewing](#)[✉], Assessment
[Cary Rogers](#)[✉], Special Education
[Kansas Department of Education](#)[🌐]

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- Parent

Resource Category

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- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- All
- English Language Arts
- Mathematics
- Science

Reset Filters

Resources

[Complete List of Essential Elements for English Language Arts \(pdf\)](#)
comprehensive list of all ELA Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements for English Language Arts](#)
these PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes

[DLM At-Home Teaching Resources for Parents \(pdf\)](#)

[DLM At-Home Teaching Resources for Teachers \(pdf\)](#)

[DLM Familiar Texts for English Language Arts](#)
resources and source books to assist in teaching students to comprehend text through listening or reading

[DLM Writing Testlets Overview](#)
training video designed to provide test administrators with specific information about DLM writing testlets

[English Language Arts Selection Record \(docx\)](#)

[Kansas ELA and Mathematics Essential Elements Blueprint/Selection Record \(pdf\)](#)
pool of available ELA and mathematics Essential Elements and the requirements for coverage within each conceptual area

[Essential Elements by Linkage Level Data for Kansas \(pdf\)](#)



Mathematics – Assessment Resources

Kansas



Model

Instructionally Embedded

2022-23 Testing Windows

Fall: 9/12/22–12/16/22

Spring: 2/6/23–4/28/23

Testing Subjects

English Language Arts, Mathematics, Science

Contacts

Julie Ewing[✉], Assessment

Cary Rogers[✉], Special Education

[Kansas Department of Education](#)[☎]

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- Parent

Resource Category

- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- All
- English Language Arts
- Mathematics
- Science

[Reset Filters](#)

Resources

[Complete List of Essential Elements for Mathematics \(pdf\)](#)

comprehensive list of all Mathematics Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements for Mathematics](#)

lists of PDFs for each Mathematics Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes

[DLM At-Home Teaching Resources for Parents \(pdf\)](#)

[DLM At-Home Teaching Resources for Teachers \(pdf\)](#)

[Kansas ELA and Mathematics Essential Elements Blueprint/Selection Record \(pdf\)](#)

pool of available ELA and mathematics Essential Elements and the requirements for coverage within each conceptual area

[Essential Elements by Linkage Level Data for Kansas \(pdf\)](#)

[Guide to Practice Activities and Released Testlets \(pdf\) ADA Compliant 08/02/2022](#)

familiarizes educators and students with testlets and Student Portal

[K-2 Essential Elements Data \(pdf\)](#)

[Materials Collections for Mathematics for Instructionally Embedded Model States](#)

list of materials commonly needed in Mathematics testlets



Science – Assessment Resources

Kansas



Model

Instructionally Embedded

2022-23 Testing Windows

Fall: 9/12/22–12/16/22

Spring: 2/6/23–4/28/23

Testing Subjects

English Language Arts, Mathematics, Science

Contacts

[Julie Ewing](#)[✉], Assessment

[Cary Rogers](#)[✉], Special Education

[Kansas Department of Education](#)[✉]

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- Parent

Resource Category

- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- All
- English Language Arts
- Mathematics
- Science

Resources

[Blueprint Science Phase I – General \(pdf\)](#) 08/18/2020
range of science Essential Elements (EEs) assessed

[Currently Tested Essential Elements for Science](#)
lists of PDFs for each Science Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes

[Development of DLM Essential Elements for Science \(pdf\)](#)
a short description of how Essential Elements in Science were developed

[DLM At-Home Teaching Resources for Parents \(pdf\)](#)

[DLM At-Home Teaching Resources for Teachers \(pdf\)](#)

[Essential Elements by Linkage Level Data for Kansas \(pdf\)](#)

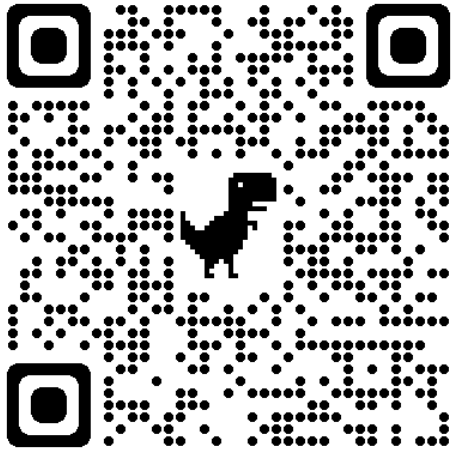
[Essential Elements for Science \(pdf\)](#)

[Guide to Practice Activities and Released Testlets \(pdf\)](#) ADA Compliant 08/02/2022
familiarizes educators and students with testlets and Student Portal

[Materials Collections for Science](#)
list of materials commonly needed in Science testlets



Instructional Resources for IE States



Instructional Resources for IE Model States

Looking for resources for your state? Go to your state's page directly:

Select your state

Does my state use the IE or YE model?

The instructional resources on this page are for states using the **Instructionally Embedded** model.

An asterisk (*) by the resource means your state may offer a custom version. To check for custom resources, go to your state's DLM webpage and filter on *Instructional Resources*.

English Language Arts

Mathematics

Science

English Language Arts

Select Category

Essential Elements

Familiar Texts

Writing

Collections

Testlets

[Complete List of Essential Elements for English Language Arts \(pdf\)](#)

PDFs containing comprehensive lists of all Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements in English Language Arts](#)

these PDFs provide the nodes at each linkage level and a mini-map that shows the pathways between the nodes

[*English Language Arts Blueprint for Instructionally Embedded States \(pdf\)](#)

pool of available ELA Essential Elements (EEs) and the requirements for coverage within each conceptual area



GRADE 3

- About grade 3 familiar texts

Henry and Mudge

My Father's Dragon

Ramona Quimby, Age 8

STORIES

Drop Everything and Read

Getting Sick

Mary Buys School Supplies

Max and Ava at Lunch

Ramona and the Egg

Ramona and the Parade

Ramona and the Rainy Day

Ramona and Willa Jean

Ramona Gets Ready for School

Ramona Goes to Bed

Ramona's Family

Ramona's First Day of School

Ramona's Letters

Ramona's New Sister

The Extra Nice Day

INFORMATIONAL TEXTS

Babysitting

Book Reports

Buses

Cleaning the House

Drawing

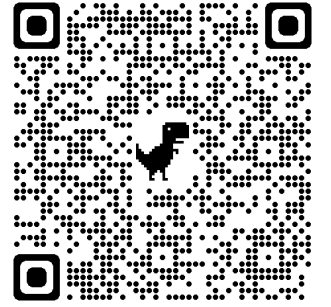
Fun on the Bus

Parades

Riding on a Bus

Selling and Buying

Familiar Texts



- Found on the DLM website (filter – teacher, instructional resources, ELA) and DLM professional development site
- Listed by Grade
- Include grade-level titles
 - Each subdivided into a series of stories and informational texts
- Will appear directly in a testlet, but may be downloaded/printed from the website for classroom use



About Familiar Text (information by grade level and EE)

[ELA.EE.RL.4.1](#)

Use details from the text to recount what the text says.

Initial Precursor | Can identify familiar people, objects, places, and events

General Text Description

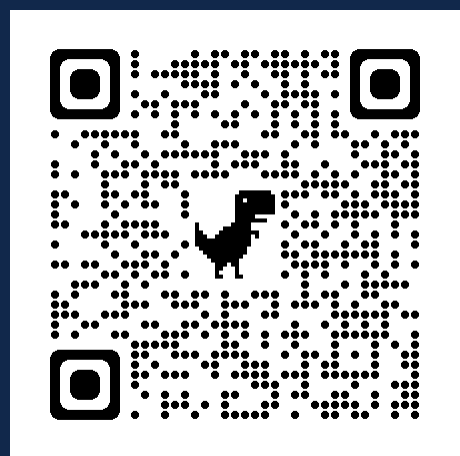
Texts include plots in mostly familiar settings such as home, school, or neighborhood. People, objects, and events are associated with these familiar settings. Home includes family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines like packing a bag. The neighborhood includes friends, neighbors, and play routines, like taking a walk or going to the park.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>The Birchbark House</i>	Learning from Family	Omakayas was a young girl who was adopted by a Native American family. Mom and Dad worked very hard and traded goods in the village. Omakayas learned from Mom and Dad how to make and trade goods.
<i>Bud, Not Buddy</i>	Searching for Herman	Bud was a young boy who was looking for his father. Bud planned out his trip at the library and then packed a bag for his trip.
<i>Tales of a Fourth Grade Nothing</i>	The School Project	Peter was a boy in the fourth grade. He and his classmates were assigned a group project at school. They worked together to complete the assignment.
	Fudge's Birthday	Fudge was a little boy who was turning three. Peter was Fudge's older brother. Mom planned a birthday party for Fudge. Grandma helped Fudge get dressed for his party.
	Fudge's New Shoes	Fudge went to the shoe store with his mom and brother, Peter. Fudge needed a new pair of sandals. Peter helped Fudge pick out sandals that fit just right.



Professional Development Site



Professional Development Tab



Dynamic Learning Maps Professional Development

Provided by the Center for Literacy and Disability Studies

[Exemplar Text Supports](#) [Instructional Resources](#) [Professional Development](#) [FAQs](#) [Blog](#)



Dark Mode: Off



Professional Development Modules

- learning modules – organized by DLM claim and conceptual area or alphabetically
- Individual Education Programs Linked to the DLM Essential Elements
- DLM Claims and Conceptual Areas
- Principles of Instruction in English Language Arts
- Science Professional Development modules

Plus many, many more – each one takes 30-40 minutes (PDP points)



Professional Development Packages

- Foundations of Instruction in DLM
- Getting Started with Students Working at an Initial Precursor Linkage Level
- From Shared Reading to Reading Comprehension
- From Emergent Writing to Written Composition
- Moving Students from Initial to Distal Precursor Linkage Levels in Mathematics



Instructional Resources Tab



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Dark Mode: Off



Instructional Resources

- DLM Essential Elements Unpacking
- Text Resources (Anchor-Read-Apply, familiar texts, exemplar text, shared reading vignettes)
- Communication Supports
- Writing Resources
- Lesson Supports



Exemplar Text Supports

- [Professional Development Site](#)

Sarah, Plain and Tall by Patricia MacLachlan



[Home](#). A list of different things a home can be for people.

[Homesteaders](#). A book about homesteaders and how they lived.

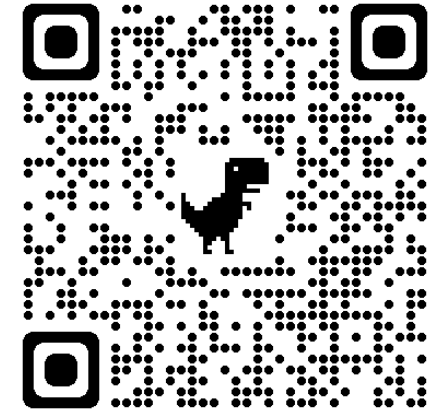
[Sarah, Plain and Tall](#). A retelling of the book *Sarah, Plain and Tall*.

[Sarah, Plain and Tall Vocabulary](#). Vocabulary from the book *Sarah, Plain and Tall*, with definitions.

[Then and Now](#). A book comparing a boy's life to the life of his grandfather.

[Writing a Letter](#). A list of items needed to write a letter.

[Tar Heel Reader Sarah, Plain and Tall Collection](#)



Communication Supports

- Beginning Communicator Supports
- More about DLM Core Vocabulary
 - DLM Core Vocabulary Overview
 - DLM “First 40” Core Vocabulary
 - DLM Core Vocabulary-Resource
- 3D Printer Tactile Symbols for Core Vocabulary

[Project Core website](#)



Communication Supports

Supports to implement core vocabulary to support augmentative and alternative communication.

[Read More](#)



Writing Resources



Writing Resources

Writing resources and alternate pencils.

[Read More](#)

- Eye Gaze Frames
- Flip Charts
- [Description of Alternate Pencils](#)



UNC School of Medicine – Projects

<https://www.med.unc.edu/ahs/clds/projects/>

- Project Core

[Click to watch a short video about Project Core!](#)

- Professional Development Modules
- Teaching Supports and Implementation Resources
- Universal Core Communication Systems
- Facebook Group – DLM Instructional Supports



Deaf-Blind Model Classroom

Downloadable Teaching Resources for Students with Multiple Disabilities, Including Deaf-Blindness

- [Alternative Pencils](#)
- [Deaf-Blind Model Classroom Resources](#)
- [DLM Core Vocabulary](#)
- [Early Childhood Resources](#)
- [Emergent Literacy Interaction Inventory](#)
- [Emergent Literacy Goals](#)
- [New Voices Teacher Resources](#)
- [Tactual Book Directions](#)
- [Remnant Books](#)
- [Top Tools from the Trenches](#)
- [Predictable Chart Writing](#)



Initial and Distal Precursors and Lesson Supports



Initial and Distal Precursors

Math and ELA enhanced descriptions of the Initial and Distal precursors for the most frequently used Essential Elements.

[Read More](#)



Lesson Supports

Self-reflection and observation forms to help teachers reflect on their own teaching.

[Read More](#)

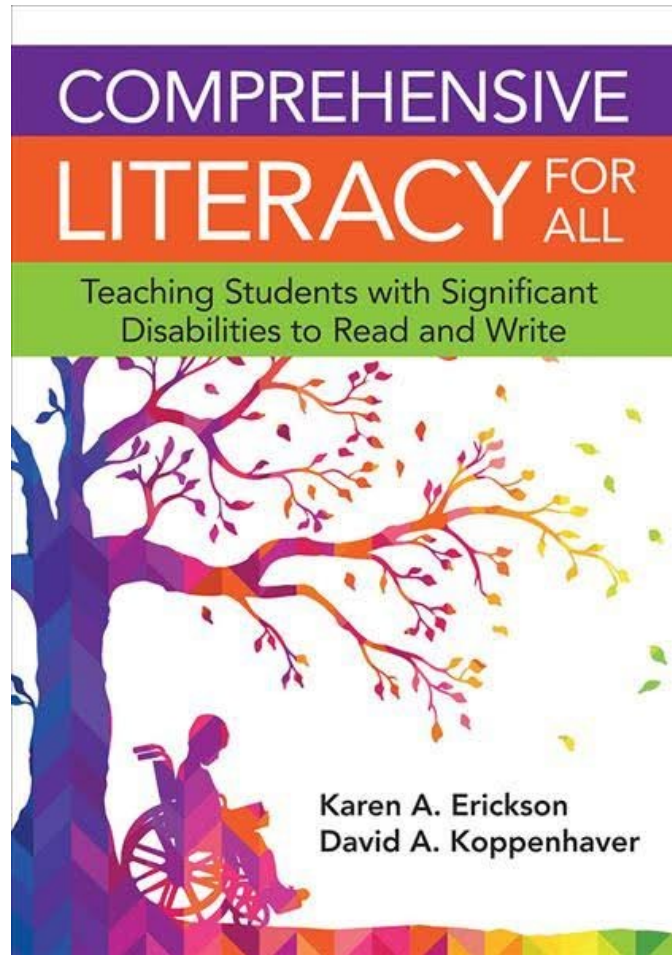


Other resources



Comprehensive Literacy for All

Karen A. Erickson & David A. Koppenhaver



- Comprehensive Literacy for All Book Study
- Facebook Group – Comprehensive Literacy for All Book Study
- Project Core Alphabet Knowledge and Phonological Awareness, Shared Reading, Predictable Chart Writing, Independent Reading, Independent Writing (PD modules)



Early Literacy Instruction for Students Taking the DLM Webinars

August 31, 2023: [Assessment of Early Literacy Skills](#) (Vimeo)
/ [Slides](#) (PDF)

September 7, 2023: [Alphabet Knowledge and Phonological Awareness](#) / [Slides](#) (PDF)

September 21, 2023: Shared and Independent Reading

October 19, 2023: Predictable Chart Writing and Independent Writing



Future DLM Webinars

Join [Zoom Meeting](#)

Meeting ID: 897 7927 3623

Passcode: 947213

One tap mobile: +13462487799,,89779273623#,,,,,0#,,947213# US (Houston)

ALL WEBINARS BEGIN 3:00 P.M. CENTRAL STANDARD TIME

Content is subject to change at any time due to current events

- **December 1, 2022** - DLM fall test window wrap-up – What needs to be finished by Dec 16?
- **February 9, 2023** - DLM spring window
- **April 13, 2023** - DLM wrap-up – What needs to be finished by April 28?



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