



- Slide 1. The purpose of this video is to introduce the Dynamic Learning Maps<sup>®</sup> Familiar Text Lessons.
- Slide 2. The DLM Familiar Texts are an important part of DLM Alternate Assessments in English language arts, or ELA.
- Slide 3. The DLM Familiar Texts are used in all testlets that assess Essential Elements in reading at the Initial Precursor linkage level
- Slide 4. and in some testlets at other linkage levels.
- Slide 5. Educators are expected to use the familiar texts during instruction so that students can interact with and learn about the texts during ongoing instruction before they encounter them in the assessment.
- Slide 6. The topics of many DLM Familiar Texts are drawn from texts that are often used in general education.
- Slide 7. You can access the DLM Familiar Texts on the **Instructional Resources** menu on the home page of [DynamicLearningMaps.org](http://DynamicLearningMaps.org)
- Slide 8. In the **Instructional Resources** tab, look for the assessment model used in your state: Instructionally Embedded (IE) or Year End (YE).
- Slide 9. On the instructional resources page, click the tab for **English Language Arts**.
- Slide 10. Then, select **Familiar Texts** from the menu on the left.
- Slide 11. Next, scroll to the bottom of the page to access links to the familiar texts arranged by grade level. For example, selecting eighth grade links to a new page with familiar texts linked to three source books: *Hoot*, *The Adventures of Tom Sawyer*, and *Touching Spirit Bear*.
- Slide 12. Within each sourcebook, there are familiar texts that are stories and informational texts. Following these links opens the individual books.
- Slide 13. For example, *Tom Goes Camping* is in the list of books related to *The Adventures of Tom Sawyer* at the eighth-grade level. It can be read online.

Slide 14. Or this book and all other familiar texts can be downloaded to read offline. Simply select the gear in the upper right corner and then select **DOWNLOAD** from the list.

Slide 15. You can download the book as a PowerPoint file that will also open in Google Slides or Keynote or as an EPUB for use on various tablets.

Slide 16. When you link to the books at each grade level, you also get access to an important document that provides information about the familiar texts at each grade level. This document is linked right above the list of books at each grade level.

Slide 17. The documents that provide information about the familiar texts at each grade level are organized by Essential Elements. The ELA Essential Elements in reading that are part of the assessment blueprint are listed on the first page of these documents. Clicking on an Essential Element hyperlinks to the page where the linkage level and associated familiar texts are described.

Slide 18. For example, selecting ELA.EE.RL.8.3 will link to a document describing the Essential Elements and Initial Precursor linkage level. It also provides a general description of the familiar texts aligned with this Essential Elements and linkage level.

Slide 19. The three familiar texts written to assess the Initial Precursor linkage levels aligned with ELA.EE.RL.8.3 include two books related to the *Adventures of Tom Sawyer*, *Tom's Stories* and *Tom Goes Camping*, and one book related to *Touching Spirit Bear*, *Return to the Island*.

Slide 20. Notice that *Tom Goes Camping* includes a link to an Example DLM Familiar Text Lesson.

Slide 21. The linked document is a sample lesson.

Slide 22. The table at the header of the lesson provides important details about the lesson.

Slide 23. Specifically, it provides information about the Essential Element that is aligned with the text and the linkage level and node addressed in the lesson. It also provides a link to the familiar text in Tar Heel Reader. Finally, the table at the beginning of the lesson lists materials that might be helpful to gather to use during the shared reading.

Slide 24. The purpose of the familiar text lessons is to support the use of the DLM Familiar Texts with students completing DLM testlets in reading at the Initial Precursor linkage level. The vast majority of students at the Initial Precursor linkage level do not use symbolic communication to interact with others, and many struggle to attend during shared reading and other academic instruction. These lessons are designed to build those skills over time.

Slide 25. As such, the lessons feature page-by-page guidance on what to say and do to try to engage students actively during shared reading with a focus on teaching early symbolic communication while helping students learn to identify objects, express personal preferences, and respond to yes/no questions related to the familiar texts.

Slide 26. For example, students who participate in ELA Reading testlets at the Initial Precursor linkage level primarily communicate using non-symbolic communication. This means they move their bodies, look, use gestures, and make sounds to communicate with others. It also means that they are not able to use spoken words, signs, or symbols to communicate for a broad range of purposes. The familiar text lessons include specific supports for helping students learn to communicate using symbols.

Slide 27. The lessons have a specific emphasis on teaching students to use signs, graphic symbols, and/or tactile symbols to communicate in a variety of ways.

Slide 28. The lessons were built with specific reference to the 36 words that are in the Universal Core Vocabulary. This set of words was developed as part of the Project Core implementation model at the Center for Literacy & Disability Studies. If students have access to another well-organized set of vocabulary to support their communication, use it. For students who do not have an existing set of vocabulary, you can start with the Universal Core Vocabulary.

Slide 29. You can access the Universal Core vocabulary in different formats to support students with various needs on the Project Core website. Use the QR code or follow the link and look for the section on the Universal Core to select a layout that is likely to be a good starting place for your students, download the files, and get started.

Slide 30. Throughout the familiar text lessons, WORDS IN ALL CAPS are words that are part of the [Universal Core vocabulary](#). For example, the text might say, "SOME people LIKE pools." SOME and LIKE are core words that are used very

frequently across contexts and purposes. These words are written in ALL CAPS to remind you to demonstrate how to select the symbols as you say the words.

Slide 31. As the adult says words in ALL CAPS, they should demonstrate how to select the symbols that match the words. For example, when reading SOME, the adult might point to the word SOME,

Slide 32. and then point to LIKE while finishing the sentence “LIKE to swim.”

Slide 33. In addition to demonstrating how to select symbols that match the words that are written in ALL CAPS in the lessons, adults should attend to everything students are saying and doing throughout the lesson. Adults should work to notice how students move their bodies, where they look, and what sounds or gestures they make. Tell them what you are seeing and attach meaning to it.

Slide 34. For example, if a student reaches for the book, the adult might say, “I see you reaching.” Then, assign some meaning, “Do you want to look at the book?” For example, the adult might tell the student “You could say LOOK.”

Slide 35. As the adult says, “you could say LOOK,” they show the student how to select LOOK using the symbol or set of symbols selected for the student. This might involve pointing to the symbol in an array.

Slide 36. Or, it might involve showing students a tactual symbol representing the word, or some other representation.

Slide 37. The DLM Familiar Text lessons also intentionally incorporate yes and no questions. In the learning maps that drive the Dynamic Learning Maps alternate assessments, yes/no questions are the earliest developing type of question. As such, we have written the lessons to begin teaching students at the Initial Precursor level begin to understand and respond to yes/no questions. The goal is to teach students to respond to yes/no questions using a movement, gesture, or vocalization. This is desired over teaching symbols to represent yes and no because we want to ensure that the students can eventually respond to yes/no questions wherever they are.

Slide 38. Let’s look at an example of how these different supports are integrated in a familiar text lesson for the familiar text, *Tom Goes Camping*. The first column provides the text from the page in the familiar text. The asterisk next to the page number denotes that this page specifically addresses the Initial Precursor node aligned with this lesson.

Slide 39. Recall from the information provided in the table at the beginning of the lesson that it is written to address the Initial Precursor linkage level, which is, “The student can demonstrate understanding of an object’s function through demonstration, pointing to pictures, or verbally explaining the function.”

Slide 40. In the right column, the lesson reminds the adult to pause and wait to give the student a chance to explore the page and then process each step of the lesson on each page. Generally, this pause and wait will require 5–10 seconds. Some students at the Initial Precursor linkage level will need even more time to process during shared reading. The lesson provides scripted support for reading the text, commenting on the text, demonstrating comments students can make using AAC, or the Universal Core vocabulary, and ways adults can add more and specifically direct the student.

Slide 41. This is the page in the book that is aligned with this part of the lesson. Following the lesson, the adult turns to this page, then pauses and waits before reading the text, “Tom packed a spoon so he could eat food,” and then pauses and waits.

Slide 42. The adult then makes the comment, “SOME people use a spoon to eat” and points to the symbol for SOME before pointing to the illustration in the book.

Slide 43. Then, the adult explicitly tells the student or students, “You could say SOME,” once again, demonstrating how to point to or otherwise select a symbol representing the word SOME.

Slide 44. Then, the lesson directs the adult to add more, saying, “I have a spoon” while showing the student the actual spoon gathered prior to the lesson. Pausing and waiting for the student to explore the spoon and then saying, “Let’s PUT the spoon IN the backpack. Look at the spoon, touch the spoon, or point to the spoon,” whichever is most appropriate for the student. Note that the words PUT and IN are in all caps, which means the adult should demonstrate how to point to or select the symbol representing those words. Then, pausing and waiting again to give students an unprompted opportunity to respond to the directive as they will be expected to do when they complete the DLM alternate assessment in reading.

Slide 45. At this point, the goal is not to teach the student to distinguish the spoon from other objects. Instead, the goal is to use the spoon to support interaction and engagement.

Slide 46. This lesson and others certainly help students learn to identify objects, but there is no expectation that they can do this with objects and texts that are unfamiliar. Instead, they learn to identify the objects as a result of repeated readings and interactions with the texts, other people, and the objects.

Slide 47. Similarly, the lessons do not assume that the students understand how to use graphic symbols, tactile symbols, signs or other forms of language to communicate and interact. Instead, the lessons teach symbolic communication over time by providing students with access to symbols and demonstrating how AAC, which stands for augmentative communication, can support communication.

Slide 48. The same is true for yes/no questions. In fact, students are not expected to even have a way to indicate yes/no when adults begin using these lessons. Instead, the ability to respond to yes/no questions is built over time through repeated reading of individual books and use of the example lessons across multiple books.

Slide 49. Finally, the lessons provide students with many opportunities to learn to express personal preferences. Most lessons include one or more questions asking students what they like or want. Often, these requests for expression of personal preference are posed as yes/no questions as in, "Do you like to swim?"

Slide 50. In closing, the DLM Familiar Text Lessons are intended as examples. Though they address the knowledge, skills, and understandings embedded in the linkage levels for the aligned Essential Elements, they do not match the items in the DLM alternate assessment testlets. In addition to using the familiar text lessons while helping your students become familiar with the texts they will encounter in the assessment, remember to access and use the sample testlet information pages and released testlets in English language arts to learn more about the specific ways testlets are organized and nodes are addressed in the DLM alternate assessments.

Slide 51. Thank you for completing this module. For additional information go to [dynamiclearningmaps.org](http://dynamiclearningmaps.org). For professional development opportunities, go to [dlmpd.com](http://dlmpd.com)